**Ana G. Méndez University System**

**Universidad del Turabo**

**School of Professional Studies**

**Master in Business Administration: Management**

**Online Discipline-Based Dual Language Immersion Model**®

**Economía Gerencial**

**Managerial Economics**

**ECON 519 DL**

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**Ana G Méndez University System**

**Universidad del Turabo**

**Syllabus: ECON519 DL**

**Course information:**

**Title:** Managerial Economics

**Code:** ECON 519

**Length**: Eight (8) Weeks

**Credits:** 3

**Prerequisites:** MATH/STAT 555 or equivalent

**Course Description**

The course centers on the application of microeconomic theory and the tools of analysis of decision sciences to achieve efficient solutions in an organization. It includes fundamental topics such as demand theory, production and cost theory, and market structure.

**General Objectives**

After completing this course, you will be capable to:

* Analyze the production process and cost, market price, profit maximization, government intervention, and regulation.
* Understand the process of price determination for public services.
* Apply mathematical and statistical tools including: estimating demand and production functions, determining the optimal production level, and performing breakeven analysis.
* Understand current local and global economic conditions and their impact on production decisions in the firm.

**Language Objectives**

* Respond to the readings or audio files using course content terminology to present your arguments.
* Express their ideas and viewpoints using a varied vocabulary and by recording their own audio, making a video, or any other technological tools that enables oral communication.
* Discuss with your peers relevant tasks on managerial economics, related to course content, using oral and written discussion forums.

**Texts:**

Baye, M.R. (2006). *Economía de empresa*. (5ta Ed.). España: McGraw Hill/Interamerica ISBN:84-481-4620-4

Thomas, C., & Maurice, C. (2011). *Managerial Economics*. (11th edition). McGgraw-Hill. ISBN 978-0-07-337591-5; MHID 0-07-337591-8

**Additional references**

Mankiw, N.G. (2007). *Principios de Economía*. (4ta. Edición), España: Thompson

Parkin, M. (2009). *Economía*. México: Pearson Educación.

**Economics dictionary**

<http://www.economia48.com/>

This dictionary allows you to find the terms in several languages, including English and Spanish.

**Virtual Encyclopedia –economic and finance**

<http://www.eumed.net>

**Investopedia**

[http://www.investopedia.com/corp/terms.asp#axzz1XtCnuJN3](http://www.investopedia.com/corp/terms.asp%22%20%5Cl%20%22axzz1XtCnuJN3)

**QuickMBA**

<http://www.quickmba.com/econ/>

**Course content**

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**Content**

**Evaluation**

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| --- | --- | --- |
| Tareas/Tasks | Puntos/Points | Porcentaje/Percent |
| Foros de discusión/Discussion forumsVoz/VoiceEscrito/Written | 11 x 10 = 1105 x 10 = 50 | 32% |
| PPT/Videos (audio) | 4 x 20 = 80 | 20% |
| Ensayos/Essays | 4 x 20 = 80 | 20% |
| **Trabajos o ejercicios escritos/Written work or exercises** | 5 x 10 = 50 | 20% |
| Reflective Journal | 8 x 10 = 80 | 8% |
| Total | **450** | **100%** |

**Evaluation Scale:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **A** | **B** | **C** | **D** | **F** |
| **Per cent** | **90 – 100** | **80 – 89** | **70 – 79** | **60 – 69** | **0 – 59** |

**Tasks**

The course is based on oral and written participation in the discussion forum, interaction between classmates and the facilitator, completion of the assignments, and communication via email and virtual communities. The four interrelated language arts areas, listening, speaking, reading and writing, will be evaluated through the use of rubrics for each individual assignment.

The course duration is eight weeks. The method of instruction is highly paced and, hence, it requires a high level of dedication and responsibility in the learning process. This highly paced course requires a minimum of 15 to 20 hours per week of your time on activities, assignments, projects, participation, and studying.

Please note that all initial discussions in the first week’s discussion forum must be posted by Wednesday of the first week of class. Thereafter, discussion forum posts and replies to at least two classmates’ posts must be completed before Sunday midnight (12:00 am).

**Written Tasks: Essays**

**Apéndice/Appendix A**

El Ensayo/The Essay

**Apéndice/Appendix B:**

 Rubric to evaluate Written Work/Essays (20 points)

Matriz Valorativa para Trabajos Escritos/Ensayos (20 puntos)

**Other written tasks rubrics:**

Appendix H: Task 4.1 Relationship between Variables Rubric (written)
(10 points)

Appendix I: Task 4.4 Microsoft Excel Replicates Results (written) (10 points)

Appendix J: Task 4.5 Data Exercise (PPT-written) Rubric (10 points)

**Note:**

It is required that the assigned task be done in the corresponding assigned week. This is because many of your tasks require responses from your colleagues.

You will submit written documents using the English or Spanish language (according to each workshop) through the **Tareas**/**Task** button.

Essay Work must be turned in using the following format:

* Typed, standard-sized paper (8.5" x 11") pages (800 to 1,000 characters)
* Typed using a word processor program compatible with Microsoft Word Font: Times New Roman or a similar font
* Font Size: 10-12 point
* Line spacing: double space
* Margins: one (1) inch on all sides
* Page Number: Right Top Margin
* References: APA 6 Edition

The Facilitator will use the Rubric papers / essays (Appendix B) to evaluate written work. You must use the instructions found in the Appendix to write your essay. Refer to the Course Calendar table to verify work relating to essays tasks.

**Reflective Journal:**

Apéndice/Appendix C

Reflective Journal Template

##  Diario Reflexivo-Plantilla

Apéndice/Appendix D:

Reflective Journal Rubric (10 points)

 Matriz de Valoración Diario Reflexivo (10 puntos)

The purpose of this Journal is to reflect and write about the concepts, feelings, and attitudes generated by the discussions and assignments. This journal helps the self-assessment process. This journal helps the self-assessment process. Appendix C contains a template you are to use to complete this assignment. Appendix D contains the criteria your instructor will use to assess this task. Remember that the Reflective Journal could be voice recorded or written, according to what applies in every Weekly Workshop. The facilitator will check your reflective journal frequently to ensure that you send weekly and NOT just the last week.

**Discussion forums**

**Apéndice/Appendix E and E.1**

Written Discussion Forum Rubric (10 points)

Matriz de Valoración Foros de Discusión Escritos (10 puntos)

**Apéndice/Appendix E.1: Foro de discusión oral**

Voice Discussion Forum Rubric (Oral) (10 points)

 Matriz de Valoración Foro de Discusión Oral (10 puntos)The discussion board allows you to expose your point of view and to react to your classmates perspectives as well. In the course, we are going to have voice and written forums corresponding to the workshop. Therefore, it is important that your participation be active and that it involve critical thinking skills, as they are an important element of the course.

In each forum of discussion, you must participate for a minimum of three (3) times. Intervention 1: Original contribution, Intervention 2: Contribution related to the content of aclassmate, and Intervention 3: Contribution to the remarks of a second classmate.

