

Course
Rights and Responsibilities
ENG 2102-4

Secondary Cycle One



“To decide, to be at the level of choice, is to take responsibility for your life and to be in charge of it.”

Abbie M. Dale

Presentation of the Course *Rights and Responsibilities*

The goal of the course *Rights and Responsibilities* is to help adult learners use oral and written discourse to deal competently with real-life situations in matters related to their rights and responsibilities.

This course develops adult learners’ language proficiency by involving them in a variety of speaking, listening, reading and writing activities that provide adults with an opportunity to put language skills into practice in situations related to exercising their basic rights and fulfilling their obligations in different areas of their lives. It is not the intention of this course to make adults experts either in complex legal matters or legal discourse, but rather to provide them with the opportunity to construct the language resources they need to consult appropriate agencies and documentation that are accessible to the average citizen.

By the end of the course, adult learners will be able to understand and produce simple informative and expressive texts related to their rights and responsibilities. They will, for example, understand booklets and brochures, basic contracts as well as lectures and short television debates and commentaries. They will produce letters of complaint or inquiry and simple opinion texts in order to obtain and give pertinent legal information and advice. They will also be able to request assistance, express their needs, share their concerns, and exchange their opinions and points of views with others about matters pertaining to their rights and responsibilities.

Dealing with Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. These elements are detailed in their respective rubrics.



Class of Situations Addressed by the Course

This course addresses a single class of situations: *Using language in exercising rights and responsibilities*.

The class of situations *Using language in exercising rights and responsibilities* includes a range of real-life situations that require adults to use oral and written language to access and consult appropriate agencies and documentation concerning their rights and responsibilities in their various social roles. Dealing competently with these situations depends on the ability to ask for, obtain and give information, instructions and advice, to describe personal situations,

to share needs and concerns with others, and to express opinions and points of view through discussion and debate.

Some examples of these real-life situations include changing marital status, being a victim of harassment or credit card fraud, applying for social assistance or legal aid and voting in elections.

| Class of Situations | Examples of Real-Life Situations |
|--|---|
| Using language in exercising rights and responsibilities | <ul style="list-style-type: none"> ▪ Changing marital status ▪ Ensuring children’s education ▪ Ensuring appropriate medical care ▪ Being dissatisfied with a product or service ▪ Being a victim of identity or credit card fraud ▪ Being a victim of harassment ▪ Being a victim of discrimination ▪ Being a landlord or a tenant ▪ Suffering from a job-related injury or accident ▪ Applying and receiving social assistance ▪ Applying for legal aid ▪ Applying for a pension ▪ Applying for a passport ▪ Voting in an election |

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category across a variety of contexts.

| Categories of Actions | Examples of Actions |
|--|---|
| <ul style="list-style-type: none"> ▪ Interacting orally in matters related to rights and responsibilities | <ul style="list-style-type: none"> ▪ Requests, obtains and gives information and instructions (e.g. regarding child custody, harassment, voting procedures) ▪ Requests and obtains assistance and advice (e.g. legal aid, medical consultation) ▪ Describes personal situation (e.g. about medical status, work-related injury) ▪ Explains point of view (e.g. at the rental board) ▪ Reports incidents (e.g. to law enforcement agencies, insurance companies) ▪ Participates in discussions and negotiations (e.g. concerning child support, landlord/tenant issues) ▪ Expresses opinions, agreement or disagreement (e.g. on children's education, political candidates) ▪ Discusses and debates issues (e.g. regarding private health care, discrimination) ▪ Shares needs, views, feelings, concerns (e.g. on old age security, landlord's responsibilities) ▪ Shares personal experiences (e.g. concerning divorce, medical attention) ▪ Registers a complaint (e.g. at government agencies, customer service departments) |

