

Adult Basic Education

English Language Arts

World Literature 3101B

Curriculum Guide

Suggested Resource: *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).

The Crucible, by Arthur Miller. 1952. Penguin Group. ISBN 978-0-14-048138-9 (9-7801404-481389).

One Selected Novel



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To the Instructor

Introduction to World Literature 3101B

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 3101A**, 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. In Unit 1, students will study myths from Africa and the Americas; in Unit 2, students will select and study a novel; and in Unit 3, students will study the play “*The Crucible*” by Arthur Miller.

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 3101B** 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 3101B	<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><i>The Crucible</i>, by Arthur Miller. 1952. Penguin Group. ISBN 978-0-14-048138-9 (9-7801404-481389).</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	30%
Unit 2 Novel Study	30%
Unit 3 Drama Study	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 3101B

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: Africa and the Americas—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 other 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 Africa on page 508. 2. Read the Nigerian myth “The Creation of the Universe and Ife” on pages 509-514 of the text. Complete the Questions for Response, Discussion and Analysis, numbers 1-2, on page 514. 3. Read the Zairian myth “The Origin of Life and Fire” on pages 515-517 of the text. Complete the Questions for Response, Discussion and Analysis, numbers 1-4, on page 517. 4. Read the introductory material on the Americas on pages 568-569 of the text. 5. Read the Peruvian myth “The Children of the Sun” on pages 574-577 of the text. Complete the Questions for Response, Discussion and Analysis, numbers 1-4, on page 577. 6. Read the Native American myth “Lodge-Boy and Thrown-Away” on pages 622-624 of the text. Complete the Questions for Response, Discussion and Analysis on numbers 1-3, on page 624. 7. Read the MicMac myth “Caught by a Hair-String” on pages 643-652 of the text. Complete any four of the Questions for Response, Discussion and Analysis on page 652.

Unit 1: Africa and the Americas—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>	

Unit 1: Africa and the Americas —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: Novel Study #2—Suggestions for Teaching, Learning and Assessment

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. 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> <p>Select and read at least one novel from a list of novels representing world literature.</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. Select and read another 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>The Ice Master</i>, by Jennifer Niven (Canada). • <i>The Whale Rider</i>, by Witi Ihimaera (New Zealand). • <i>Big Fish</i>, by Daniel Wallace (America).

Unit 2: Novel Study #2 —Suggestions for Teaching, Learning and Assessment

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>Questions:</p> <ul style="list-style-type: none">a) What is the setting of the novel? What evidence in the novel tells you this?b) Name and describe the main character in the novel. Describe him/her physically and describe his/her personality. Discuss your impression of him/her.c) Name and describe a minor character. Describe her/him physically and describe her/his personality. Explain how s/he is important to the novel.d) Describe a significant event in the novel and explain its significance to the novel (to the plot, the characters, the theme of the novel, etc.).e) Explain one specific aspect of the culture described in the novel. How is the culture presented in the novel?f) What are your personal feelings and thoughts about the novel based on one or more specific things you have read?g) What is the mood of the novel? Give specific examples of how the author creates that mood.h) Explain the main conflict presented in the novel.

Unit 2: Novel Study #2 —Suggestions for Teaching, Learning and Assessment

Learning Outcomes	Required Work
	<ul style="list-style-type: none">i) From what point of view is the novel written? How does this point of view affect the novel?j) Explain the organization of the novel. How it is important to the narrative?k) Choose a sentence or phrase that appeals to you. Explain why you selected it, its value in the novel, and its value to you.l) Is there any special language used (dialects, foreign words, slang, etc.) in the novel? Give specific examples and explain its use and purpose.m) Explain the author's use of humor, irony, symbolism, or metaphors. Give examples and explain the effect.n) What is the climax of the novel? What major conflicts lead up to it and what is the resolution afterward?o) What is the main theme presented in the novel? How does the author show this theme? Give specific examples.p) What did you learn from studying this novel? In answering this, you may comment on any aspect of the novel including how it is written. Give specific examples.

Unit 2: Novel Study #2 —Suggestions for Teaching, Learning and Assessment

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 2: Novel Study # 2 —Suggestions for Teaching, Learning and Assessment

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). 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>

Unit 3: Drama Study —Suggestions for Teaching, Learning and Assessment

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. 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. 	<ol style="list-style-type: none"> 1. In preparation for reading a dramatic work (play) you should review the “Exploring Drama” section on pages 188-195 of <i>Reference Points</i>. 2. Read <i>The Crucible</i>, by Arthur Miller. It is recommended that you use the Penguin Plays edition. 3. After reading <i>The Crucible</i>, complete ONE of the following items: <ol style="list-style-type: none"> a) Extend the play by writing a script for one additional scene. This scene should be imaginative and establish a connection with the play. The script should include stage directions as well as dialogue between two or more characters. The scene can be set immediately after the final scene or at some time in the future. b) Create a visual (illustration, drawing or painting) that effectively represents a connection between the reader and the play. This visual could represent a character, a scene, or a theme from the play. c) Create a poster to advertise a public performance of the play. The poster should capture the attention of the target audience (individuals interested in attending a play) through a combination of images and text.