**Presentaciones con audio**

**Apéndice F / Appendix F**

Matriz Valorativa para Evaluar: Video o PowerPoint con audio
 (20 points)

 Individual/Grupal

 Rubric to Evaluate Video or PowerPoint Presentation with audio
(20 points)

**Oral Presentations:**

**Video/Audio**. For the video presentations, the use of the Microsoft Movie Maker program (or a compatible one) is required, in addition to a “web cam”, or digital camera and microphone. The length of the video recording will be between (2) two to (3) three minutes. Keep in mind that the content, creativity, pronunciation and the use of the language, among other factors, will be evaluated. Refer to Appendix F found at the end of the Syllabus. In addition, you may connect to one of the different electronic links provided in the **e-lab tab** to have access to a tutorial on “How to make a video with Microsoft Video Maker”.

**Presentation with audio**

Use MS PowerPoint or a compatible program. Include a front page that identifies the task and has your name. The PPT presentations have a minimum or maximum quantity of slides, according to the facilitator’s instructions. Keep in mind that the content, creativity, pronunciation, and the use of the language, among others, will be evaluated.

It is necessary that each slide have the answer to each question depending on the assigned task. Make sure you verify that your presentations are error free. Please click on the **e-lab tab** for a tutorial on “How to Prepare an Effective PowerPoint presentation and “How to Record Using PowerPoint.”

The facilitator will use the rubric (Appendix F) to evaluate Videos and PowerPoint presentations.

**Presentation without audio**

**Apéndice/ Appendix G**

 Matriz Valorativa para Evaluar una Presentación Escrita en MS PowerPoint

 (sin audio) (10 puntos)

 Rubric to Evaluate a Written PowerPoint Presentation (no audio) (10 points)

Written presentations without audio should be done with MS PowerPoint or a compatible program. Include a front page that identifies the task and has your name. It is necessary that each slide have the answer to each question depending on the assigned task. Make sure you verify that your presentations are error free. I encourage you to take a look at **Appendix G: PowerPoint Evaluation Rubri**c (10 points) (written) located at the end of the syllabus. You can also find the "tutorial" How to make a presentation on "PowerPoint" by accessing the link **e-lab.**

**Tell Me More Tool: a learning tool available for Online D-BDL Immersion Model students.**

The award-winning TELL ME MORE is the international standard for language learning with more than 5 million satisfied users worldwide. TELL ME MORE addresses all the skills critical to language learning: reading, writing, listening, speaking, vocabulary, grammar, and culture. Regardless of whether you are a complete beginner or an advanced speaker, Tell Me More will take you to the next level of language success. You can find the Tell Me More manual and tutorial accessing **e-lab** link.

**Description of Course Policies**

1. This course follows the AGMUS Ventures Discipline-Based Dual Language Immersion Model® designed to promote student’s development as a Dual Language Professional. Workshops will be facilitated in English or Spanish, strictly using the 50/50 model with the objective to ensure that 50% of the course will be conducted in English and 50% in Spanish. This means that each workshop will be conducted entirely in the language specified.
	1. All aspects of language arts are developed: listening, speaking, reading and writing. For this reason, activities that seek growth in all four areas of language are included throughout the course.
	2. Students will be evaluated regarding their writing skills as well as orally. Tasks will be distributed proportionally: 50% written (essays, short writings, discussion board forums); and 50% oral, using a voice recording tool (voice discussion forums and videos).
	3. If students have difficulty asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. This should only be an exception as it is important for students to use the assigned language. However, the facilitator must answer in the language assigned for that particular day. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught. (Spanish or English only).
2. The course will be conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours or more of preparation. It is also recommended that students access the course and check messages daily.
3. The student must prepare his/her tasks using the language assigned for that workshop, this will be orally or written according to specifications.
4. The student is responsible for submitting tasks on specified deadlines.
	1. Tasks will be submitted through the platform used for the specific course on due date, or before.

The virtual participation in oral discussions and special written activities are mandatory.

1. If the student cannot send a task on the assigned date, he/she must present the facilitator a reasonable excuse. If the student provides a valid and verifiable excuse, the facilitator may determine to allow the student to make up the work or substitute it with an evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
2. The facilitator may decide to adjust the grade given for late assignments and make-up work.
3. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
4. The academic honesty principle must be followed throughout the student’s performance in this Institution.It is expected that all oral and written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material (oral or written) must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own **(see Academic Honesty Policy at the Institution’s homepage).**
5. If the Facilitator makes changes to the study guide (20%), such changes should be given to students in writing at the beginning of the first workshop.
6. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
7. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

**Note: If for any reason you cannot access the websites presented in the module, do not stop your investigation, since you can find information by accessing the Virtual Library on the e- lab link.**

**Also, there are many search engines and other links you can use to search for information.**

www.google.com

www.altavista.com

www.ask.com

www.excite.com

www.findarticles.com

www.eric.ed.gov

www.flelibrary.org

In order to find information throughout the Internet:

1. As soon as you are connected to the Internet write or copy and paste any of the following search engine examples on the space provided to write a web address.
2. Then, write the topic you want to search on the space provided next to the “search” or “go” button.
3. Next, click on the “search” or “go” button.
4. And finally, navigate through the websites according to the information you need.

The facilitator may make changes or add additional web resources if deemed necessary.

**Teaching Philosophy and Methodology**

 This course is based in the Online Discipline-Based Dual Language Immersion Model ® and the Constructivism Theory. The AGMUS Ventures‘ Online Discipline-Based Dual Language Immersion Model® is defined as an academic offering that integrates activities and strategies designed to meet the professional and language needs of students that are physically separated but interact through the use of technology and electronic media.

This academic approach helps students develop dual language (Spanish and English) proficiency in their area of study so they can be bilingual professionals in their field. This model is accelerated, allowing students to fit their studies into their schedules.

The Online Discipline-Based Dual Language Immersion Model ® contains a balance of tasks performed independently and in groups involving communication with classmates and facilitator using several communication tools. These tools will enable to integrate reading and writing skills and help students interact with each other and strengthen their acquired knowledge.

In addition, online students will have the opportunity to engage in activities using voice tools, like voice e-mail, voice message, voice and video discussion board. This allows the facilitator and students to address, monitor and assess oral and listening language skills.

Also, this course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding of the whole as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

 **Research Law Compliance Requirement:**

If the facilitator or the student is required, or wants to perform research, or needs to administer a questionnaire or interview an individual, he/she must comply with the norms and procedures of the Institutional Review Board Office (IRB) and ask for authorization. To access the forms from the IRB Office or for additional information, visit the following link: <http://www.suagm.edu/ac_aa_re_ofi_formularios.asp> and select the forms needed. Furthermore, in this Web site, the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional Review Board, Health Information Portability and Accountability Act (HIPAA), and the Responsibility Conduct for Research Act (RCR).