| Categories of Actions | Examples of Actions |
|---|---|
| <ul style="list-style-type: none"> ▪ Listening to informative texts related to rights and responsibilities | <ul style="list-style-type: none"> ▪ Listens to public announcements (e.g. political campaigns) ▪ Listens to instructions (e.g. regarding voting procedures) ▪ Listens to television and radio debates and commentaries (e.g. political speeches) ▪ Attends information sessions (e.g. regarding pension application, children’s schooling, women’s issues) |
| <ul style="list-style-type: none"> ▪ Reading informative texts related to rights and responsibilities | <ul style="list-style-type: none"> ▪ Reads government web sites for information and instructions (e.g. regarding family allowance, maternity leave, legal aid services) ▪ Reads pamphlets, brochures, booklets (e.g. on employment insurance, social welfare, tenant/landlord rights and responsibilities) ▪ Reads public notices and ads (e.g. in newspaper) ▪ Reads contracts (e.g. lease, credit card) ▪ Reads directives, guidelines (e.g. community bylaws, company guidelines) ▪ Reads consumer and credit reports ▪ Reads opinion texts (e.g. in community newspaper) |
| <ul style="list-style-type: none"> ▪ Writing informative and expressive texts related to rights and responsibilities | <ul style="list-style-type: none"> ▪ Writes formal letters (e.g. inquiry, complaint, request) ▪ Writes reports (e.g. accident, injury, theft) ▪ Fills out forms (e.g. for insurance, passport application) ▪ Writes opinion texts (e.g. in community newspaper) ▪ Keeps records and logs (e.g. concerning harassment incidents, tenant/landlord issues) ▪ Writes inventories (e.g. for insurance purposes) ▪ Writes journal entries |

Compulsory Elements and End-of-Course Outcomes

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course.

Class of Situations

Using language in exercising rights and responsibilities

Categories of Actions

- Interacting orally in matters related to rights and responsibilities
- Listening to informative texts related to rights and responsibilities
- Reading informative texts related to rights and responsibilities
- Writing informative and expressive texts related to rights and responsibilities

Operational Competencies

Communicates

- Determines a purpose for communicating
- Recognizes the other speaker or writer's purpose
- Responds appropriately to the interlocutor's interventions
- Adapts language to the roles, status, characteristics and needs of the audience
- Uses language appropriate to the degree of formality and the topic of the exchange

Thinks logically

- Uses features of coherent discourse
- Adopts an organizational structure appropriate to the text type
- Uses transitional devices and connectors that establish semantic links between sentences and paragraphs

Exercises critical and ethical judgment

- Evaluates an oral or written text in terms of its purpose and audience
- Uses criteria to assess the quality of an oral or written text
- Distinguishes between informative and persuasive language

Essential Knowledge

- Types of discourse (informative, expressive)
- Discourse cues and features
- Speaking, listening, reading and writing strategies, techniques and procedures
- The writing system
- Language functions
- Sociolinguistic features
- Grammar and syntax

The end-of-course outcomes describe how adults make use of the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

In order to deal competently with the class of situations *Using language in exercising rights and responsibilities*, adults use language resources in matters related to their rights and obligations. Whether they are speaking, listening, reading or writing adults determine a purpose for communicating.

When interacting orally, adults use a variety of language functions to achieve their communicative purposes, such as asking for and giving information and instructions, requesting assistance and advice and expressing their needs, opinions and points of view regarding their rights and responsibilities. While discussing or debating issues, adults share their views and concerns and express agreement or disagreement. They recognize the other speaker's purpose and respond appropriately to their interlocutor's interventions. When describing personal situations and experiences, they use language appropriate to the degree of formality and the topic of the exchange and adapt it to the roles, status, characteristics and needs of their audience, thus respecting the sociolinguistic features of the discourse. They participate in discussions and negotiations and use features of oral discourse, such as emphasis and pauses, to achieve added effect.

While listening to informative discourse, such as information sessions and short television or radio debates and commentaries, they rely on verbal and non-verbal discourse cues, such as intonation and body language, to help them understand the speaker's viewpoint. They distinguish between informative and persuasive language and recognize the underlying attitudes and biases conveyed by the speaker's choice of words, tone, emphasis and volume.

