

**Sistema Universitario Ana G. Méndez  
School for Professional Studies  
Florida Campuses  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

**EDUC 567**

**Cross-Cultural Communication and Understanding**

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**STUDY GUIDE**

**Course Title:** Cross-Cultural Communication and Understanding

**Code:** EDUC 567

**Time Length:** Five Weeks

**Prerequisite:** None

**Description:**

The above course focuses on the sociological, psychological and cultural factors that affect bilingual students. In addition, the research that deals with these aspects is emphasized.

**General Objectives:**

1. Explain the historical background of migration of Hispanic people from Central America, the Caribbean's and Latin America and other migrants from different parts of the world to the U.S.
2. Discuss and analyze the sociological, psychological, and cultural factors that affect the bilingual student.
3. Explain and discuss the educational needs of bilingual students according to the latest research.
4. Discuss the cultural contributions of Hispanic and European migration to the U.S. in such areas as the Arts, Education, Politics and others.

**Evaluation:**

<b>Criteria / Assignment</b>	<b>Weekly Points</b>	<b>Total Points</b>
1. Attendance	<b>20</b>	<b>100</b>
2. Active Participation	<b>20</b>	<b>100</b>
3. Weekly Journal	<b>20</b>	<b>100</b>
4. Portfolio Content- made up of weekly assignments.	<b>20</b>	<b>100</b>
5. Presentation on a topic		<b>50</b>
6. Final Test		<b>50</b>
<b>Grand Total</b>		<b>500</b>

**Scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-00 =F**

### **Evaluation's description**

- Attendance and participation is mandatory for every workshop. Only absences that are medical in nature will be excused.
- Weekly Journal – Write a critical reflection about the topics for each workshop. Usually due at the end of each workshop (see facilitator).
- Assignments per week – consist of presentations, essays, written reports prepared by the student.
- Portfolio – students will do weekly assignments described above. Only those assignments that are student created such as essays, reports, weekly journals and presentations will be graded. Information that is written as part of the preparation for each class will not be graded (i.e., lists, definitions, notes), but facilitator may request it to check it off.
- Presentation- select a topic related to the general objectives or the specific objectives covered in the course. This will be listed under the Study Guide or at the top of each workshop. Facilitator may request a presentation per student or may allow more than one student to work together as time permits within the five week time constrains.
- Final Test – prepared by professor based on topics addressed in the module and in class.
- Students need to do research, keep accurate notes and activities in the portfolio as evidence of weekly preparation for each workshop. Items may not all be graded, but are part of the portfolio package that students should keep as proof of acquired knowledge for this course.

### **Recommended Textbooks**

Baker, C. (2006). *Foundations of Bilingual Education & Bilingualism* Buffalo (4<sup>th</sup> ed.). Multilingual Matters Limited.

Benneth, C. I. (2006). *Comprehensive Multicultural Education: Theory and Practice* (6<sup>th</sup> ed.). Boston: Allyn & Bacon.

Amato, Richard, P. A. (1992). *The Multicultural Classroom*. California:

Addison- Wesley Publishing Co.

### **Description of course policies**

*Note: This course does not follow the dual language model, as it is part of the English curriculum for the Masters in Education Degree: Teaching English as a Second Language.*

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with 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. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. 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 is 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 of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up

the missing work, if applicable. The facilitator will decide on the following:

allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.

4. If a student is absent to more than one workshop the facilitator will have the following options:
  - a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
  - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute 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.
6. 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.
7. It is expected that all 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 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**).
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.

9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. 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 URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:**

- [www.google.com](http://www.google.com)
- [www.altavista.com](http://www.altavista.com)
- [www.ask.com](http://www.ask.com)
- [www.excite.com](http://www.excite.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.telemundo.yahoo.com](http://www.telemundo.yahoo.com)
- [www.bibliotecavirtualut.suaqm.edu](http://www.bibliotecavirtualut.suaqm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)

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

## **Teaching Philosophy and Methodology**

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 wholes 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.

## Workshop One

### Specific Objectives:

1. Discuss the historical background of Hispanic migration to the U.S.
2. Discuss the historical background of migration of other cultures to the U.S.
3. Discuss reasons for migration due to: politics, sociology, economics, cultural aspects, etc.
4. Discuss the positive or negative aspects of migration.
5. Discuss the challenges and opportunities of migrants to this country.

### Language Objectives:

1. Use comprehension skills to increase understanding of information.
2. Use writing skills to organize and present information.
3. Use speaking skills to express information appropriately.

### Electronic Links (URLs):

Migration of Hispanics to the U.S.

[http://www.fraser.com/PDFs/Hispanic\\_Migration.pdf](http://www.fraser.com/PDFs/Hispanic_Migration.pdf)

[http://en.wikipedia.org/wiki/Puerto\\_Ricans\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Puerto_Ricans_in_the_United_States)

<http://www.migrationinformation.org/USfocus/display.cfm?ID=95>

Historical background

<http://www.lrc.salemstate.edu/hispanics/history.htm>

<http://usa.usembassy.de/society-hispanics.htm>

Reasons for migration

[http://www.scu.edu/ethics/practicing/focusareas/global\\_ethics/migration.html](http://www.scu.edu/ethics/practicing/focusareas/global_ethics/migration.html)

<http://geog.tamu.edu/sarah/humangeog/migration8.html>

Positive/negative, challenges and opportunities of migration

<http://www.un.org/migration/sg-speech.html>

<http://www.unladkabayan.org/resources/PDFs/MigrationAndIntegration.pdf>

<http://www.america.gov/st/diversity->

[english/2008/August/20080815140005xlrennef0.1078106.html?CP.rss=true](http://english/2008/August/20080815140005xlrennef0.1078106.html?CP.rss=true)