If you have any questions please contact the following institutional coordinators:

Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)

Tel. (787) 751-0178 Ext. 7196

Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo

Tel. (787) 743-7979 Ext.4126

**Course Calendar**

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| **Weeks/Semanas** | **Workshops/Talleres****Topics/Tópicos** | **Activities/Tasks****Actividades/Tareas** |
| **Semana Uno** | **Taller Uno**Conceptos básicos de economía | T1.1 Vamos a conocernos (foro oral)T1.2 Conceptos de economía (PPT o video) 20 puntosT1.3 Sistema capitalista (ensayo) 20 puntosT1.4 Sistemas económicos y sistemas políticos (foro oral) 10 puntosT1.5 Diario reflexivo (escrito) 10 puntos |
| **Semana Dos** | **Taller Dos**Determinación de precios en mercados competitivos**Sub-tópico**: Teoría de demanda y oferta | T2.1 Términos de economía (PPT con audio) 20 puntosT2.2 Cambio en la cantidad de demanda y oferta (foro oral) 10 puntosT2.3 Gráficas (escrito) 10 puntosT2.4 cambios en la demanda (foro escrito) 10 puntosT2.5 Diario reflexivo (oral) 10 puntos |
| **Semana Tres** | **Taller Tres**Determinación de precios en mercados competitivos | T3.1: Ejercicio de equilibrio del mercado (escrito) 10 puntosT3.2 Diferentes factores que afectan la elasticidad (foro oral) 10 puntosT3.3 Diario reflexivo (escrito) 10 puntos  |
| **Week Four** | **Workshop Four**Optimal Decisions-Estimation Techniques | T4.1 Relationship between Variables (written) 10 pointsT4.2 Relationship between variables (voice forum) 10 pointsT4.3 Forecast of gasoline consumption (written forum) 10 pointsT4.4 MS Excel Replicates results (written) 10 pointsT4.5 Data exercise (PPT w/audio) 20 pointsT4.6 Microsoft excel (voice forum) 10 pointsT4.7 Reflective journal (oral) 10 points |

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| **Weeks/Semanas** | **Workshops/Talleres****Topics/Tópicos** | **Activities/Tasks****Actividades/Tareas** |

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| **Semana Cinco** | **Taller Cinco**Producción y costo (coste)El análisis de los costos de producción**Sub-tópicos**: Costo de producción | T5.1 Definir costos explícitos y costos implícitos (PPT con audio) 20 puntosT5.2 Definición de conceptos (escrito) 10 puntosT5.3 Diferencias en definición (foro oral) 10 puntosT5.4 Diario reflexivo (escrito) 10 puntos |
| **Week Six** | **Workshop Six**Market Structures; Perfect Competition | T6.1 Definition of Market (oral) 10 pointsT6.2 Criteria in Market Classification (written forum) 10 pointsT6.3 Perfect Competition Markets (Written) 20 pointsT6.4 Classification of Markets (voice forum) 10 points T6.5 Reflective Journal (oral) 10 points |
| **Week Seven** | **Workshop Seven**Market Structures, Monopoly and Monopolistic Competition | T7.1 Characteristics of a Monopoly Market and examples (Voice forum) 10 pointT7.2 Characteristics of a Monopolistic Competition Market (Written forum) 10 pointsT7.3 Difference between Perfect Competition, Monopoly, and Monopolistic Competition (written) 20 pointsT7.4 Determining the Market for a Product or Service (voice forum) 10 pointsT7.5 Reflective Journal (written) 10 points |
| **Week Eight** | **Workshop Eight**Market Structures: Oligopoly and game Theory | T8.1 Characteristics of Oligopoly Market (written forum) 10 pointT8.2 Profit Maximization in Oligopoly Markets (voice forum) 10 pointsT8.3 Game Theory (written) 20 pointsT8.4 Reflective Journal (oral) 10 points |

**Course Guidelines**

At the e**-lab** link you will find the instructions to how to use the Blackboard tools, oral, text and in tutorial form.
Example: How to participate in a discussion forum, how to send an email directly from the Course, How to make a video, How to do an effective PowerPoint presentation, and How to submit a video and or a PowerPoint presentation, among many others.

**Student Services**

**Technical Support**

* + See the link on the Home page of the Course.

**Integrated Services**

* + See the link on the Home Page of the course.

**Equal Access & Disability Services**

UT, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to UT programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in UT’s educational programs and activities.

**Eligibility**

To ensure the provision of reasonable and appropriate services at UT, students with disabilities must identify themselves in a timely manner with the Disability Services Program**.**

* Tel. (787) 743-7979 Ext. 4214, 4202, 4210
* Universidad del Turabo
* Edificio CISE (Centro Integrado de Servicios Estudiantiles)
 PO Box 3030
 Gurabo, PR 00778-3030

Current and comprehensive documentation must be on file with the DSP prior to approval of the accommodations. It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience.

Accelerated courses that are offered in eight-week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur. As policies change, the most recent information for Disability Services is located at: (<http://www.suagm.edu/turabo/vice_aux_be_prog_estud_impedi.asp>

**Computer /Software Requirements
Technological Requirements** In order to be able to participate in all aspects of this course, students must have access to:

1. computer with speakers
2. headphones and microphone
3. web cam or video camera
4. Internet access
5. Microsoft Word, Microsoft PowerPoint and Microsoft Movie Maker or compatibles programs
6. Audacity is a free open source where you can record and edit sounds. For more information, you can access the following link: <http://audacity.sourceforge.net/?lang=es>

**APÉNDICES/APPENDICES**

**Apéndice/Appendix A**

El Ensayo

 The Essay

**Apéndice/Appendix B:**

 Rubric to evaluate Written Work/Essays (20 points)

Matriz Valorativa para Trabajos Escritos/Ensayos (20 puntos)

**Apéndice/Appendix C**

Reflective Journal Template

##  Diario Reflexivo-Plantilla

**Apéndice/Appendix D:**

Reflective Journal Rubric (10 points)

 Matriz de Valoración Diario Reflexivo (10 puntos)

**Apéndice/Appendix E:**

 Written Discussion Forum Rubric (10 points)

 Matriz de Valoración Foro de Discusión Escrito (10 puntos)

**Apéndice/Appendix E.1:**

 Voice Discussion Forum Rubric (10 points)

 Matriz de Valoración Foro de Discusión Oral (10 puntos)

**Apéndice F / Appendix F**

Matriz Valorativa para Evaluar: Video o PowerPoint con audio (20 puntos)

 Individual/Grupal

 Rubric to Evaluate Video or PowerPoint Presentation with audio (20 points)

 Individual/Group

**Apéndice G / Appendix G**

Matriz Valorativa para Evaluar una Presentación Escrita en MS PowerPoint sin audio (10 puntos)

 Individual/Grupal

 Rubric to Evaluate a Written PowerPoint Presentation (no audio) (10 points)

 Individual/Group

**Appendix H** – Task 4.1 Relationship between Variables Rubric (10 points)

**Apéndice H.1 -** Tarea 3.1 Ejercicio de equilibrio del mercado (10 puntos)

**Appendix I** – Task 4.4 Microsoft Excel Replicates Results (10 points)

**Appendix J-** Task 4.5 Data Exercise (PPT-written) Rubric (10 points)

**Apéndice/Appendix A**

**El Ensayo**

El ensayo es una composición donde se exponen, analizan y comentan ideas alrededor de un tema central de manera clara. Está compuesto de al menos un párrafo introductorio, tres o más párrafos de apoyo a la idea central del tema, y un párrafo de cierre o conclusión. Todos los párrafos del ensayo giran en torno a una idea central (oración temática), y presentan varias ideas secundarías que la apoya, explica y amplía.

