

Adult Basic Education

English Language Arts

World Literature 3101A

Curriculum Guide

Suggested Resources: *World Mythology: An Anthology of the Great Myths and Epics* (8th Edition). 2006. McGraw-Hill Glencoe. ISBN 0-07-872909-2 (9-780078729096).

Teacher Manual. World Mythology: An Anthology of the Great Myths and Epics (8th Edition). 2006. McGraw-Hill Glencoe. ISBN 0-07-872910-6 (9-780078729102).

One Selected Novel.



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To the Instructor

Introduction to World Literature 3101A

This course is designed for students who need to transfer two credits into the High School Optional Language Arts Category to graduate with a High School Diploma. It is also meant for students who wish to study additional literature as an Adult Oriented Elective in ABE. The outcomes and resources for this course are based on the High School **World Literature 3207** course.

This course, along with **World Literature 3101B**, must both be completed in order to be given equivalence for **World Literature 3207** on the High School transcript.

This course offers students the opportunity to read a wide range of texts chosen from numerous countries and cultures. The main focus of this course is the study of mythology and a novel study. In Unit 1, students will study myths from the Middle East, Greece and Rome; in Unit 2, students will study myths from the Far East and the Pacific Islands; in Unit 3, students will study myths from the British Isles and Northern Europe; and in Unit 4, students will complete a novel study.

Study Guide

The Study Guide provides the student with the name of the text required for the course and specifies the selections and pages that the student will need to refer to in order to complete the **Required Work** for the course. It guides the student through the course by assigning relevant reading and exercises. The Study Guide is designed to give students some degree of independence in their work. Instructors should note, however, that there is material in the Curriculum Guide in the *Notes for Teaching and Learning* and *Suggestions for Assessment* columns that is not included in the Study Guide, and instructors will need to review this information and decide how to include it.

Curriculum Guide

This Curriculum Guide contains a list of stated **General Curriculum Outcomes** (GCO's) for this course. These GCO's are based on the curriculum for the High School **World Literature 3207** course.

The GCO's are broken down into **Learning Outcomes** for the specific courses and units. Both the GCO's and **Learning Outcomes** are met by the completion of the suggested **Required Work**.

It is important to note here that the **Learning Outcomes**, as well as the specific learning exercises in each Study Guide, are suggestions. Instructors can modify the learning exercises and/or choice of resources in order to meet the needs of adult students. For example, if an instructor feels a selection does not meet the needs of a certain student (reading level unsuitable, student uninterested in selection, student feels selection is irrelevant to his/her life, etc), the instructor can select an alternative. The suggestions in the Study Guides should, however, be appropriate to meet the needs of most ABE

students. The GCO's for World Literature 3101A are set by the Department of Education and are not to be modified.

The Curriculum Guide is organized in two sequential sets of columns, as follows:

Learning Outcomes	Required Work
This column lists the specific learning outcomes for each course.	This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of Required Work in their Study Guides.

Suggestions for Teaching and Learning	Suggestions for Assessment
This column provides suggested explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.	This column provides suggested information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment. Effective assessment improves the quality of learning and instruction. It can help ABE students to become more self-reflective on their learning and to take greater ownership in their own education program. Additionally, assessment can help instructors to monitor the effectiveness of their own instructional methods.

Instructors should note that all suggestions given related to Teaching/Learning/Assessment in this Curriculum Guide are just suggestions. Instructors both individually and collectively have significant experience in the delivery of ABE and are certainly free to exercise professional judgment when teaching and assessing students. Instructors and/or institutions are responsible for developing such things as unit tests, final exams, student self assessments, and supplemental assignments/learning exercises.

Resources

The recommended student and teacher resources for this course are given below. Instructors may, and are encouraged, to supplement these resources as they deem appropriate.