### Assignments before Workshop One:

1. Familiarize yourself with the objectives for the class and read on each topic. Students may go to the websites listed or do additional research on

- other websites, textbooks or consult with experts in the field. Students should keep written notes about the topics as preparation for each workshop. Notes are not graded, but part of your preparation /portfolio.
2. Read and take notes on the topics for today. Be ready for discussion.
  3. Define migration, immigration, ethnicity, culture, migrant vs. immigrants, and other terms as applicable.
  4. Write a one page essay on the historical influences of migration in the United States.
  5. Watch video: <http://www.youtube.com/watch?v=JqOuUaNXV8w>  
“Human Ancestry and Migration”

**Activities:**

1. Ice Breaker – use activity on Appendix A or facilitator’s activity.
2. Select student representative.
3. Discuss or clarify terms define.
4. Divide into groups and discuss your essay on migration.
5. Follow up with whole group discussion. Are there controversial areas that were discussed? What are the positive and negative aspects of migration?
6. If possible, see if class can see part of the video listed on pre-workshop assignment # 4. Discuss part of video.
7. Group Activity: Groups read only sections of the article(s) to present. Appendix B – “U.S. Minority Population Continues to Grow” article. Other articles may be selected for discussion.
8. Make a schedule for presentations for weeks 2-5. Students may choose topics for the presentation based on the General Objectives found in the Study Guide or Specific Objectives listed per workshop (facilitator may allow other topics).
9. Weekly Journal –Copy found in Appendix C (required per workshop). The facilitator may add a question(s) to the weekly journal.

**Assessment:**

1. Complete the Weekly Journal. Additional responses may be requested.
2. Write a 1 or 2 statements on migration in the U.S. and pass this to a classmate. What do they have to say about it? Discuss.
3. Review what to do for the next class. Write the date of your presentation:

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## Workshop Two

### Specific Objectives:

1. Discuss the sociological, psychological and cultural factors of students and families from bilingual/bicultural backgrounds.
2. Address stereotypical views about bilingual education in the U.S.
3. Examine acculturation /assimilation issues of ELL's students.
4. Address how Hispanic/Latinos view their roles in education.

### Language Objectives:

1. Demonstrates research skills used in investigating selected topics.
2. Demonstrates knowledge and skills to convey information in written format.
3. Demonstrates knowledge and skills in public speaking.

### Electronic Links (URLs):

Origins of bilingual education and current status under "No Child Left Behind"

[http://www.ewfa.org/pdfs/education\\_directors\\_handbook3.pdf](http://www.ewfa.org/pdfs/education_directors_handbook3.pdf)

<http://ourworld.compuserve.com/homepages/JWCRAWFORD/T7obit.htm>

<http://www.nabe.org/advocacy/nclb.html>

<http://www.ed.gov/about/offices/list/oela/index.html>

Sociological, psychological and cultural factors of bilingual/bicultural programs.

[http://brj.asu.edu/vol30\\_no1/art2.pdf](http://brj.asu.edu/vol30_no1/art2.pdf)

[http://www.rethinkingschools.org/special\\_reports/bilingual/Work164.shtml](http://www.rethinkingschools.org/special_reports/bilingual/Work164.shtml)

[http://www.rethinkingschools.org/special\\_reports/bilingual/Bili172.shtml](http://www.rethinkingschools.org/special_reports/bilingual/Bili172.shtml)

<http://ourworld.compuserve.com/homepages/jwcrawford/Krashen3.htm>

<http://education.byu.edu/diversity/bilingual.html>

Addressing the needs of migrant families in education

<http://www.umos.org/education/alcanza.aspx>

<http://www.ericdigests.org/2001-3/migrant.htm>

<http://www.soesd.k12.or.us/Page.asp?NavID=799>

Concerns or stereotypes views regarding bilingual education

<http://www.nabe.org/education/politics.html>

<http://www.ericdigests.org/1992-5/perspective.htm>

[http://sitemaker.umich.edu/370blinged/different\\_types\\_of\\_bilingual\\_education](http://sitemaker.umich.edu/370blinged/different_types_of_bilingual_education)

Acculturation/Assimilation

<http://psychology.irank.org/pages/5/Acculturation.html>

Hispanic/Latinos and education

<http://www.ncela.gwu.edu/pubs/ncrcdsl/epr1/>

<https://www.nea.org/mco/hispaniceducation.html>

<http://www.lrc.salemstate.edu/hispanics/identity.htm>

<http://www.cnn.com/2004/EDUCATION/01/26/hispanics.education.ap/index.html>

### **Assignments before Workshop Two:**

1. Prepare your presentation if due this coming week.
2. Define the following terms: bilingual, bicultural, acculturation, assimilation, ELL's, and other terms as applicable.
3. Find out about the current laws and organizations serving bilingual students: NCLB /Title III, NABE, 1968 Bilingual Education Act, etc.
4. Write a one page report about the advances or challenges still facing English Language Learners.
5. Watch these Videos. Be prepared to discuss them in class.

<http://video.google.com/videosearch?q=bilingual+education&emb=0&aq=f#>

<http://video.google.com/videosearch?q=bilingual+education&emb=0&aq=f#q=bilingual%20education&emb=0&aq=f&start=20>

### **Activities:**

1. Presentation by student (s). Follow by discussion.
2. Discuss origins of bilingual education and the current laws for serving English Language Learners.
3. Discuss terminology found in the research (examples listed in pre-workshop assignments).
4. Small Group Activity: (If available, use chart paper) make a graphic organizer. Select a topic for your group, discuss and summarize it, and present it.  
Sociological, cultural views of bilingual/ELL's in education.  
Acculturation/assimilation into the U.S. educational system.  
Hispanic families / other culture's role in the educational system, etc.
5. Discuss the findings. What conclusions can be made?