El objetivo de un ensayo es plantear ideas y señalar posibilidades. Entre sus principales características están: el no requerir a un lector especializado para poder ser leído claridad y orden de las ideas, secuencia lógica de ideas que parten de una hipótesis, desarrollo del tema, conclusiones y sugerencias y, finalmente la presentación de la opinión del autor.

**Partes del ensayo**
Un ensayo consta de un párrafo introductorio, tres o más párrafos de apoyo a la idea central del tema, y un párrafo de cierre o de conclusión. Todos los párrafos del ensayo darán cuenta de una idea central expresada en una oración (**oración temática**), la cual habitualmente inicia el discurso. Ésta va seguida de varias **ideas secundarías** que apoyan, explican y amplían la **idea central**.

Las partes del ensayo son:

**I. Párrafo introductorio**

El párrafo introductorio tiene oraciones relacionadas con el tema, las cuales tiene el propósito de motivar y captar el interés del lector. A continuación se presenta la **idea principal** del ensayo, el planteamiento del problema o la formulación de la tesis (**oración declaratoria**) a sustentar. La oración declaratoria es el “qué” y el “quien” del asunto o el tema del ensayo; y da sentido y dirección a todo el ensayo. Este párrafo puede contener, de acuerdo al tipo de ensayo, la tesis a ser planteada, así como la opinión personal ó las opiniones de otras personas sobre el tema a ser desarrollado. También el planteamiento del tema puede efectuarse en forma de preguntas que estimulen el interés, sin que sea necesario responderlas en ese lugar aunque éstas ofrezcan más adelante.

En una segunda oración se presentan los puntos sobresalientes (los aspectos de las **ideas centrales**) a tratar en los párrafos del cuerpo del ensayo. Esta enumeración responderá al plan trazado por el autor en el desarrollo del tema, y al mismo tiempo se convierte en una guía que le define una dirección al ensayo. A continuación se presentan las oraciones que complementan, amplían y sustentan la oración central, así como el interés y la importancia del tema.

**II. Cuerpo (Párrafo de apoyo)**

El cuerpo del ensayo es la parte donde se desarrolla y defiende la tesis planteada en la introducción. Debe tener no menos de tres razonamientos que refuten, prueben o evidencien el planteamiento expuesto en la introducción. Se asigna un párrafo aparte para cada razonamiento que refuta, fundamenta o defiende el tema principal del ensayo.

El párrafo de apoyo empezará con una **oración temática** que establece y expone la **idea principal** del párrafo. La idea principal es la que presenta el razonamiento de convicción. Para cada párrafo deberá haber una idea central y para cada idea central varias ideas secundarias que, a su vez ejemplifiquen y apoyen la idea central. La oración temática determina el sentido y el desarrollo del párrafo.

**3. Conclusión**

En el párrafo final del ensayo se presenta brevemente:

* Un resumen de los puntos principales.
* La reafirmación de la tesis defendida por el autor.
* Las posibles soluciones al problema planteado
* *Las nuevas postulaciones, los nuevos hallazgos que fortalecen la tesis del autor y que refutan la posición contraria.*
* También se puede:
	+ - Insinuar, en forma de preguntas, expresar nuevos planteamientos y tesis que se deriven de la exposición. .
		- Sugerir recomendaciones y señalar unas predicciones.

**Tipos de Ensayo**

Hay varios tipos de ensayo, pero el que más utilizaremos será el expositivo.

**Ensayo expositivo**

***Exponer*** significa informar y presentar objetivamente los hechos y las ideas. Los librosde texto, los informes científicos y técnicos, los escritos periodísticos y otros que dan cuenta de lo que sucedió o está sucediendo son exposiciones. La exposición es una de las técnicas de expresión más frecuentes a nivel universitario.

El lenguaje expositivo se caracteriza por su precisión, su claridad y su objetividad. La exposición de algo o sobre un tema exige tener a la mano información abundante y vigente sobre lo que se va a exponer.

 Para desarrollar una demostración se utilizan uno o más de los siguientes métodos:

* *Definición*: determinar y aclarar lo que el autor entiende u otras personasentienden acerca de un término o serie de términos.
* *Explicación de un proceso*. El desarrollo de muchos temas, situaciones yobjetos conlleva la exposición de un proceso que consta de varias etapas las cuales suceden en un orden determinado. Las enumeraciones (primero, segundo, luego, finalmente, etc.) son las palabras-guías más apropiadas para describir un proceso.
* *Relación de causa y efecto*. Se examinan y explican las causas, efectos yconsecuencias de una acción.
* *Comparación o contraste*. Se plantean las semejanzas (comparar) y lasdiferencias (contrastar) entre dos o más objetos o situaciones. El contraste y la comparación ayudan a entender con claridad los términos y objetos con los que se trabaja.
* *Ejemplificación e ilustración*. Los ejemplos explican situaciones y proporcionan detallesespecíficos que ayudan a comprender el punto de vista particular.
* *División y clasificación.* Para la división y clasificación del contenido *se* emplean diferentes criterios y principios, en sintonía con el tema que se esté exponiendo. La exposición de un problema social, por ejemplo, podría dividirse en estas tres partes:
	+ 1. La descripción del problema
		2. Su origen y su consecuencia
		3. Las ventajas y desventajas de las soluciones dadas
		4. Las soluciones propuestas

**Partes del ensayo**

**I. Introducción**

El párrafo o los párrafos introductorios contienen:

* La idea general de lo que se va a exponer en el ensayo.
* La importancia y el interés del tema.
* El método que se va a utilizar en el desarrollo de la exposición (Definiciones, clasificaciones, etapas de un proceso y otros).

**II. Cuerpo del ensayo**

En cada párrafo se expone una parte del asunto una etapa del proceso.

**III. Conclusión**

El resumen del contenido de la exposición.

**Fuente: Quintana, J. (1991). *Desarrollo Estudiantil y destrezas de estudios*. Puerto Rico: Editorial TECHNÉ.**

**Notas especiales para los trabajos escritos/ensayos:**

Usted debe colocar en línea sus documentos escritos según las instrucciones que se ofrecen cada semana en las áreas; utilizando el lenguaje inglés o español, de acuerdo a cada taller.

1. Los trabajos escritos deben enviarse con el siguiente formato:
	* Extensión del ensayo; lo que indique el facilitador
	* Escritos utilizando Microsoft Word o en una aplicación compatible
	* Estilo de letra: *Times New Roman*
	* Tamaño de letra: 12
	* Reglón de espacio: doble espacio
	* Márgenes: 1’ en todos los extremos
	* Enumeración de páginas: borde superior derecho
	* Bibliografía: Formato APA 6th edición

Además debe preparar una página de presentación con:

TITULO DEL ENSAYO 1

 Titulo

Nombre del estudiante

 Nombre de la universidad

**Título**: letras mayúsculas

**Enumeración:**

lado derecho

**Título**: centralizado, no

Negrillas ni *itálica*

 **Nombre estudiante**

 Doble espacio, centralizado

**Nombre universidad**

 Doble espacio, centralizado

**Apéndice/Appendix A**

**The Essay**

It is a written product where ideas are clearly exposed, analyzed, and commented on in a clear and concise manner regarding a theme or subject that the writer wants to cover. It usually contains an introductory paragraph, three or more paragraphs supporting the central theme, and at the end, a closing paragraph or conclusion. All paragraphs in an essay carry a central idea (theme sentence) together with other secondary ideas that support, explain, and amplify the central idea.