Course	Resources
World Literature 3101A	<p><i>World Mythology: An Anthology of the Great Myths and Epics</i> (8th Edition). 2006. McGraw-Hill Glencoe. ISBN 0-07-872909-2 (9-780078729096).</p> <p><i>Teacher Manual. World Mythology: An Anthology of the Great Myths and Epics</i> (8th Edition). 2006. McGraw-Hill Glencoe. ISBN 0-07-872910-6 (9-780078729102).</p> <p>One Selected Novel.</p>

The student resource selected for this course, *World Mythology*, is also on the list of recommended resources for **World Literature 3207**. This resource is an anthology of the great myths and epics from around the world. By studying the readings from various civilizations in this resource, ABE students will gain an appreciation for the stories, customs and folkways of the world's peoples.

This resource contains more than fifty myths and epics from the Middle East, Greece, Rome, the Far East and Pacific Islands, the British Isles, Northern Europe, Africa and the Americas. Students will find an introduction and historical background to set the stage for each selection, and place the selection in its cultural context. Questions are given at the end of each selection to enhance cultural thinking as they prompt students to analyze the stories, find similarities and differences, make assumptions, and examine their own responses.

The recommended novels for this course are the same as for **World Literature 3207**. Students must select a novel from the list provided in the Study Guide and do not have the choice to substitute other novels.

Instructors are encouraged to become familiar with the *Teacher Manual* accompanying the student text. This *Teacher Manual* is designed to facilitate the use of the student text.

Recommended Evaluation

Unit 1 Course Work	20%
Unit 2 Course Work	20%
Unit 3 Course Work	20%
Unit 4 Novel Study #1	30%
Self Assessment	<u>10%</u>
	100%

The overall pass mark for the course is 50%.

Note: The evaluation scheme recommended above is presented as a suggestion. Institutions may choose an alternate evaluation scheme in order to meet the individual needs of adult students. It is recommended that there not be unit tests or a final exam in this course; however, instructors/institutions can decide if a final exam is necessary based on their own policies and procedures.

General Curriculum Outcomes for World Literature 3101A

Adult students will be expected to:

- Read, view and listen to a wide range of texts from a variety of cultures and contexts.
- Interpret, select and integrate information about world literature using a variety of strategies, resources and technologies.
- Respond personally and critically to a range of texts, applying their understanding of language, form, genre and contexts.
- Demonstrate through writing and other ways of representing a critical understanding of elements portrayed in world literature.

Unit 1: The Middle East, Greece and Rome—Suggestions for Teaching, Learning and Assessment

Learning Outcomes	Required Work
<ol style="list-style-type: none">1. Read a selection of world literature emphasizing various forms of folk legends such as myths, legends, tales, etc.2. Examine a range of themes, motifs, archetypes, and literary elements.3. Explore the geographical, historical and cultural contexts and forms of world literature.4. Gather information about world literature from a variety of sources (internet, print, visual, etc.).5. Recognize the commonalities and differences in form, structure and ideas in various selections of world literature.6. Use feedback to reflect on and refine interpretations of literary texts.7. Synthesize and share information from several sources according to a particular purpose.8. Make connections among themes and ideas expressed in traditional literature with those found in contemporary literature.	<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <ol style="list-style-type: none">1. Read the introductory material on the Middle East on page 2 of the text.2. Read the creation myth “The Enuma Elish” on pages 3-11 of the text. Complete the Questions for Response, Discussion and Analysis numbers 1-3, on page 11 of the text.3. Read the Egyptian myth “Osiris, Isis and Horus” on pages 12-21 of the text. Complete the Questions for Response, Discussion and Analysis, numbers 1-2, on page 21 of the text.4. Read the Hittite nature myth “Telepinu” on pages 22-25 of the text. Complete the Questions for Response, Discussion and Analysis numbers 1-3, on page 25 of the text.5. Read the Babylonian epic “Gilgamesh” on pages 26-56 of the text. Complete the Questions for Response, Discussion and Analysis, numbers 1-10, on pages 56-57 of the text.