They also read a variety of informative texts related to their rights and responsibilities, such as pamphlets, brochures, basic contracts, opinion texts and government web sites. They use criteria, such as accuracy of information and clarity of expression, to assess the quality of a written text. They also evaluate the pertinence of the text in terms of its intended purpose and audience and its coherence in the ordering of ideas, such as chronological order, order of importance or logical order. Furthermore, they use appropriate reading strategies, techniques and procedures such as making hypothesis and inferences and confirming them.

Adults write various informative texts, such as formal letters, reports and opinion texts as well as expressive texts, such as journal entries, on matters related to their rights and obligations. They adopt an organizational structure appropriate to the text type, using features of coherent discourse, such as introduction, body and conclusion. They also use transitional devices and connectors that establish semantic links between sentences and paragraphs, such as cause and effect or comparison and contrast. When producing texts, they observe conventions of the writing system, such as correct spelling and punctuation, and systematically apply rules of correct grammar and syntax.

Evaluation Criteria

- Interacts effectively in a moderate range of familiar and unfamiliar situations using a variety of oral texts
- Understands a variety of oral texts and a moderate range of familiar and unfamiliar situations effectively
- Reads a variety of texts effectively
- Writes a moderate range of texts effectively for a variety of purposes

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations of this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Communicates*, *Thinks logically* and *Exercises critical and ethical judgment*.

Contribution of the Operational Competency *Communicates*

The operational competency *Communicates* is the capacity to express meaning intelligibly and to understand the meaning that is expressed by others. It is solicited in all real-life situations in which people exchange meaning and is linked to the class of situations *Using language in exercising rights and responsibilities*.

Adult learners exercise their communicative competency by determining a purpose for communicating and recognizing the other speaker or writer's purpose. When interacting orally, they respond appropriately to their interlocutor's interventions. They use language appropriate to the degree of formality and the topic of the exchange and adapt it to the roles, status, characteristics and needs of their audience in order to achieve their communicative purposes. The operational competency *Communicates* is exercised whenever adults are involved in real-life situations related to rights and responsibilities.

Contribution of the Operational Competency *Thinks Logically*

The operational competency *Thinks logically* involves the capacity to organize one's thinking and to make connections between ideas in a rational and coherent fashion in order to achieve a specific purpose. Language users exercise logical thinking in all real-life situations associated with the class of situations *Using language in exercising rights and responsibilities*.

Adult learners exercise logical thinking by using features of coherent discourse. They adopt an organizational structure appropriate to the text type such as introduction, body, and conclusion that ensures coherence and unity of the text. They also use transitional devices and connectors that establish semantic links between sentences and paragraphs and help to convey the logical relationships between ideas, such as cause and effect or comparison and contrast. The operational competency *Thinks logically* is exercised whenever adults are involved in real-life situations related to rights and responsibilities.

Contribution of the Operational Competency *Exercises Critical and Ethical Judgment*

The operational competency *Exercises critical and ethical judgment* is the ability to shape one's own thinking. It involves the capacity to analyze and assess the value or impact of oral and written texts in order to arrive at a critical judgment. This judgment is applied not only to the oral and written communication of others, but also to one's own. This competency is solicited in all real-life situations associated with the class of situations *Using language in exercising rights and responsibilities*.

Adult learners exercise critical and ethical judgment when they evaluate an oral or written text in terms of its purpose and audience. They use criteria in order to assess the quality of texts, such as accuracy of information and clarity of expression. Adults also distinguish between informative and persuasive language and recognize the underlying attitudes and biases conveyed by a speaker or writer's choice of words, tone, emphasis, and volume. Thus, the operational competency *Exercises critical and ethical judgment* is used whenever adults are involved in real-life situations related to rights and responsibilities.