The objective of an essay is to present ideas, rather than to impose solutions. The objective of an essay is to bring these ideas forward and to indicate possible solutions. An essay does not require that the reader be of a specific category or nature, its contents are usually clear and well organized (hypothesis, theme unfolding swiftly, conclusion, and recommendations) and presents the author’s opinion.

**Guidelines for Writing an Essay**

An essay is a literary composition that presents the writer’s ideas about a specific topic. The basic steps for writing an essay are:

* Think or brainstorm on the topic to be developed.
* Research on the topic. Use quotes and give the appropriate credit to your resources.
* Plan on what you are going to be writing about. You need to have in consideration the audience (who you are writing for), and the purpose of writing the essay (why you are writing the essay). Make an outline of the principal (main) ideas. The ideas in mind should be specifically related to the main topic.
* Develop a topic sentence. It is very important to incorporate an introductory paragraph, which should be a general view of the topic. If the theme is implied in the topic, it should be written pointing out the key words.
* Write ideas with specific details that will support them. Details will support the main topic, and at the end, may help in the production of a good and relevant conclusion.
* Use transitional words that will help to connect ideas from one paragraph to another and also help the reader to follow the flow of ideas in the essay.
* It is recommended that you review the written document for grammar and spelling.
* Edit the document. Corrections should be made throughout the entire document.
* Last, but not least, read the essay as if you were the **reader** and not the writer. A good example on how look at the essay from a **reader’s** standpoint is to: as you read, compare and contrast, summarize, explain, and/or relate to the ideas to make sure that there are no repetitions. The writer should guarantee the reader a good and clear message. **Make sure that your essay has an introduction, a body, and a conclusion.**

Work must be turned in using the following format:

* Typed, standard-sized paper (8.5" x 11") pages
* Length: according to facilitator instructions
* Typed using a word processor program compatible with Microsoft Word Font: Times New Roman or a similar font
* Font Size: 10-12 point
* Line spacing: double space
* Margins: one (1) inch on all sides
* Page Numbers Location: Top Right Border
* The **running head** is a shortened version of the paper’s full title. Insert a **page header** (running head) at the top of every page. To create a **page header**, type "TITLE OF YOUR PAPER" (capital letters) in the header directly to your left margin and insert page numbers at the right margin.
* A **cover page** (this is a page to identify your work, not included in the four to five pages of your paper). Use the following format:

TITLE OF YOUR ESSAY OR PAPER 1

Title:

Student’s Name:

Name of University

 **Running head**

Capital letter

**Title:** Center

**Not** bold, underlined

or

italicized

**Student’s name**

and

**Institution**

Should be double-

 Space and centered

**Apéndice/Appendix B:**

**Rubric to evaluate Written Work/Essays (20 points)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Criteria** |  **Points** | **Score** |
| **Content** |
| The paper is clear, focused and interesting. Identifies purpose, objectives and principal ideas included in the paper. | 2 |  |
|  |  |
|  |  |
|  |  |
| Presentation of ideas is organized, coherent, and can be easily followed. | 2 |  |
| The paper properly explains content. | 2 |  |
| The presentation of ideas andarguments is based on sources presented, consulted or discussed. | 2 |  |
|  |  |
|  |  |
| The document demonstratessubstance, logic and originality. | 2 |  |
|  |  |
| The author presents his point of view in a clear, convincing and well based manner. | 2 |  |
|  |  |
|  |  |
| Contains well-constructedsentences and paragraphs thatfacilitate reading and comprehension. | 2 |  |
|  |  |
|  |  |
|  |  |
|  | **Language** |  |
| Demonstrates a command ofstandard English (vocabulary,syntax and flow of ideas). | 2 |  |
|  |  |
|  |  |
| Uses grammar appropriatelyand correctly. | 2 |  |
|  |  |
| Manages and uses verbsappropriately and correctly. | 2 |  |
|  |  |
| **Total Points** | **20 (70% content and****30% language)** | **Student’s total Score:** |

Note: The score obtained by the student should be recorded as follows:

* Excellent: 2.00 points
* Good: 1.5 point
* Fair: 1.0 point
* Needs improvement: .50 point

**Apéndice/Appendix B**

**Matriz Valorativa para Trabajos Escritos/Ensayos (20 puntos)**

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Curso \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semana/Taller \_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Criterio** | **Puntos** | **Puntuación** |
| **Contenido** |
| El trabajo está claro, enfocado e | 2 |  |
| interesante. Identifica el |  |  |
| propósito, objetivos e ideas |  |  |
| principales del ensayo |  |  |
| La presentación de ideas es | 2 |  |
| coherente y se puede seguir  |  |  |
| fácilmente. |  |  |
| El documento explica  | 2 |  |
| el contenido adecuadamente |  |  |
| La presentación de ideas y |  |  |
| argumentos está basada en | 2 |  |
| recursos presentados, |  |  |
| consultados o discutidos.  |  |  |
| El documento demuestra | 2 |  |
| solidez, lógica y originalidad. |  |  |
| El autor presenta su punto de vista de una manera clara, | 2 |  |
| convincente y bien estructurada. |  |  |
| Contiene oraciones y párrafos que facilitan la lectura y la | 2 |  |
| comprensión del documento. |  |  |
| **Lenguaje** |
| Demuestra un conocimiento del | 2 |  |
| español (vocabulario, sintaxis y |  |  |
| flujo de ideas). |  |  |
| Usa gramática apropiada y | 2 |  |
| correcta.  |  |  |
| Maneja los verbos y la acentuación apropiada y correctamente. | 2 |  |
| **Total Puntos** | **20 (70% contenido y** | **Puntuación Total :** |
|  | **30% lenguaje)** |  |

Nota: La puntuación adquirida por el estudiante se registrará según la siguiente escala:

* Excelente: 1.00 puntos
* Bueno: .75 puntos
* Regular: .50 punto
* Necesita mejorar: .25 punto

**Apéndice/Appendix C**

**Reflective Journal Template**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The purpose of this Journal is to reflect and write about the concepts, feelings, and attitudes generated by the discussion and assignments. This journal helps the self-assessment process.

Using the following template, the student reflects about what was presented in each workshop and answers the questions, following a short essay style with excellent grammar, syntax and punctuation:

1. Today I learned…

2. The topic presented today helps me…

3. I can apply today’s discussion to my life and personal experiences…

**Note: Remember that the Reflective Journal could be voice recorded or written in Spanish or English, according to what applies in every Weekly Workshop. (See Appendix D: Reflective Journal Rubric)**

**Apéndice/Appendix: C**

## Diario Reflexivo-Plantilla

Nombre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Curso \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Taller \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**---------------------------------------------------------------------------------------**

## El propósito de este diario es el de reflexionar sobre los conceptos, los sentimientos y las actitudes que se desatan a partir de la discusión y los trabajos de cada taller. Este proceso le ayudará en su autoanálisis, así como propiciará la auto evaluación.