6. Group Activity: Public Policy

If you were to advise politicians and the public at large, design a proposal of what you understand is the best way to handle education for students who come from a bilingual/bicultural background.

7. Discuss your proposal for public policy.

8. Complete your Weekly Journal.

9. The facilitator will discuss the assignments for the next workshop.

**Assessment:**

1. Weekly Journal

2. Facilitator may request written responses to be added to the Weekly Journal in order to monitor progress.

3. Oral presentations and discussions done during class activities.

### **Workshop Three**

#### **Specific Objectives:**

1. Discuss the educational programs for bilingual students.
2. Discuss the learning styles of bilingual students and how to expose them to curriculum.
3. Discuss Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP).
4. Discuss the Stages of Second Language Acquisition

#### **Language Objectives:**

1. Interprets researched information for specific purposes.
2. Uses writing skills to organize and present information.
3. Participates in clear and effective communication with others.

#### **Electronic Links (URLs):**

Educational programs for bilingual students.

[http://www.collegeboard.com/csearch/majors\\_careers/profiles/majors/13.0201.html](http://www.collegeboard.com/csearch/majors_careers/profiles/majors/13.0201.html)

[www.cde.ca.gov/sp/el/ip/documents/twbi.ppt](http://www.cde.ca.gov/sp/el/ip/documents/twbi.ppt) (PowerPoint)

<http://www.cal.org/crede/pubs/edpractice/EPR8.htm>

Learning styles of bilingual students and exposure to the curriculum

<http://studentservices.odu.edu/mss/archive/2003/cultural%20learning%20styles.htm>

<http://www.newhorizons.org/strategies/styles/guild.htm>

<http://eideneurolearningblog.blogspot.com/2005/03/bilingual-brain.html>

<http://www.misd.net/bilingual/ELL.pdf> (excellent resource list for all teachers)

BICS and CALPS

[http://www.everythingsl.net/in-services/bics\\_calp.php](http://www.everythingsl.net/in-services/bics_calp.php)

<http://www.mhcc.edu/pages/2232.asp>

Stages of Second Language Acquisition

[http://www.everythingsl.net/in-services/language\\_stages.php](http://www.everythingsl.net/in-services/language_stages.php)

<http://www.dmps.k12.ia.us/forms/secondlanguageacquisition.pdf>

#### **Assignments before Workshop Three:**

1. Read on the different types of educational programs serving bilingual students.
2. Write a summary about BICS and CALPS and Second Language Acquisition.
3. Define terms: transitional programs, dual language programs, sheltered instructional programs, ESOL, BICS and CALPS, etc.
4. Video sponsored by: [www.GREENBUSH.org](http://www.GREENBUSH.org) on migrant education.  
<http://video.google.com/videosearch?q=secon+language+acquistion&emb=0&aq=o#q=educating%20migrant%20students&emb=0>

**Activities:**

1. The facilitator will start the class with a short review.
2. Presentation by student (s). Follow by discussion.
3. Small group Activity: Use chart paper to describe all the programs used around the country that serve bilingual students. Copy Appendix E.
4. Review terminology from your research.
5. Which programs are the best or supported more by school districts.
6. Discuss the social vs. the academic language of bilingual students.
7. Small Group Activity: Explore the best practices for educating ELL students. Give examples of teaching strategies and approaches. See Appendix D: "How to Create a Welcoming Classroom Environment"
8. With a partner, write a letter to the U.S. Congress explaining your views on either supporting or being against funding for bilingual education.
9. Share your letter and explain your reasons for or against bilingual education.
10. Complete the Weekly Journal.
11. Discussion of the assignments.

**Assessment:**

1. Weekly Journal –facilitator may add an essay question on one of today's topics.
2. Small Group Presentations and individual participation.

## Workshop Four

### Specific Objectives:

1. Discuss the cultural contributions of Hispanic in the U.S. in such areas as the arts, education, politics and others.
2. Discuss the cultural contributions of Europeans, Asians and other cultures in the U.S. in such areas as the arts, education, politics and others.
3. Identify the contributions minorities have made to the U.S. economy and other areas.
4. Discuss what happens when cultural values and traditions are limited.

### Language Objectives:

1. Prepares oral, written or visual information effectively to support research.
2. Expresses information in an organized written format.
3. Expresses oral, written, or visual information effectively in presentations.

### Electronic Links (URLs):

Cultural contributions of Hispanics

[http://www.ma.iup.edu/Pueblo/latino\\_cultures/contrib.html](http://www.ma.iup.edu/Pueblo/latino_cultures/contrib.html)

<http://www.hispaniccontributions.org/>

<http://www.gordon.army.mil/eoo/hispan2.htm>

Cultural contributions of other nationalities

<http://www.floc.com/documents/IRContributions.pdf>

<http://www.blogs.marriott.com/archive/default.asp?item=784729>

<http://www.globalexchange.org/countries/americas/unitedstates/california/immigrantstop10.html>

Teaching cultural values

[http://www.rosado.net/pdf/Cultural\\_Relativism.pdf](http://www.rosado.net/pdf/Cultural_Relativism.pdf)

<http://www.cal.org/resources/digest/0309peterson.html>

### Assignments before Workshop Four:

1. Review URLs and take notes.
2. Prepare a report on the contributions of a particular nationality.
3. Research the names of Hispanics or other cultures who have made a

contribution in the U.S. or at large.