Unit 1: The Middle East, Greece and Rome—Suggestions for Teaching, Learning and Assessment

Learning Outcomes	Required Work
<p>9. Identify and explain recurring elements in world literature emphasizing several countries.</p> <p>10. Select appropriate information about myths, legends and folk tales from a variety of sources, making meaningful selections for their own purposes.</p> <p>11. Articulate and justify points of view about texts.</p> <p>12. Refine critical and creative thinking and writing strategies.</p> <p>13. Make connections between the ideas and information presented in texts and their own lives and experiences.</p>	<p>6. Read the introduction material on Greece and Rome on pages 80-81 of the text.</p> <p>7. Read the Greek creation myth “The Creation of the Titans and the Gods” on pages 82-89 of the text. Complete the Questions for Response, Discussion and Analysis, numbers 1-3, on page 89 of the text.</p>

Unit 1: The Middle East, Greece and Rome —Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<ol style="list-style-type: none">1. Instructors should ensure that students read all the introductory material in the text prior to reading the assigned selection.2. Instructors should encourage students to research the geography and culture associated with each reading selection as a pre-read strategy. It is important for students to know where each piece of world literature is set and the cultural context.3. Instructors can prepare supplemental learning resources to accompany the Study Guide; for example, maps, information on the geography, culture and historical background for each unit of study.4. Instructors will find useful material to facilitate effective teaching and learning in the <i>Teacher Manual for World Mythology</i>.5. Instructors should encourage students to develop an understanding of how myths from one culture are similar and different to myths from another culture.6. Instructors can allow students to demonstrate their understanding of the world literature through other forms of representing. For example, instructors have flexibility to allow students to substitute one set of written response questions per unit with an illustration, a collage or some other form of representation.	<ol style="list-style-type: none">1. Instructors should observe students to determine the extent to which students are experiencing each selection of world literature.2. Although ABE is a self paced program and students can work independently, instructors should provide feedback and encouragement on a regular basis.3. The recommended evaluation scheme for this course allows for 10% to be assigned for student self assessment. Students can periodically assess their own learning and progress throughout the course.4. For self assessment, instructors can ask students questions such as these:<ul style="list-style-type: none">• What have you learned from your study in this unit/course?• What have you found challenging in this unit/course?• What learning goals do you feel you still need to establish at this point in your studies?5. Instructors can assign a grade on this self assessment based on the extent to which a student is able to provide a thoughtful reflection. If the student experiences difficulty with this self assessment, instructors may prompt as necessary. The idea behind this exercise is to give students the best possible opportunity to earn marks using a reflective approach.

Unit 2: The Far East, Greece and Rome —Suggestions for Teaching, Learning and Assessment

Learning Outcomes	Required Work
<p>1. Read a selection of world literature emphasizing various forms of folk legends such as myths, legends, tales, etc.</p> <p>2. Examine a range of themes, motifs, archetypes, and literary elements.</p> <p>3. Explore the geographical, historical and cultural contexts and forms of world literature.</p> <p>4. Gather information about world literature from a variety of sources (internet, print, visual, etc.).</p> <p>5. Recognize the commonalities and differences in form, structure and ideas in various selections of world literature.</p> <p>6. Use feedback to reflect on and refine interpretations of literary texts.</p> <p>7. Synthesize and share information from several sources according to a particular purpose.</p> <p>8. Make connections among themes and ideas expressed in traditional literature with those found in contemporary literature.</p>	<p>1. Read the introductory material on The Far East and the Pacific Islands on page 290 of the text.</p> <p>2. Read the Indian creation myth “The Creation, Death, and Rebirth of the Universe” on pages 291-294 of the text. Complete the Questions for Response, Discussion, and Analysis, numbers 1-3, on page 295 of the text.</p> <p>3. Read the Chinese legend “Chi Li Slays the Serpent” on pages 330-333 of the text. Complete any four of the Questions for Response, Discussion and Analysis on page 334.</p> <p>4. Read the Japanese myth “Amaterasu” on pages 335-338 of the text. Complete the Questions for Response, Discussion, and Analysis, numbers 1-2, on page 338.</p> <p>5. Read the New Zealand creation myth “The Creation Cycle” on pages 351-358 of the text. Complete the Questions for Response, Discussion, and Analysis, numbers 1-4, on page 359.</p>

Unit 2: The Far East, Greece and Rome —Suggestions for Teaching, Learning and Assessment