## Utilice las siguientes preguntas guías que aparecen en esta página y reflexione sobre lo presentado en la semana y conteste las mismas con excelente gramática, ortografía y puntuación:

1. Hoy aprendí…
2. El tema presentado en el taller me ayuda a…
3. Puedo aplicar lo discutido en el taller a mi vida y experiencias personales…

**Nota: Recuerde que el diario reflexivo podría ser grabado o escrito en español o inglés según aplique semanalmente en cada taller.**

 **(Ver Apéndice D: Matriz de Valoración Diarios Reflexivos)**

**Apéndice/Appendix D:**

**Reflective Journal Rubric (10 points)**

**Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_ Week/Workshop \_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria****One point (2) each** **Maximum points:** **Ten points (10) for each Workshop** | **WS 1** | **WS 2** | **WS 3** | **WS 4** | **WS 5** | **WS 6** | **WS 7** | **WS 8** |
| The student turned in reflexive journal on the due date |  |  |  |  |  |   |  |  |
| Student answered questions without deviating from topic, using well-connected ideas and following a logic sequence.  |  |  |  |  |  |  |  |  |
| Student used critical thinking skills to express his/her ideas. |  |  |  |  |  |  |  |  |
| Student used correct English grammar and verbs  |  |  |  |  |  |  |  |  |
| Student used vocabulary correctly to express messages oral or written, as apply.  |  |  |  |  |  |  |  |  |

Total of points per workshop: \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Total of points: \_\_\_\_\_\_\_\_\_\_

**Written Reflexive Diary:**

The Written Reflexive Diary should be performed in the same workshop language. Please, use Microsoft Word or compatible software and send it, following task instruction.

**Voice Reflective Journal**

The Oral Reflective Journal should be performed in the same workshop language. You should post and answer questions recording your voice. Please see tutorial *How to record voice* accessing the **e-lab** link.

**Apéndice/Appendix D:**

**Matriz de Valoración Diario Reflexivo (Valor 10 puntos)**

Nombre del estudiante: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Curso \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Taller \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criterio****Valor de un (2) puntos c/u** **Puntos máximos: Diez (10) por Taller** | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** | **T7** | **T8** |
| El estudiante entregó el diario reflexivo en la fecha requerida. |  |  |  |  |  |   |  |  |
| El estudiante contestó las preguntas sin desviarse del tópico, con ideas bien conectadas y siguiendo una secuencia lógica. |  |  |  |  |  |  |  |  |
| El estudiante utilizó el pensamiento crítico para expresar sus ideas. |  |  |  |  |  |  |  |  |
| Uso correcto de la gramática y conjugación de verbos en el idioma asignado |  |  |  |  |  |  |  |  |
| Uso correcto del vocabulario para expresar el mensaje ya sea en forma escrita u oral, según aplique. |  |  |  |  |  |  |  |  |

Total de puntos por taller: \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Total de puntos: \_\_\_\_\_\_\_\_\_\_

**Diarios reflexivos escritos:**

El Diario Reflexivo escrito deberá efectuarse en el lenguaje que corresponda al taller. Favor de usar Microsoft Word o en una aplicación compatible y envíelo siguiendo las instrucciones de la tarea.

**Diarios reflexivos grabados (voz)**

El Diario Reflexivo Oral deberá efectuarse en el lenguaje que corresponda al taller. Deberá enviar y contestar grabando su voz. Favor de ver el tutorial *Cómo hacer una grabación* accediendo el enlace **e-lab.**

**Apéndice/Appendix E:**

**Matriz de Valoración Foros de Discusión Escritos (10 puntos)**

**Nombre del estudiante: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Fecha: \_\_\_\_\_\_\_\_\_\_\_\_**

**Curso \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Taller: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Criterios** | **Puntos** | **Puntos obtenidos** |
| **Contenido** |
| En el foro se presenta un mínimo de 3 intervenciones sólidas de discusión, contentivas de nuevas ideas y planteamientos.  | 2 |  |
| Dos de las intervenciones en discusiones electrónicas publicadas en el foro hacen referencia al contenido de los mensajes ofrecidos por otros compañeros  | 2 |  |
| Las discusiones electrónicas publicadas en el foro presentan ideas propias y ejemplos de aplicación a diversos entornos tales como aquellos representativos del ambiente de trabajo. | 2 |  |
| Las discusiones electrónicas publicadas en el foro están apoyadas en referencias y contienen citas utilizando la normativa APA.  | 1 |  |
| **Lenguaje** |
| Las intervenciones demuestran un conocimiento del español (vocabulario, sintaxis y flujo de ideas). | 1 |  |
| Usa gramática apropiada y correcta.  | 1 |  |
| Maneja verbos y acentuación apropiada y correctamente. | 1 |  |
| **Total de puntos** | **10****(70% contenido****30% lenguaje)** | **Puntuación obtenida por el estudiante:\_\_\_\_\_\_\_\_\_\_\_\_** |

**Criterios con valor de (2 puntos) Criterios con valor de (1 punto)**

* Excelente: 2.00 puntos Excelente 1 punto
* Bueno: 1.5 puntos Bueno .5 punto
* Regular: 1. punto Regular .25 punto
* Necesita mejorar: 0 Necesita mejorar 0 punto

**Apéndice/Appendix E**

**Written Discussion Forum Rubric (10 points)**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Week/Workshop: \_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Points** | **Total Points Obtained** |
| **Content** |
| There are at least 3 discussion items posted on the discussion board that present new ideas and opinions based on facts.  | 2 |  |
| At least two discussion items are based on messages posted by other classmates.  | 2 |  |
| The discussion items present ideas that are based on relevant content, as well as examples of applications to different settings such as job environment.  | 2 |  |
| The discussion items present contents based on references and other expert sources of information and citations are included using APA style.  | 1 |  |
| **Language** |
| Student demonstrates knowledge of the English language (vocabulary, syntax and flow of ideas) | 1 |  |
| Uses grammar correctly and appropriately. | 1 |  |
| Manages verbs, appropriately and correctly | 1 |  |
| **Total points** | **10****(70% content****30% language)** | **Points obtained by student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  |  |  |

**Criteria (2 points) Criteria (1 point)**

* Excellent: 2.00 points Excellent 1 point
* Good: 1.5 points Good .5 point
* Regular: 1.0 point Fair .25 point
* Needs improvement: 0 Needs improvement 0 point

**Appendix E.1**

**Voice Discussion Forum Rubric (Oral) (10 points)**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Week/Workshop: \_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Points** | **Total Points Obtained** |
| **Content** |
| There are at least 3 discussion items posted on the discussion board that present new ideas and opinions based on facts.  | 2 |  |
| At least two discussion items are based on messages posted by other classmates.  | 2 |  |
| The oral discussion presentation thoroughly addresses the requirements of the assignment. | 2 |  |
| The record content is concise, clearly presented, and contains a logical progression of ideas. | 1 |  |
|  |
| Correct pronunciation | 1 |  |
| Student demonstrates knowledge of the English language (vocabulary, syntax and flow of ideas) | 1 |  |
| Manages verbs, appropriately and correctly | 1 |  |
| **Total points** | **10****(70% content****30% language)** | **Points obtained by student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