4. Watch video: <http://www.youtube.com/watch?v=xbEQSELkqAY>

Culture Shock: Intercultural Communications – by Rey Ty

**Activities in class:**

1. The facilitator will star the class with a short review.
2. Presentation by student (s). Follow by discussion.
3. Small Group Presentation: Student will discuss the contributions of Hispanics and other nationalities to the American society or at large.
4. Students will present their findings.
5. The facilitator will discuss the importance of cultural values and traditions.
6. Students will also share the names of Hispanic and other contributors, who in spite of cultural differences have become well-known and respected by the mainstream society.
7. Students will discuss why it is so important to teach cultural traditions to our students and our families. What happens when these traditions are not passed on from generation to generation?
8. Students will make a “bill of rights” of cultural beliefs and traditions they would like to pass on to the next generation.
9. The facilitator will discuss the assignments before the workshop.

**Assessment:**

1. Weekly Journal
2. Group Activities
3. Oral presentation rubric
4. Class participation rubric.

## Workshop Five

### Specific Objectives:

1. Discuss the benefits of living in a multicultural environment.
2. How can schools foster multicultural traditions and enrich learning for all students.
3. Discuss how to help students become motivated about learning in a different culture.

### Language Objectives:

1. Demonstrates knowledge of educational terminology and vocabulary.
2. Uses written communication skills to express information effectively.
3. Uses oral communication skills to express information effectively.

### Electronic Links (URLs):

Benefits of a multicultural environment

<http://www.stockton.k12.ca.us/bp-archive/MulticulturalEducationBP6141.pdf>

<http://kgcs.k12.va.us/cult/index.htm>

Teaching multicultural traditions to all students

<http://www.kidlink.org/KIDPROJ/MCC/> (Multicultural calendar)

<http://www.sunflowerpreschoolboulder.com/multicultural.html>

<http://www.diversitycouncil.org/midActivities.shtml>

Teaching students to be become motivated about their education

[http://www.uww.edu/Learn/motivating\\_students.php](http://www.uww.edu/Learn/motivating_students.php)

[http://www.pvc.maricopa.edu/~lsche/proceedings/967\\_proc/967proc\\_mckeachie.htm](http://www.pvc.maricopa.edu/~lsche/proceedings/967_proc/967proc_mckeachie.htm)

### Assignments before Workshop Five:

1. Read the recommended URL's.
2. Create a graphic organizer focusing on the benefits of being multicultural.
3. Define terms: multicultural, cultural diversity, Cognitive Academic Language Approach (CALLA), other terms found in the research.
4. View video: <http://www.youtube.com/watch?v=MnJPJ2xMdG8>

Multicultural education

<http://www.youtube.com/watch?v=AIUEEdj6lkw&feature=related>

No Child Left Bilingual Part I

**Activities:**

1. Complete any presentations remaining.
2. Discuss terminology.
3. What is the CALLA approach?
4. Small Group Activity: Discuss the benefits of living in a multicultural setting. Why should students understand these benefits?
5. Discuss the importance of teaching and keeping traditions. Why should all students be exposed to traditions of other cultures?
6. List some ways to motivate students, especially our bilingual students to stay focused on education and learn to overcome barriers.
7. Partner activity: Make an agenda or outline describing what you would tell your bilingual students to do to reach their highest potential in education.
8. Complete the Weekly Journal
9. Final test or Activity to determine progress in the course.
10. The student representative will start the class evaluation process.
11. Closing activity – to be determined by the facilitator.

**Assessment:**

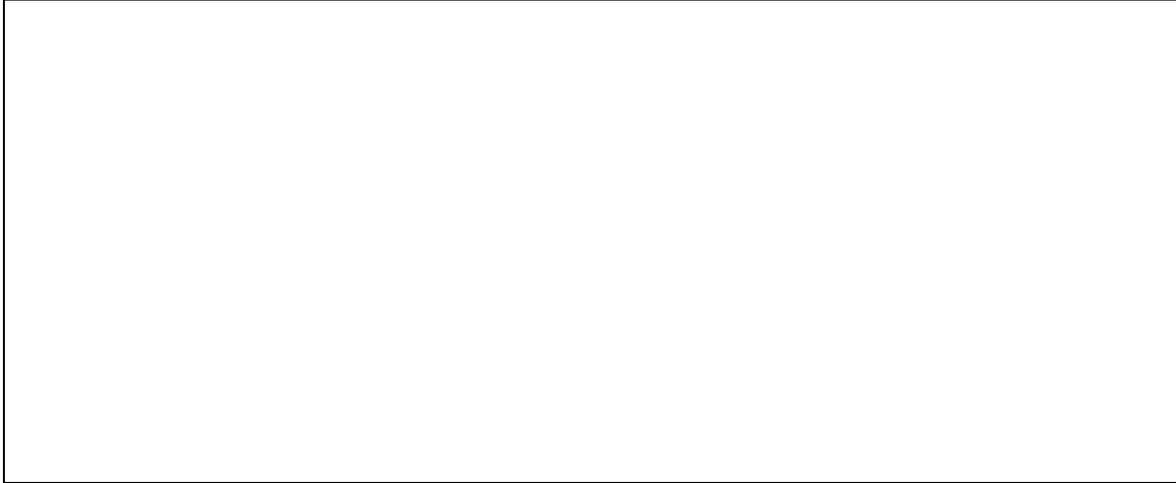
1. Weekly Journal
2. Final test or Activity as described by the facilitator.
3. Class participation rubric.