Unit 3: Drama Study —Suggestions for Teaching, Learning and Assessment

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>d) Create a multimedia presentation that establishes a connection with the play. The multimedia presentation should use computer technology to enable the integration of all presentation elements (text, visuals, videos, sound, etc). The multimedia presentation should communicate information and ideas through the use of a slide show, presentation software, the internet, and any other effective means.</p> <p>4. Complete any TWO of the following items. Your response should be in the form of a multi-paragraph essay containing a thesis statement, your responses to the item, and your reasons supported by specific examples from the play.</p> <p>a) Is Reverend Samuel Parris simply a worried parent, or does he have other concerns? Support your opinion with examples.</p> <p>b) Describe the character of John Proctor. Is he independent or a follower? Honest, or hypocritical? How does he feel about himself, and why might he feel that way? Explain with examples.</p>

Unit 3: Drama Study —Suggestions for Teaching, Learning and Assessment

Learning Outcomes	Required Work
	<p>c) The principle accusers in <i>The Crucible</i> are young, unmarried women. Based on this play, what can you deduce about the status of single women in Puritan society? Could the celebrity effect of allegedly being able to identify witches change their status? In what way? Use the reading and personal experiences to support your argument</p> <p>d) Some might say that, in John Proctor's case, honesty was definitely not the best policy. He could not save his friends and was hanged in the end. But given what we know about John's character, how do you think his life would have gone if he had confessed?</p> <p>e) Arthur Miller wrote <i>The Crucible</i> in response to controversial investigations in the early 1950's that focused upon identifying and rooting out suspected Communists in the United States. Led by Senator Joseph McCarthy, special congressional committees interrogated those suspected and encouraged them to escape punishment by confessing and identifying other alleged Communists. Research McCarthyism and the associated congressional hearings and compare them to the Salem trials.</p>

Unit 3: Drama Study —Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. In Unit 3, <i>The Crucible</i>, by Arthur Miller, is the assigned longer play to be studied.</p> <p>2. Instructors may wish to introduce the play to students by discussing the playwright Arthur Miller. Some students may already be familiar with him, especially if they have previously read <i>Death of a Salesman</i>.</p> <p>3. The Study Guide points out that students should review pages 188-195 in <i>Reference Points</i>. Instructors may wish to review the material on these pages with students.</p> <p>4. <i>The Crucible</i> is a dramatization of the Salem Witch Trials that took place in Massachusetts during 1692 and 1693. Instructors and students can research the Salem Witch Trials as a pre-reading activity in order to understand the context of time, place and circumstance connected to the play.</p> <p>5. <i>The Crucible</i> is also an allegory to McCarthyism during the late 1940's to the late 1950's in the United States. Instructors may wish to discuss McCarthyism with students at some point during Unit 3. Instructors and students will find sufficient information online to understand the allegory to McCarthyism presented in <i>The Crucible</i>.</p> <p>6. Instructors should ensure that students understand the relationship between the title and various elements of the play (setting, character, theme, etc.).</p>	<p>1. The Study Guide requires students to select on piece of imaginative work connected to the play. The choices consist of writing a script, creating a visual, creating a poster, and creating a multimedia presentation. Instructors should assess this imaginative work on the basis of connection to the play, development of a perspective or voice, display of subject matter, attention to style, original composition, and overall quality.</p> <p>2. Students are required to complete two of the given five response items. When completing their two items, it is important that students are able to include specific references to support their interpretations; reflect on their responses and interpretations; and reflect upon themes and issues presented in the play. Responses must be in the form of a multi-paragraph essay.</p> <p>3. 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 sentences and paragraphs. Responses should include reasons and specific examples from the play.</p> <p>4. The recommended evaluation scheme for this course allows for 10% to be assigned for student self assessment. Instructors can periodically throughout the unit, or at the end of the course, ask students to reflect on and assess their own learning and progress.</p>

Unit 3: Drama Study —Suggestions for Teaching, Learning and Assessment	

Suggestions for Teaching and Learning	Suggestions for Assessment
	<p>5. 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>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 students experience some difficulty in their self assessment, instructors may prompt if 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 play.</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>