 **Criteria (2 points) Criteria (1 point)**

* Excellent: 2.00 points Excellent 1 point
* Good: 1.5 points Good .5 point
* Regular: 1.0 point Fair .25 point
* Needs improvement: 0 Needs improvement 0 point

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**Matriz de Valoración Foro de Discusión Oral (10 puntos)**

**Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Curso \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Taller: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Criterios** | **Puntos** | **Puntos obtenidos** |
| **Contenido** |
| En el foro se presenta un mínimo de 3 intervenciones sólidas de discusión, contentivas de nuevas ideas y planteamientos.  | 2 |  |
| Dos de las intervenciones en discusiones electrónicas publicadas en el foro hacen referencia al contenido de los mensajes ofrecidos por otros compañeros  | 2 |  |
| La discusión oral presenta todos los requisitos de la tarea. | 2 |  |
| El registro es conciso, claramente presentado, y contiene una progresión lógica de ideas.  | 1 |  |
| **Lenguaje** |
| La pronunciación es correcta. | 1 |  |
| Las intervenciones demuestran un conocimiento del español (vocabulario, sintaxis y flujo de ideas). | 1 |  |
| Maneja verbos y acentuación apropiada y correctamente. | 1 |  |
| **Total de puntos** | **10****(70% contenido****30% lenguaje)** | **Puntuación obtenida por el estudiante:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Criterios con valor de (2 puntos) Criterios con valor de (1 punto)**

* Excelente: 2.00 puntos Excelente 1 punto
* Bueno: 1.5 puntos Bueno .5 punto
* Regular: 1. punto Regular .25 punto
* Necesita mejorar: 0 Necesita mejorar 0 punto

Comentarios: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Apéndice F / Appendix F**

**Matriz Valorativa para Evaluar: Video o PowerPoint con audio**

**Individual/Grupal (20 puntos)**

Nombre del estudiante: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Fecha:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Curso \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semana/Taller \_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterio** |  | **Puntos** | **Puntuación** |
| **Contenido** |  |
| Identifica el nombre, taller y tarea |  | 2 |  |
| Realiza una introducción efectiva del tema, identificando el propósito, objetivo e ideas principales.  |  | 2 |  |
| La presentación está bien organizada, coherente y se puede seguir con facilidad |  | 2 |  |
| El presentador demuestra dominio del tema o materia al explicar con propiedad el contenido y no incurre en errores de contenido. |  | 2 |  |
|  |  |  |
|  |  |  |
| Las ideas y argumentos de la presentación están bien fundamentados. |  | 2 |  |
| La duración del audio es la requerida. |  | 2 |  |
| La información se graba con entusiasmo, capta la atención de la audiencia. |  | 2 |  |
| **LENGUAJE** |  |  |
| La pronunciación de las palabras es clara y correcta. |  | 2 |  |
| Uso correcto de la gramática y conjugación de verbos en el |  | 2 |  |
| idioma asignado. |  |  |  |
| Uso correcto del vocabulario para expresar el mensaje |  | 2 |  |
| adecuadamente. |  |  |  |
| **Total de Puntos** |  | **20****(70% de** | **Puntuación del estudiante:** |
|  |  | **contenido y 30%** |  |
|  |  | **Lenguaje)** |  |

**Criterio 2 puntos**

* Excelente: 2.00 puntos
* Bueno: 1.5 puntos
* Regular: 1. punto
* Necesita mejorar: 0

**Apéndice/Appendix F**

**Rubric to Evaluate Video or PowerPoint Presentation with audio**

**Individual/Group (20 points)**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Week/Work Shop\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** |  | **Value Points** | **Student Total Score** |
| Name, workshop and task is identified |  | 2 |  |  |
| Performs an effective introduction to the |  | 2 |  |  |
| theme identifying the objectives, ideas |  |  |  |  |
| and principles.  |  |  |  |  |
| The presentation is organized and |  | 2 |  |  |
| coherent, and can be followed easily. |  |  |  |  |
| The presenter grasps the theme by |  | 2 |  |  |
| explaining content without errors. |  |  |  |  |
| The ideas and viewpoints are based |  | 2 |  |  |
| on good quality resources. |  |  |  |  |
| Length of presentation or video is according the instructions. |  | 2 |  |  |
| The information is recorded with enthusiasm, capturing the attention of the audience. |  | 2 |  |  |
| **Language** |
| Student pronunciation is clear and |  | 2 |  |  |
| correct; language can be easily understood. |  |  |  |  |
| Correct use of English grammar and verb tenses. |  | 2 |  |  |
| Correct use of vocabulary.  |  | 2 |  |  |
| **Total points: \_\_\_\_\_\_** |  |  **20** **(70% of content and 30% of language)** |  | **Student’s total Score:** |
|  |  |  |  | **\_\_\_\_\_\_** |

**Criteria: 2 points**

* Excellent: 2.00 points
* Good: 1.5 points
* Satisfactory: 1. point
* Needs improvement: 0 point

**Apéndice/ Appendix G**

**Matriz Valorativa para Evaluar una Presentación Escrita en MS PowerPoint**

**(sin audio) (10 puntos)**

Nombre del estudiante: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Fecha:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Curso \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semana/Taller \_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterio** |  | **Puntos** | **Puntuación** |
|  |  |  | **Obtenida** |
| **Contenido** |  |
| Identifica el nombre, taller y tarea |  | .5 |  |
| Realiza una introducción efectiva del tema, identificando el propósito, objetivo e ideas principales.  |  | .5 |  |
| La presentación está bien organizada, coherente y se puede seguir con facilidad |  | 1 |  |
| Demuestra dominio del tema o materia al redactar con propiedad el contenido y no incurre en errores de contenido. |  | 2 |  |
|  |  |  |
|  |  |  |
| Las ideas y argumentos de la presentación están bien fundamentados. |  | 1 |  |
| Cumple con el mínimo de *slides*  |  | 1 |  |
| El diseño de la presentación capta la atención. |  | 1 |  |
| **LENGUAJE** |  |  |
| Uso correcto de la gramática y conjugación de verbos en el |  | 2 |  |
| idioma asignado. |  |  |  |
| Uso correcto del vocabulario para expresar el mensaje |  | 1 |  |
| adecuadamente. |  |  |  |
| **Total de Puntos** |  | **10****(70% de** | **Puntuación del** |
|  |  | **contenido y 30%** |  |
|  |  | **Lenguaje)** |  |

Comentarios: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Apéndice/ Appendix G**