## **Appendixes**

## **Appendix A – Workshop One**

### **Ice breaker Activity**

#### **A New Country**



- 1. Design your country. Draw a map of it.**
- 2. List the nationalities that live in this county.**
- 3. Who are the political leaders?**
- 4. Describe the country's philosophy on (i.e., politics, education, health, etc).**
- 5. What recommendations do you have to improve your country?**

## Appendix B – Workshop One

### U.S. Minority Population Continues to Grow

<http://www.america.gov/st/diversity-english/2008/May/20080513175840zjsredna0.1815607.html>

By David Minckler, Special Correspondent

Minorities make up 34 percent of U.S. population in 2007

Washington -- Slightly more than one-third of the population of the United States -- 34 percent -- claims “minority” racial or ethnic heritage, a jump of 11 percent from 2000.

The May 1 Census Bureau report, covering estimates for the year 2007, confirms that the U.S. population is becoming increasingly diverse. Hispanics and Asians continue to be the two fastest-growing minorities.

There are 45.5 million Hispanics living in the United States, accounting for 15 percent of the U.S. population. Blacks comprise the second-largest minority group, with 40.7 million (13.5 percent), followed by Asians, with 15.2 million (5 percent).

From July 1, 2006, to July 1, 2007, the Hispanic population grew by 3.3 percent, Asians by 2.9 percent, blacks by 1.3 percent, native Hawaiians and other Pacific islanders by 1.6 percent, and American Indians and Alaska natives by 1 percent. They all outstripped the white population growth of 0.3 percent.

It wasn't always so. In the 2000 census, whites accounted for 77.1 percent of the total population. The white population grew by 4 percent between 1990 and 1999, and Hispanics by 3.5 percent. In 2000, whites were the majority in every state but Hawaii.

Whites are now 66 percent of the population. Today in Hawaii and three other states -- New Mexico, California and Texas -- more than 50 percent of the population is composed of people other than non-Hispanic whites.

The 2000 census was the first time people could identify themselves as having more than one race or ethnicity. In 2000, 6.8 million people, or 2.4 percent of the population, reported more than one race, thus there is some statistical overlap among the population groups.

The increasing minority population represents a major change in the history of U.S. population growth. The 19th century was mainly the time of migration from northern and western Europe, followed by a flood of immigrants from eastern, central and southern Europe. A growing animosity toward these immigrant populations led to limitations on immigration.

In 1882, Congress passed the Chinese Exclusion Act, barring Chinese laborers from coming to the United States. The Immigration Act of 1924 established the national origins quota system, which was aimed at restricting southern and eastern Europeans; it also prohibited immigration of East Asians and Asian Indians.

Starting in 1943, immigration and naturalization restrictions gradually were lifted. The Immigration and Nationality Act of 1965 abolished the national-origin quotas and opened the

way for a surge in immigration. It established annual visa caps for immigrants from Eastern and Western Hemisphere countries and preference categories based on family relationships and job skills. (See "[The Immigration Act of 1965: Intended and Unintended Consequences.](#)")

Although minorities are now more than one-third of the national population, they are not dispersed uniformly across the landscape.

From California on the West Coast, along the southern border and up to New York on the East Coast, most of the nation's minority populations are concentrated along the periphery of the continental United States (and in Hawaii). The states with the highest percentage of whites are mostly in the Midwest and the extreme northeast. The greatest numbers of Hispanics live in California, Texas and Florida, and in New Mexico they constitute the highest proportion of the total population (44 percent). The regions with the largest black populations are the East Coast and the South, as well as two Midwest border states – Michigan and Illinois. Asians comprise nearly 40 percent of the population in Hawaii, and large populations live along the West Coast and in New York, New Jersey, Texas and Illinois. California and Texas together have nearly a third of the nation's minority populations.

Looking at the foreign-born population -- 37.5 million according to the Census Bureau's 2006 American Community Survey -- the largest numbers of immigrants continue to flock to six states. These are California, New York, Texas, Florida and New Jersey, all coastal states, and Illinois in the Midwest. There is an increase in the flow of immigrants to the Southeast, the upper Northeast and the Rocky Mountain states. In 2006, foreign-born residents accounted for 12.5 percent of the population (the most recent published estimates). One-half of the foreign-born population in the United States is from Latin America, and more than one-fourth is from Asia.

Ethnic diversity is recognized as one of the United States' greatest assets, providing a richness and strength to its economy and culture. One important resource coming from minority groups is young people. The median ages of all five minority population groups are lower than the median age of the population as a whole (36.6 years), while the median age of the white population is higher (40.8 years).

The minority populations also have buying power. Minorities owned approximately 18 percent of the 23 million U.S. firms in 2002, according to the U.S. Small Business Administration. (See "[Number of U.S. Minority-Owned Businesses Increasing.](#)")

The Census Bureau data refer to the respondents who reported belonging to a single race or a combination of races. For more information on the 2007 population estimates, see Census Bureau [press release](#).

**Appendix C – All Workshops**

**Weekly Journal**

Name: \_\_\_\_\_ Week #: \_\_\_\_\_ Date: \_\_\_\_\_

Topics discussed today.	What I learned or recommend.
<p><b>What impressed you the most about the topic today?</b></p>	
<p><b>Describe terminology discussed or learn from the readings.</b></p>	
<p><b>Facilitator /student may add a question or topic to react to, based on today's class.</b></p>	

**Comments:**

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**Points** \_\_\_\_\_

## Appendix D – Workshop Two

### How to Create a Welcoming Classroom Environment (ELLs')

<http://www.readingrockets.org/article/14312> By: Colorín Colorado (2007)

Chances are that your English language learners (ELLs) come from a culture with traditions and family values that differ from mainstream American culture.

Chances are that your English language learners (ELLs) come from a culture with traditions and family values that differ from mainstream American culture. These young children not only have the challenge of learning a new language, but also of adjusting to an unfamiliar cultural setting and school system. Imagine what it would be like to step into a foreign classroom where you didn't understand the language, rules, routines, or expected behavior.