Attitudes

The following attitudes are provided as suggestions only. The development of these attitudes can help adults to become more competent in dealing with the real-life situations in this course.

| Openness | Respect |
|---|--|
| <p>Adult learners manifest openness when they show interest in learning and accept new situations without making any assumptions based on values or beliefs. By questioning and challenging different interpretations and points of view, adults explore and integrate aspects of language in a variety of real-life situations in order to further develop their understanding of themselves and others. Openness empowers language learners to expand their cultural and linguistic horizons.</p> | <p>This attitude allows adults to construct language knowledge in a safe learning environment, one that encourages tolerance, acceptance and common decency to all. It provides for concrete, practical outcomes that build and implement strategies for expanding and diversifying communication across new linkages with the workplace, the local community and the wider environment.</p> |

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

| Social Resources | Material Resources |
|---|---|
| <ul style="list-style-type: none">▪ Community centres▪ Libraries▪ Government agencies▪ Non-government agencies | <ul style="list-style-type: none">▪ Dictionaries▪ Thesauri▪ Glossaries▪ Grammar reference books▪ Other reference materials (e.g. encyclopaedias, maps, government documents)▪ Writing models▪ Web sites▪ Authentic teaching materials▪ Multimedia materials (print and non-print) |

Andragogical Context

It is understood that for learning to take place, adults must perceive it as meaningful and relevant to their life. It is from this perspective that the English, Language of Instruction program of study has been developed. The content of the courses in the program has been organized around the real-life situations of the learners. Consequently, in order to make learning concrete and useful, all learning situations are based on these real-life situations.

Learning situations target the construction of the essential language knowledge and the development of the operational competencies necessary to deal competently with real-life situations. Adults develop these operational competencies with the help of the teacher who calls particular attention to them by engaging the adults in meaningful speaking, listening, reading and writing activities. As a result, adults build essential knowledge, solicit the appropriate operational competencies for the given real-life situation, and reflect upon their learning, the strategies used, the reinvestment and transformation of their existing knowledge and the attitudes adopted.

In this learning context, teachers play the role of facilitator, mediator and guide. They establish a safe learning environment for adult learners where mutual respect and trust create a climate conducive to learning. With the support of the teacher, adult learners share responsibility for their learning. They define their learning needs, taking into consideration their existing knowledge and experience. Emphasis is placed on the learning process used to construct the essential language knowledge and to develop the operational competencies. It is therefore important that the learning situation be linked to the needs of the adult learners. By participating in the

learning situation that is linked to a real-life situation, adult learners perceive the relevance of their learning to their life, which in turn stimulates their motivation and involvement.

The learning situation occurs in the adult's place of learning. It is not specific to the needs of a particular adult; rather it is sufficiently open and global to allow all adults to explore important aspects of language related to dealing competently with the real-life situation. Throughout the learning situation, teachers observe the adult learners in action, whether they are in small or large group discussions or interacting with peers. They guide and advise them on the appropriate strategies for constructing the necessary resources and give specific instruction to individuals and groups as needed. The teacher encourages the learners to make links between new knowledge and existing knowledge, and to reflect on and evaluate their learning process and the degree to which they have developed their competencies. At the secondary cycle one level, an example of a learning situation is provided in the course *Enjoyment and Entertainment II*. It demonstrates the possible interaction between a teacher and learner(s) and the integration of the compulsory elements pertinent to the learning situation.

The course in the English, Language of Instruction program of study are especially designed to promote adult learners' active participation in their own learning. It encourages them to develop their autonomy by providing them with the opportunity to build the language skills required to function competently in real-life situations.

Essential Knowledge for Secondary Cycle One Level

At the Secondary Cycle One level, all the essential knowledge required to deal competently with the classes of situations identified in the courses is organized in categories and presented in tables.

Not all the essential knowledge identified in the tables is required for each of the classes of situations found in the courses. Within a single class of situations, the language skills and knowledge to be constructed may vary somewhat from one situation to another. It is only by developing a learning situation that is congruent with a real-life situation that the teacher will be able to identify, select and target those elements of essential knowledge that are pertinent to the real-life situation. However, because the classes of situations are varied, by the time the learners have completed the Secondary Cycle One level, they will have had the opportunity to use all the essential knowledge identified in the tables.