Learning Outcomes	Required Work
<p>9. Identify and explain recurring elements in world literature emphasizing several countries.</p> <p>10. Select appropriate information about myths, legends and folk tales from a variety of sources, making meaningful selections for their own purposes.</p> <p>11. Articulate and justify points of view about texts.</p> <p>12. Refine critical and creative thinking and writing strategies.</p> <p>13. Make connections between the ideas and information presented in texts and their own lives and experiences.</p>	

Unit 2: The Far East, Greece and Rome —Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. Instructors should ensure that students read all the introductory material in the text prior to reading the assigned selection.</p> <p>2. Instructors should encourage students to research the geography and culture associated with each reading selection as a pre-read strategy. It is important for students to know where each piece of world literature is set and the cultural context.</p> <p>3. Instructors can prepare supplemental learning resources to accompany the Study Guide; for example, maps, information on the geography, culture and historical background for each unit of study.</p> <p>4. Instructors will find useful material to facilitate effective teaching and learning in the <i>Teacher Manual for World Mythology</i>.</p> <p>5. Instructors should encourage students to develop an understanding of how myths from one culture are similar and different to myths from another culture.</p> <p>6. Instructors can allow students to demonstrate their understanding of the world literature through other forms of representing. For example, instructors have flexibility to allow students to substitute one set of written response questions per unit with an illustration, a collage or some other form of representation.</p>	<p>1. Instructors should observe students to determine the extent to which students are experiencing each selection of world literature.</p> <p>2. Although ABE is a self paced program and students can work independently, instructors should provide feedback and encouragement on a regular basis.</p> <p>3. The recommended evaluation scheme for this course allows for 10% to be assigned for student self assessment. Students can periodically assess their own learning and progress throughout the course.</p> <p>4. For self assessment, instructors can ask students questions such as these:</p> <ul style="list-style-type: none"> • What have you learned from your study in this unit/course? • What have you found challenging in this unit/course? • What learning goals do you feel you still need to establish at this point in your studies? <p>5. Instructors can assign a grade on this self assessment based on the extent to which a student is able to provide a thoughtful reflection. If the student experiences difficulty with this self assessment, instructors may prompt as necessary. The idea behind this exercise is to give students the best possible opportunity to earn marks using a reflective approach.</p>

Unit 3: The British Isles and Northern Europe —Suggestions for Teaching, Learning and Assessment

Learning Outcomes	Required Work
<ol style="list-style-type: none"> 1. Read a selection of world literature emphasizing various forms of folk legends such as myths, legends, tales, etc. 2. Examine a range of themes, motifs, archetypes, and literary elements. 3. Explore the geographical, historical and cultural contexts and forms of world literature. 4. Gather information about world literature from a variety of sources (internet, print, visual, etc.). 5. Recognize the commonalities and differences in form, structure and ideas in various selections of world literature. 6. Use feedback to reflect on and refine interpretations of literary texts. 7. Synthesize and share information from several sources according to a particular purpose. 8. Make connections among themes and ideas expressed in traditional literature with those found in contemporary literature. 	<ol style="list-style-type: none"> 1. Read the introductory material on the British Isles on page 368 of the text. 2. Read the Irish myth “The Ages of the World” on pages 369-377 of the text. Complete the Questions for Responses, Discussion, and Analysis, numbers 1-4, on page 377. 3. Read the Irish creation myth “Dagda the Good” on pages 378-379 of the text. Complete the Questions for Responses, Discussion, and Analysis, numbers 1-2, on page 380. 4. Read the English Legend “King Arthur” on pages 418-453 of the text. Complete any five of the Questions for Response, Discussion, and Analysis on pages 453-455. 5. Read the introductory material on Northern Europe on page 458 of the text. 6. Read the Norse myth “The Theft of Thor’s Hammer” on pages 475-477 of the text. Complete the Questions for Response, Discussion, and Analysis on page 477.