On a daily basis, ELLs are adjusting to new ways of saying and doing things. As their teacher, you are an important bridge to this unknown culture and school system. There are a number of things you can do to help make ELLs' transitions as smooth as possible.

Watch children's author and literacy advocate Pat Mora [discuss her experiences](#) as a Mexican-American in a mainstream U.S. school.

#### Stages of cultural accommodation

In the same way that ELLs go through stages of English language learning, they may also pass through stages of cultural accommodation. These stages, however, may be less defined and more difficult to notice. Being aware of these stages may help you to better understand "unusual" actions and reactions that may just be part of adjusting to a new culture.

- **Euphoria:** ELLs may experience an initial period of excitement about their new surroundings.
- **Culture shock:** ELLs may then experience anger, hostility, frustration, homesickness, or resentment towards the new culture.
- **Acceptance:** ELLs may gradually accept their different surroundings.
- **Assimilation/adaptation:** ELLs may embrace and adapt to their surroundings and their "new" culture.

#### Classroom strategies: Helping your ELLs adjust to new surroundings

Although there are no specific teaching techniques to make ELLs feel that they belong in a new culture, there are ways for you to make them feel welcome in your classroom:

#### Learn their names

Take the time to learn how to pronounce your ELLs' names correctly. Ask them to say their name. Listen carefully and repeat it until you know it. If a student's name is Pedro, make sure you do not call him /pedro/ or Peter. Also, model the correct pronunciation of ELLs' names to the class so that all students can say the correct pronunciation.

### **Offer one-on-one assistance when possible**

Some ELLs may not answer voluntarily in class or ask for your help even if they need it. ELLs may smile and nod, but this does not necessarily mean that they understand. Go over to their desk to offer individual coaching in a friendly way. For convenience, it may be helpful to seat ELLs near your desk.

### **Assign a peer partner**

Identify a classmate who really wants to help your ELL as a peer. This student can make sure that the ELL understands what he or she is supposed to do. It will be even more helpful if the peer partner knows the ELL's first language.

### **Post a visual daily schedule**

Even if ELLs do not yet understand all of the words that you speak, it is possible for them to understand the structure of each day. Whether through chalkboard art or images on Velcro, you can post the daily schedule each morning. By writing down times and having pictures next to words like lunch, wash hands, math, and field trip, ELLs can have a general sense of the upcoming day.

### **Use an interpreter**

On-site interpreters can be very helpful in smoothing out misunderstandings that arise due to communication problems and cultural differences. If an on-site interpreter (a paid or volunteer school staff position) is not available, try to find an adult - perhaps another parent who is familiar with the school or "knows the system" - who is willing to serve this purpose. In difficult situations, it would not be appropriate for another child to translate.

ELLs can make unintentional "mistakes" as they are trying hard to adjust to a new cultural setting. They are constantly transferring what they know as acceptable behaviors from their own culture to the U.S. classroom and school. Be patient as ELLs learn English and adjust.

### **Invite their culture into the classroom**

Encourage ELLs to share their language and culture with you and your class. Show-and-tell is a good opportunity for ELLs to bring in something representative of their culture, if they wish. They could also tell a popular story or folktale using words, pictures, gestures,

and movements. ELLs could also try to teach the class some words from their native language.

Watch children's author and literacy advocate Pat Mora discuss how [students who feel safe talking about their home culture at school](#) open up to a world of possibilities.

### **Use materials related to your ELLs' cultures**

Children respond when they see books, topics, characters, and images that are familiar. Try to achieve a good balance of books and materials that include different cultures. [Click here](#) for a list of Hispanic and bilingual books.

### **Label classroom objects in both languages**

Labeling classroom objects will allow ELLs to better understand their immediate surroundings. These labels will also assist you when explaining or giving directions. Start with everyday items, such as "door/puerta," "book/libro," and "chair/silla."

### **Include ELLs in a non-threatening manner**

Some ELLs may be apprehensive about speaking out in a group. They might be afraid to make mistakes in front of their peers. Their silence could also be a sign of respect for you as an authority – and not a sign of their inability or refusal to participate. Find ways to involve ELLs in a non-threatening manner, such as through [Total Physical Response activities](#) and cooperative learning projects.

### **Involve ELLs in cooperative learning**

Some ELLs are used to working cooperatively on assigned tasks. What may look like cheating to you is actually a culturally acquired learning style - an attempt to mimic, see, or model what has to be done. Use this cultural trait as a plus in your classroom. Assign buddies or peer tutors so that ELLs are able to participate in all class activities. [Click here](#) for cooperative learning strategies you can use with ELLs.

### **Help your ELLs follow established rules**

All students need to understand and follow your classroom rules from the very beginning, and ELLs are no exception. Teach them your classroom management rules as soon as possible to avoid misunderstandings, discipline problems, and feelings of low self-esteem. Here are a few strategies that you can use in class:

- Use visuals like pictures, symbols, and reward systems to communicate your expectations in a positive and direct manner.
- Physically model language to ELLs in classroom routines and instructional activities. ELLs will need to see you or their peers model behavior when you want

- them to sit down, walk to the bulletin board, work with a partner, copy a word, etc.
- Be consistent and fair with all students. Once ELLs clearly understand what is expected, hold them equally accountable for their behavior.

**Appendix E – Workshop Three**

K–12 Programs to Teach Students from Diverse Linguistical and Cultural Backgrounds.