The following examples illustrate how the use or application of essential knowledge might function. In the Secondary Cycle One course *Informed Choices*, the language required to deal with the class of situations *Using language to explore current issues in the media* will differ from the language required to deal with the class of situations *Using language to explore Québec and Canadian cultural expression* in the course *Enjoyment and Entertainment I* (e.g. the latter class of situations will require more aesthetic discourse, different vocabulary, etc.). And, within the class of situations, *Using language to explore Québec and Canadian cultural expression*, the language required to attend a presentation on a Québec or Canadian author will differ in some respects from that required to attend Québec and Canadian theatre (e.g. the latter will require

different functions, for example, expressing appreciation, enjoyment etc.).

This approach is consistent with the fact that language resources are not constructed and “mastered” once and for all in one situation and then automatically transferred to all other situations. Language knowledge (even knowledge of a grammatical structure, an item of vocabulary, or a function) develops over time, through constant use in a wide variety of situations and contexts, whereby it becomes increasingly richer, more refined and more varied in application. The distribution of the classes of situations through the four Secondary Cycle One courses is deliberately intended to facilitate the learners’ language development by providing them with the opportunity to construct and reconstruct their knowledge in varied and increasingly complex situations. This means that the learners will often be exposed to and use the same structures, the same functions, the same types of discourse, etc. in a wide variety of real-life and learning situations. This does not imply repetitiveness in a negative sense because it is only through such “repetition” in different contexts of use that knowledge becomes more flexible, refined and stable. The aspect of increasing complexity is a function of the complexity of the classes of situations at different course levels, and is addressed by the kinds of speaking, listening, reading, and writing activities that the class of situations solicits: these become increasingly complex as the learner progresses (e.g. it is easier to read a short information text than a short opinion text, or to write a notice than a short report).

Furthermore, adults do not all come to the classroom with the same “existing knowledge”. What they already “know” is a function of their life and work experience, their previous formal education, their learning styles, even their interests, all of which vary from one individual to another. The teacher must always take this into consideration when deciding what aspects of the language code to

focus on for explicit instruction or practice. This choice must always be made in the context of the real-life or learning situation that the learners are working on and the kinds of speaking, listening, reading, and writing activities that the situation calls for.

| ORAL INTERACTION | LISTENING | THE SOUND SYSTEM (comprehension and production) |
|--|--|---|
| <p>Types of discourse</p> <ul style="list-style-type: none"> ▪ <i>Informative</i> (e.g. reports, interviews, discussions, conversations, debates, opinions, commercial transactions, voice mail, instructions) ▪ <i>Expressive</i> (e.g. conversations, personal accounts, personal history) ▪ <i>Aesthetic</i> (e.g. stories, anecdotes, fables, tales, legends, myths, jokes, fables, anecdotes, skits, poems, lyrics) <p>Discourse features</p> <ul style="list-style-type: none"> ▪ Transitional devices ▪ Key words and phrases ▪ Introduction, body, conclusion ▪ Main ideas and supporting details ▪ Verbal features (stress, pauses, intonation, emphasis, volume) ▪ Non-verbal features (body language, eye contact, facial expression, gestures) <p>Features specific to aesthetic discourse (literary elements)</p> <ul style="list-style-type: none"> ▪ Structure (e.g. plot, character, setting, conflict) ▪ Devices (e.g. similes, metaphors, personification, rhythm, rhyme, alliteration, imagery) <p>Speaking strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ Predicting ▪ Repeating, reformulating ▪ Using visual and auditory cues ▪ Using body language ▪ Observing conversation rules ▪ Adjusting volume/pace ▪ Questioning ▪ Rehearsing ▪ Summarizing ▪ Paraphrasing | <p>Types of discourse</p> <ul style="list-style-type: none"> ▪ <i>Informative</i> (e.g. commercial transactions, voice mail, conversations, instructions, reports, announcements, commercials, news briefs, reviews, discussions, interviews, opinion texts, short commentaries, debates, documentaries, talk shows, speeches, presentations) ▪ <i>Expressive</i> (e.g. conversations, personal accounts, personal history) ▪ <i>Aesthetic</i> (e.g. stories, anecdotes, tales, legends, fables, myths, jokes, films, shows, short plays, poems, lyrics) <p>Discourse cues</p> <ul style="list-style-type: none"> ▪ Transitional devices ▪ Keywords and phrases ▪ Introduction, body, conclusion ▪ Main ideas and supporting details ▪ Verbal features (stress, pauses, intonation, emphasis, volume) ▪ Non-verbal features (body language, eye contact, facial expression, gestures, sound effects) <p>Cues specific to aesthetic discourse (literary elements)</p> <ul style="list-style-type: none"> ▪ Structure (e.g. plot, character, setting, conflict; chronological order, flashback, varied sequence) ▪ Devices (e.g. similes, metaphors, personification, rhythm, rhyme, alliteration, imagery, foreshadowing, colour, sound effects, camera work) <p>Listening strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ <i>Prelistening</i> (e.g. predicting, setting a purpose) ▪ <i>While listening</i> (e.g. guessing from context; asking for repetition, attending to key words and phrases, questioning, reformulating, paraphrasing, making inferences, using visual and auditory cues such as body language, facial expression, images, intonation, sound effects) | <ul style="list-style-type: none"> ▪ Pronunciation ▪ Word stress ▪ Rhythm ▪ Sentence intonation ▪ Volume ▪ Pace |