**Rubric to Evaluate a Written PowerPoint Presentation (no audio)**

**Individual/Group (10 points)**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Week/Work Shop\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** |  | **Value Points** | **Student Total Score** |
| Name, workshop and task is identified |  | .5 |  |  |
| Performs an effective introduction to the |  | .5 |  |  |
| theme identifying the objectives, ideas |  |  |  |  |
| and principles.  |  |  |  |  |
| The presentation is organized and |  | 1 |  |  |
| coherent, and can be followed easily. |  |  |  |  |
| The presenter grasps the theme by |  | 2 |  |  |
| explaining content without errors. |  |  |  |  |
| The ideas and viewpoints are based |  | 1 |  |  |
| on good quality resources. |  |  |  |  |
| Number of slides is according to the instructions  |  | 1 |  |  |
| The PPT design captures the attention. |  | 1 |  |  |
|  |  |  |  |  |
| **Language** |
| Correct use of English grammar and verb tenses. |  | 2 |  |  |
| Correct use of vocabulary.  |  | 1 |  |  |
| **Total points: \_\_\_\_\_\_** |  |  **10** **(70% of content** |  |  |
|  |  |  **and 30% of language)** |  | **Student’s total Score: \_\_\_\_\_\_** |
|  |  |  |  |  |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix H:**

**Task 4.1 Relationship between Variables Rubric (10 points)** (written)

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Criteria** |  **Points** | **Score** |
|  |  |  |
|  | **Content** |  |
| Select two related economic variables  | 1 |  |
| Establish a relationship similar to the example | 2 |  |
| Identify the dependent variable  | 1 |  |
| Identify the independent variable | 1 |  |
| The author presents his point of | 2 |  |
| view in a clear, convincing and |  |  |
| well based manner. |  |  |
|  | **Language** |  |
| Demonstrates a command of | 1 |  |
| standard English (vocabulary, |  |  |
| syntax and flow of ideas). |  |  |
| Contains well-constructedsentences and paragraphs that facilitate reading and comprehension. | 1 |  |
|  |  |
| Manages and uses verbs | 1 |  |
| appropriately and correctly. |  |  |
| **Total Points** | **10** **(70% content and 30% language)** | **Student’s total Score:** |
|  |  |  |

**Criteria (2 points) Criteria 1 point**

Excellent 2 points Excellent 1 point
Good 1.50 points Good .50 point
Satisfactory . 1.0 point Satisfactory .25 point
Need improvement .50 point Need improvement 0 point

**Apéndice H.1:**

**Tarea 3.1** **Ejercicio de equilibrio del mercado (10 puntos)**

**Nombre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Criterios** | **Puntos** | **Puntuación** |
| **Ejercicio 1** |  | **3** |  |
| **Qd = 50 – 8P Qs = -17.5 + 10P*** ¿Qué pasará en el mercado si el precio fuera $2.75?
* Tiene el valor de P, lo sustituye en cada ecuación y obtiene la Qd y Qs
* Sustituyó la función demanda (Qd)
* Sustituyó correctamente la función de oferta (Qs).
* Basados en la ley de demanda, al bajar el precio la cantidad debe aumentar y según la ley de oferta la cantidad ofrecida bajará.
* Determinó correctamente ¿Por cuánto será la diferencia?
* Determinó correctamente si ¿Tendremos escasez o sobrante?
 |  |  |
| **Ejercicio 2** | **4** |  |
| **Qdx = 60 – 2Px +0.01M +7Pr*** ¿El bien x es normal o inferior?
* ¿Los bienes son sustitutos o complementarios?
* Si M = $40,000 y Pr =$20
* Determinó la función Qd
* La función de demanda incluye el ingreso disponible para el consumidor (M) y el precio de un bien relacionado (Pr).
* Cada uno de estos términos tiene un signo. ¿Qué significado tiene? Un signo negativo indica una relación inversa y un signo positivo indica una relación directa.
* ¿Recuerda las relaciones entre las demandas y el ingreso y entre la demanda y los bienes relacionados?
 |  |  |
|  | **Lenguaje** | **3** |  |
| * Uso correcto de la gramática y conjugación de verbos en el idioma asignado.
 | 1.5 |  |  |
| * Uso correcto del vocabulario para expresar el mensaje adecuadamente
 | 1.5 |  |  |
| **Total** | **10** **(70% contenido y 30% lenguaje)** | **Total de puntos** |  |

**Criterio: 4 puntos Criterio: 3 puntos Criterios: 1.5 puntos**Excelente 4.0 Excelente 3 puntos Excelente 1.5 puntos
Bueno 3.0 Bueno 2 puntos Bueno 1.0 punto
Satisfactorio 2.0 Satisfactorio 1.0 punto Satisfactorio .5 puntos

**Appendix I - Task 4.4 Microsoft Excel Replicates Results (written)**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Criteria** |  **Points** | **Score** |
|  |  |  |
|  | **Content** |  |
|  |  |  |
| Obtain totals all columns | 1 |  |
| Apply and show correct formulas (β0, β1)  | 2 |  |
| Obtain correct result (β0)  | 1 |  |
| Obtain correct result (β1) | 1 |  |
| The author presents his point of | 2 |  |
| view in a clear, convincing and |  |  |
| well based manner. |  |  |
|  | **Language** |  |
| Demonstrates a command of | 1 |  |
| standard English (vocabulary, |  |  |
| syntax and flow of ideas). |  |  |
| Contains well-constructedsentences and paragraphs that facilitate reading and comprehension. | 1 |  |
|  |  |
| Manages and uses verbs | 1 |  |
| appropriately and correctly. |  |  |
| **Total Points** | **10** **(70% content and 30% language)** | **Student’s total Score:** |
|  |  |  |

**Criteria (2 points) Criteria 1 point**

Excellent 2 points Excellent 1 point
Good 1.50 points Good .50 point
Satisfactory . 1.0 point Satisfactory .25 point
Need improvement .50 point Need improvement 0 point

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** |  | **Value Points** | **Student Total Score** |
| Name, workshop and task is identified |  | 1 |  |  |
| Performs an effective introduction to the |  | 1 |  |  |
| theme identifying the objectives, ideas |  |  |  |  |
| and principles.  |  |  |  |  |
| The presentation is organized and |  | 1 |  |  |
| coherent, and can be followed easily. |  |  |  |  |
| The presenter grasps the theme by |  | 1 |  |  |
| explaining content without errors. |  |  |  |  |
| The ideas and viewpoints are based |  | 1 |  |  |
| on good quality resources. |  |  |  |  |
| Contain the minimum number of slides  |  | 1 |  |  |
| Use appropriate PPT design.  |  | 1 |  |  |
|  |  |  |  |  |
|  | **Language** |  |
| Student demonstrates knowledge of the English language (vocabulary, syntax and flow of ideas) |  | 1 |  |  |
| Uses grammar correctly and appropriately. |  | 1 |  |  |
| Manages verbs, appropriately and correctly. |  | 1 |  |  |
| **Total points: \_\_\_\_\_\_** |  | **10****(70% of content and 30% of language)** |  | **Student’s total Score: \_\_\_\_\_\_** |

**Appendix J: Task 4.5 Data Exercise (PPT-written) Rubric
Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_**

**Criteria:**

* Excellent: 1.00 points
* Good: .5 points
* Fair: .25 point
* Needs improvement: 0 point