	<b>SHELTERED INSTRUCTION in ENGLISH</b>	<b>NEWCOMER PROGRAMS</b>	<b>TRANSITIONAL BILINGUAL</b>	<b>DEVELOPMENTAL BILINGUAL</b>	<b>SL/FL IMMERSION</b>	<b>TWO-WAY IMMERSION</b>
<b>Language Goals</b>	Academic English proficiency	English proficiency	Transition to all-English instruction	Bilingualism	Bilingualism	Bilingualism
<b>Cultural Goals</b>	Understanding of and integration into mainstream American culture	Understanding of and integration into mainstream American culture	Understanding of and integration into mainstream American culture	Integration into mainstream American culture and maintenance of home/heritage culture	Understanding and appreciation of L2 culture and maintenance of home/ mainstream American culture	Maintenance/ integration into mainstream American culture and appreciation of other culture
<b>Academic Goals</b>	Same as district/program goals for all students	Varied	Same as district/program goals for all students	Same as district/program goals for all students	Same as district/program goals for all students	Same as district/program goals for all students
<b>Student Characteristics</b>	Limited or no English; Some programs mix native and non-native English speakers	Limited or no English Low level literacy Recent arrival Variety of language/cultural backgrounds	Limited or no English All students have same L1 Variety of cultural backgrounds	Limited or no English All students have same L1 Variety of culture backgrounds	Speak majority language (English in U.S) May/may not be from majority culture	Native English speakers and students with limited or no English Variety of cultural backgrounds
<b>Grades Served</b>	All grades (during transition to English)	K-12; most prevalent at middle/high school levels	Primary and elementary grades	Elementary grades	Early immersion serves K-8, preferably K-12	K-8, preferably K-12
<b>Entry Grades</b>	Any grade	Most students enter in middle or high school	K, 1, 2	K, 1, 2	K,1	K, 1
<b>Length of Student Participation</b>	Varied: 1- 3 years or as needed	Usually 1 to 3 semesters	2-4 yrs	Usually 6 years (+K), preferably 12 years (+K)	Usually 6 yrs (+K), preferably 12 years (+K)	Usually 6 yrs (+K), preferably 12 years (+K)
<b>Participation of Mainstream Teachers</b>	Yes; preferable if mainstream teachers have SI training	Yes; mainstream teachers must have training in SI	Yes; mainstream teachers must have training in SI	No; stand-alone program with its own specially trained teachers	Yes; mainstream teachers teach English curriculum	Yes; mainstream teachers with special training
<b>Teacher Qualifications</b>	Often certified ESL or bilingual teachers and content teachers with SI training Preferably bilingual	Regular certification Training in SI Preferably bilingual	Bilingual certificate	Bilingual-multicultural certificate Bilingual proficiency	Regular certification Training in immersion pedagogy Bilingual proficiency	Bilingual immersion certification Bilingual proficiency Multicultural training
<b>Instructional Materials, Texts, Visual Aids</b>	In English with adaptations; visuals; realia; culturally appropriate	In L1 or in English with adaptations	In L1 and English; English materials adapted to students' proficiency levels	In L1 and English; English materials adapted to students' proficiency levels	In L2 (with adaptations as needed), plus English texts, where appropriate	In minority language and English, as required by curriculum of study

**Appendix F**

**CLASS PARTICIPATION**

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

	4	3	2	1	POINTS
Attendance	Never Absent	One Absence	Two Absences	Three Absences	
Promptness	Always on time.	Once Late	Twice Late	More than three times late.	
Engagement	Very much involved: Offering ideas and asking questions.	Some involvement: Contributions to class discussions.	Few contributions to class discussions	No contributions to class discussions.	
Preparation	Always prepared with assignments and required reading.	Usually prepared with assignments.	Rarely prepared with assignments.	Almost or never prepared with assignments.	
<b>TOTAL</b>					



**Appendix H: Log of Entries**

<b>Entry Description</b>	<b>Date of Entry</b>	<b>Date Submitted</b>	<b>Date Evaluated</b>	<b>Page #</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

**Appendix I:**

**Overall Portfolio Self-Assessment**

Dear Student: This form will assist you in monitoring your portfolio and determining the strengths and weaknesses of your writing

*Part I:* Read the statements below. Write the numbers that mostly honest reflects your self assessment (Scale 1-5: 5=strong, 4=moderately strong, 3=average, 2=moderately weak, 1=weak)

- \_\_\_\_\_ 1. My portfolio contains all of the items required by the facilitator.
- \_\_\_\_\_ 2. My portfolio provides strong evidence of my improvement over the course.
- \_\_\_\_\_ 3. My portfolio provides strong evidence of my ability to report factual information.
- \_\_\_\_\_ 4. My portfolio provides strong evidence of my ability to write effectively.
- \_\_\_\_\_ 5. My portfolio provides strong evidence of my ability to think and write creatively.

*Part II:* On the lines below, write the topic of each assignment. Rate your *effort* for each piece (5=strong effort, 1=weak effort). In the space below write one suggestion for improving that piece.

- \_\_\_\_\_ 1. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 3. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 4. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 5. \_\_\_\_\_  
\_\_\_\_\_

*Part III:* In assessing my overall portfolio, I find it to be (check one)

Very satisfactory \_\_\_\_\_ Satisfactory \_\_\_\_\_  
Somewhat satisfactory \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

*Part IV:* In the space below list your goal for the next PT and two strategies you plan to achieve.

- Goal: \_\_\_\_\_  
Strategies:  
1. \_\_\_\_\_  
2. \_\_\_\_\_

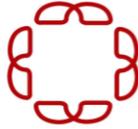
**Appendix J:****Checklist for Portfolio Assessment**

	Has the student set academic goals?
	Does the portfolio include enough entries in each area to make valid judgments?
	Does the portfolio include evidence of complex learning in realistic setting?
	Does the portfolio provide evidence of various types of student learning?
	Does the portfolio include students' self-evaluations and reflections on what was learned?
	Does the portfolio enable one to determine learning progress and current level of learning?
	Does the portfolio provide clear evidence of learning to users of the portfolio?
	Does the portfolio provide for student participation and responsibility?
	Does the portfolio present entries in a well-organized and useful manner?
	Does the portfolio include assessments based on clearly stated criteria of successful performance?
	Does the portfolio provide for greater interaction between instruction and assessment?