| READING | WRITING | THE WRITING SYSTEM (comprehension and production) |
|---|---|--|
| <p>Types of discourse</p> <ul style="list-style-type: none"> ▪ <i>Informative</i> (e.g. pamphlets, brochures, booklets, graphically organized texts, maps, e-mail, notes, memos, announcements, ads, flyers, notices, posters, reports, reviews, instructions, forms, warranties, contracts, articles, letters, opinion texts, commentaries, biographies, guidelines, directives, web sites, logs, posters) ▪ <i>Expressive</i> (e.g. personal accounts, letters, e-mail, journal entries) ▪ <i>Aesthetic</i> (e.g. stories, anecdotes, fables, tales, legends, myths, jokes, skits, poems, lyrics, short plays) <p>Discourse cues</p> <ul style="list-style-type: none"> ▪ Titles, headings, subheadings ▪ Visual cues (illustrations, graphics, layout, font and colour) ▪ Introduction, body, conclusion ▪ Main idea and supporting details ▪ Order (chronological order, order of importance, logical order) <p>Cues specific to literary discourse (literary elements)</p> <ul style="list-style-type: none"> ▪ Structure (e.g. plot, character, setting, conflict; chronological order, flashback, varied sequence) ▪ Devices (e.g. point of view, similes, metaphors, personification, rhyme, alliteration, imagery) <p>Reading strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ <i>Prereading</i> (e.g. surveying titles, illustrations, key words, predicting, formulating questions, hypothesizing) ▪ <i>While reading</i> (e.g. recognizing formulas and models, skimming, scanning, guessing from context, rereading, adjusting rate, using reference material, highlighting, note-taking, confirming hypothesis, pausing and summarizing, making connections) ▪ <i>Post-reading</i> (e.g. summarizing, making inferences, evaluating for clarity, accuracy and consistency) | <p>Types of discourse</p> <ul style="list-style-type: none"> ▪ <i>Informative</i> (e.g. reports, e-mail, notices, notes, instructions, posters, letters, flyers, ads, forms, records, inventories, announcements, opinion texts, reviews, logs) ▪ <i>Expressive</i> (e.g. personal accounts, e-mail, letters, journal entries, blogs) ▪ <i>Aesthetic</i> (e.g. stories, skits, anecdotes, jokes, poems, lyrics) <p>Discourse features</p> <ul style="list-style-type: none"> ▪ Titles, headings, subheadings ▪ Visual features (illustrations, graphics, layout, font and colour) ▪ Introduction, body, conclusion ▪ Main ideas and supporting details ▪ Order (chronological order, order of importance, logical order) <p>Features specific to literary discourse (literary elements)</p> <ul style="list-style-type: none"> ▪ Structure (e.g. plot, character, setting, conflict, time sequence) ▪ Devices (e.g. point of view, similes, metaphors, personification, rhyme, alliteration, imagery) <p>Writing strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ <i>Prewriting</i> (e.g. brainstorming, mapping, clustering, free-writing, journaling, researching, interviewing) ▪ <i>Composing</i> (e.g. organizing, concept mapping, outlining, using formulas and models, using graphics and visuals) ▪ <i>Revising for accuracy, clarity and consistency</i> (e.g. conferencing, peer editing, using reference material) | <p>Spelling</p> <ul style="list-style-type: none"> ▪ Common misspellings ▪ Homonyms and look-alikes ▪ Troublesome plurals ▪ Capitalization ▪ Hyphenation ▪ Abbreviations <p>Punctuation</p> <ul style="list-style-type: none"> ▪ End punctuation (period, question mark, exclamation mark) ▪ Initial capitalization ▪ Internal punctuation (e.g. commas, apostrophes, colons, semi-colons, quotation marks) <p>Signs and symbols</p> <ul style="list-style-type: none"> ▪ Logos ▪ Computer icons ▪ Numerals |