**Unit 3: The British Isles and Northern Europe —Suggestions for Teaching,
Learning and Assessment**

Learning Outcomes	Required Work
<p>9. Identify and explain recurring elements in world literature emphasizing several countries.</p> <p>10. Select appropriate information about myths, legends and folk tales from a variety of sources, making meaningful selections for their own purposes.</p> <p>11. Articulate and justify points of view about texts.</p> <p>12. Refine critical and creative thinking and writing strategies.</p> <p>13. Make connections between the ideas and information presented in texts and their own lives and experiences.</p>	

Unit 3: The British Isles and Northern Europe —Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. Instructors should ensure that students read all the introductory material in the text prior to reading the assigned selection.</p> <p>2. Instructors should encourage students to research the geography and culture associated with each reading selection as a pre-read strategy. It is important for students to know where each piece of world literature is set and the cultural context.</p> <p>3. Instructors can prepare supplemental learning resources to accompany the Study Guide; for example, maps, information on the geography, culture and historical background for each unit of study.</p> <p>4. Instructors will find useful material to facilitate effective teaching and learning in the <i>Teacher Manual for World Mythology</i>.</p> <p>5. Instructors should encourage students to develop an understanding of how myths from one culture are similar and different to myths from another culture.</p> <p>6. Instructors can allow students to demonstrate their understanding of the world literature through other forms of representing. For example, instructors have flexibility to allow students to substitute one set of written response questions per unit with an illustration, a collage or some other form of representation.</p>	<p>1. Instructors should observe students to determine the extent to which students are experiencing each selection of world literature.</p> <p>2. Although ABE is a self paced program and students can work independently, instructors should provide feedback and encouragement on a regular basis.</p> <p>3. The recommended evaluation scheme for this course allows for 10% to be assigned for student self assessment. Students can periodically assess their own learning and progress throughout the course.</p> <p>4. For self assessment, instructors can ask students questions such as these:</p> <ul style="list-style-type: none"> • What have you learned from your study in this unit/course? • What have you found challenging in this unit/course? • What learning goals do you feel you still need to establish at this point in your studies? <p>5. Instructors can assign a grade on this self assessment based on the extent to which a student is able to provide a thoughtful reflection. If the student experiences difficulty with this self assessment, instructors may prompt as necessary. The idea behind this exercise is to give students the best possible opportunity to earn marks using a reflective approach.</p>

Unit 4: Novel Study #1

Learning Outcomes	Required Work
<ol style="list-style-type: none">1. Examine a range of themes, motifs, archetypes, and literary elements.2. Explore the geographical, historical and cultural contexts and forms of world literature by studying at least one novel.3. Gather information about world literature from a variety of sources (e.g., electronic, network, print and visual sources, interviews).4. Recognize and articulate the commonalities and differences in form, structure, and ideas in various literary texts.5. Use feedback to reflect on and refine interpretations of literary texts.6. Identify and explain recurring elements in world literature emphasizing several countries.7. Articulate and justify points of view about texts.8. Make connections between the ideas and information presented in texts and their own lives and experiences.9. Articulate their understanding of an author's purpose and the effectiveness of literary devices.	<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <ol style="list-style-type: none">1. In preparation for the novel study, you should review information related to reading a novel. Some suggestions for review material are given in the right hand column. Make sure you discuss with your instructor any terms related to novel reading you do not fully understand.2. The purpose of this novel study is for you to read and personally respond to a novel. You must select one novel from the following list:<ul style="list-style-type: none">• <i>Flowers for Algernon</i>, by Daniel Keyes (America).• <i>Ella Minnow Pea</i>, by Mark Dunn (America).• <i>The Alchemist</i>, by Paulo Coelho (Spain and Africa).• <i>Frankenstein</i>, by Mary Shelley (England).• <i>I Am the Messenger</i>, by Markus Zusak (Australia).• <i>Big Fish</i>, by Daniel Wallace (America).• <i>The Ice Master</i>, by Jennifer Niven (Canada/Newfoundland and Labrador).• <i>The Whale Rider</i>, by Witi Ihimaera (New Zealand).

Unit 4: Novel Study #1

Learning Outcomes	Required Work
<p>10. Reflect on what their own critical responses reveal about their personal values and attitudes.</p> <p>11. Create imaginative texts that establish connections between readers and an original text.</p> <p>12. Refine critical and creative thinking and writing strategies.</p> <p>13. Make connections between the ideas and information presented in texts and their own lives and experiences.</p>	<p>Response Items:</p> <ul style="list-style-type: none">a) After you have read the novel, write a response in which you make connections between the ideas and content of the novel to your own life and experiences. Your response should be in the form of a multi-paragraph essay.b) Explain your understanding of the author's purpose and the effectiveness of literary devices used in the novel. Your response should be in the form of a multi-paragraph essay.c) Write a response in which you reflect on your own personal values and attributes in relation to the novel. Your response should be in the form of a multi-paragraph essay.d) Create an illustration or other form of representing to show what you feel is the main point of the novel.e) In units 1-3, you read examples of folk literature (myth, legends, etc.). Write a multi-paragraph essay in which you discuss connections among the themes and ideas expressed in this traditional folk literature with those found in the novel you read.

Unit 4: Novel Study #1

Suggestions for Teaching and Learning	Suggestions for Assessment
<ol style="list-style-type: none">1. Instructors should encourage students to research the geography and culture associated with each novel.2. Instructors should ensure that students understand the relationship between the title and various elements of the text (setting, character, theme, etc.)3. Discuss the context of time, place and circumstance to extend understanding of the novel.4. Discuss the use of symbolism, language and other stylistic techniques used by the author in the novel.5. Students are required to select a novel from the list provided in the Study Guide.6. Instructors will need to ensure that students have an idea as to whether a novel is of interest to them. Instructors may guide students to do some preliminary research about each novel. Excellent information and book reviews can be found online, especially on Amazon and Wikipedia.7. Instructors may need to provide an introduction to the novel before the student begins to read it.8. Students should be encouraged to identify and re-read portions of the novel which may be critical to understanding the story.	<ol style="list-style-type: none">1. The Study Guide provides general questions that can be used for any novel chosen by a student. If an instructor feels that any question(s) in the Study Guide is unsuitable for the chosen novel, the question(s) can be omitted.2. Because this course is meant to be equivalent to a grade 12 English course in high school, students are expected to write in fully developed paragraphs, supported by reasons and specific examples from the chosen novel.3. It is important that students be able to include specific references to support their interpretation, reflect on their responses and interpretations taking their own and other's cultural contexts into consultation, and reflect on theme and issues revealed in the novel.4. The recommended evaluation scheme for this course allows for 10% to be assigned for student self assessment. Students can periodically assess their own learning and progress throughout the course.5. For self assessment, instructors can ask students questions such as these:<ul style="list-style-type: none">• What have you learned from your study in this unit/course?• What have you found challenging in this unit/course?• What learning goals do you feel you still need to establish at this point in your studies?

Unit 4: Novel Study #1

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>9. There are eight recommended novels for this course:</p> <ul style="list-style-type: none">• <i>Flowers for Algernon</i>, by Daniel Keyes (1959). Information on this American novel is easily found online.• <i>Ella Minnow Pea</i>, by Mark Dunn (2001). Information on this American novel is easily found online.• <i>The Alchemist</i>, by Paulo Coelho (1988). Information for this Spanish and African novel is easily found online.• <i>Frankenstein</i>, by Mary Shelley (1818). Information for this British novel is easily found online.• <i>I Am the Messenger</i>, by Markus Zusak (2002). Information on this Australian novel is easily found online.• <i>The Whale Rider</i>, by Witi Ihimaera (1987). Information on this New Zealand novel is easily found online.• <i>Big Fish</i>, by Daniel Wallace (1998). Information on this American novel is easily found online.• <i>The Ice Master</i>, by Jennifer Niven (2000). (Canada/Newfoundland and Labrador). Information on this Canadian novel is easily found online.	<p>6. Instructors can assign a grade on this self assessment based on the extent to which a student is able to provide a thoughtful reflection. If the student experiences difficulty with this self assessment, instructors may prompt as necessary. The idea behind this exercise is to give students the best possible opportunity to earn marks using a reflective approach.</p> <p>7. Instructors can prepare supplemented learning resources to accompany the Study Guide; for example, main information on geography, historical background, etc.</p> <p>8. Instructors should observe students to determine the extent to which students are experiencing the novel.</p> <p>9. Although ABE is a self paced program and students can work independently, instructors should provide feedback and encouragement on a regular basis.</p>