| LANGUAGE FUNCTIONS (comprehension and production) | SOCIOLINGUISTIC FEATURES (comprehension and production) | GRAMMAR (comprehension and production) | |
|--|--|--|--|
| <p>Expressive</p> <ul style="list-style-type: none"> ▪ Likes/dislikes, preferences ▪ Hopes, wants, desires ▪ Fears, worries, concerns ▪ Interests ▪ Pleasure/displeasure ▪ Gratitude, sympathy ▪ Apologies, forgiveness ▪ Approval/disapproval ▪ Agreement/disagreement <p>Informative</p> <ul style="list-style-type: none"> ▪ Report (description, narration, explanation) ▪ Classification ▪ Comparison ▪ Generalization ▪ Speculation ▪ Instruction ▪ Advice ▪ Persuasion/opinion ▪ Evaluation ▪ Justification ▪ Hypothesizing ▪ Negotiation/mediation ▪ Argumentation <p>Aesthetic</p> <ul style="list-style-type: none"> ▪ Appreciation ▪ Enjoyment and entertainment ▪ Self-development | <p>Appropriateness to type of situation (degrees of formality)</p> <ul style="list-style-type: none"> ▪ Formal/informal <p>Appropriateness to audience or interlocutor</p> <p>Distance between sender and receiver</p> <ul style="list-style-type: none"> ▪ Close ▪ Familiar ▪ Unfamiliar <p>Audience/interlocutor characteristics</p> <ul style="list-style-type: none"> ▪ Age ▪ Gender ▪ Cultural background ▪ Knowledge and experience ▪ Needs and expectations <p>Social status of participants</p> <ul style="list-style-type: none"> ▪ Equality/neutrality (e.g. colleagues, friends) ▪ Inequality (e.g. supervisor-employee, parent-child) | <p>Word level</p> <p>Morphology</p> <ul style="list-style-type: none"> ▪ Irregular plurals ▪ Irregular past forms ▪ Prefixes and suffixes <p>Vocabulary</p> <ul style="list-style-type: none"> ▪ Synonyms and antonyms <p>Sentence level</p> <p>Grammatical agreement</p> <ul style="list-style-type: none"> ▪ Subject-verb ▪ Pronoun-antecedent ▪ Tense ▪ Person <p>Sentence structure</p> <ul style="list-style-type: none"> ▪ Coordination (coordinate clauses, coordinating conjunctions, sentence connectors) ▪ Subordination (relative, noun, adverbial and conditional clauses and subordinators) | <p>Paragraph level</p> <p>Consistency</p> <ul style="list-style-type: none"> ▪ Person ▪ Tense ▪ Number <p>Coherence: transitional devices</p> <ul style="list-style-type: none"> ▪ Cause and effect ▪ Comparison and contrast ▪ Addition ▪ Example/illustration <p>Rhetorical elements</p> <ul style="list-style-type: none"> ▪ Formal vs. informal language ▪ Active vs. passive voice ▪ Persuasive language (word choice, emotional appeal) <p>Style</p> <ul style="list-style-type: none"> ▪ Accuracy of information ▪ Clarity of expression |