Adapted from:

Gronlund, N. E. (2003). *Assessment of student achievement*. 7<sup>th</sup> ed. Boston: Pearson Education, Inc.

## Appendix K: Letter to Facilitators



**Sistema Universitario Ana G. Méndez  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

Date

Dear Facilitator,

As part of our assessment plan we are collecting a sample of one portfolio rated as excellent from courses that have portfolios as an assessment tool. We are collecting these portfolios randomly and your course has been selected for this PT (Part of Term). Attached to this letter is a copy of the portfolio assessment instructions including procedures and rubrics for assessment.

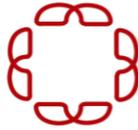
At the end of the PT, you should submit the portfolio to the Office of Assessment and Placement.

If you have any questions or concerns, please contact me at xxx-xxx-xxxx, Ext. xxxx or e-mail me at xxxx@xxxxxx.

Cordially,

Coordinator of Assessment and Placement

## Appendix L: Letter to students



**Sistema Universitario Ana G. Méndez**  
**Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

Date

Dear Student,

Greetings from Sistema Universitario Ana G. Méndez!

As part of our assessment plan we are collecting a sample of one portfolio from courses that have portfolios as an assessment tool. We collect these portfolios randomly and your course may be selected for assessment this PT (Part of Term). The evaluation and submission of these portfolios is going to be performed by the facilitator. The selected portfolio has to be evaluated overall as excellent.

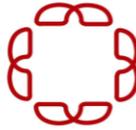
Portfolios are essential evidence of coursework and we would like to take that in consideration for our institutional assessment. We encourage our students to continue their good work and to follow the guidelines that accompany this letter. In case that your course is selected for portfolio assessment, your facilitator will provide more information about what has to be included in your portfolio and details about the process.

If you have any questions or concerns, please contact me at xxx-xxx-xxxx, Ext. xxxx or e-mail me at xxxx@xxxxxx.

Cordially,

Coordinator of Assessment and Placement

**Appendix M: Use and Return of Portfolio**



**Sistema Universitario Ana G. Méndez  
 Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

I, \_\_\_\_\_, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System, to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the office of Assessment and Placement to keep a copy of my portfolio for six months and return it to me at the end of this period of time.

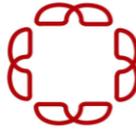
\_\_\_\_\_  
 Student's Name (print)

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Student's Signature

\_\_\_\_\_  
 Date

**Appendix N: Use and Discard of Portfolio**



**Sistema Universitario Ana G. Méndez  
 Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

I, \_\_\_\_\_, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the Office of Placement and Assessment to keep a copy of my portfolio for six months and discard it at the end of this period of time.

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\_\_\_\_\_

Student's Name (print)

\_\_\_\_\_

Date

\_\_\_\_\_

Student's Signature

\_\_\_\_\_

Date

**Appendix O**

**RUBRIC TO EVALUATE WRITTEN WORK**

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

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
The paper is clear, focused and interesting. Identifies purpose, objectives and principal ideas included in the paper	10	
Presentation of ideas is organized, coherent and can be easily followed	10	
The paper properly explains content.	10	
The presentation of ideas and arguments are based in sources presented, consulted or discussed in class.	10	
The paper demonstrates substance, logic and originality.	10	
The author presents his point of view in a clear, convincing and well based manner.	10	
Contains well-constructed sentences and paragraphs that facilitate lecture and comprehension.	10	
<b>Language</b>		
Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas).	10	
Uses grammar appropriately and correctly.	10	
Manages and uses verbs appropriately and correctly.	10	
<b>Total Points</b>	<b>100 (70% content and 30% language)</b>	<b>Student's total Score:</b> _____

Student's Signature: \_\_\_\_\_ Facilitator's

Signature: \_\_\_\_\_

**MATRIZ VALORATIVA PARA TRABAJOS ESCRITOS**

Nombre del Estudiante: \_\_\_\_\_

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

<b>Criterio</b>	<b>Puntos</b>	<b>Puntuación</b>
<b>Contenido</b>		
Este trabajo esta claro, enfocado e interesante. Identifica el propósito, objetivos e ideas principales del documento o actividad.	10	
La presentación de ideas es coherente y puede ser seguida fácilmente.	10	
El documento explica propiamente el contenido.	10	
La presentación de ideas y argumentos esta basada en recursos presentados, consultados o discutidos en clase.	10	
El documento demuestra substancia, lógica y originalidad.	10	
El autor presenta su punto de vista en una manera clara, convincente y bien estructurada.	10	
Contiene oraciones bien estructuradas y párrafos que facilitan la lectura y comprensión del documento.	10	
<b>Lenguaje</b>		
Demuestra un conocimiento del español (vocabulario, sintaxis y flujo de ideas).	10	
Usa gramática apropiada y correctamente.	10	
Maneja verbos y acentuación apropiada y correctamente.	10	
<b>Total Puntos</b>	<b>100 (70% contenido y 30% lenguaje)</b>	<b>Puntuación Total:</b> _____

Student's Signature: \_\_\_\_\_ Facilitator's Signature: \_\_\_\_\_

**Appendix P**

**MATRIZ VALORATIVA PARA EVALUACIÓN DE PRESENTACIONES ORALES**

NOMBRE: \_\_\_\_\_ NOTA FINAL: \_\_\_\_\_

FECHA: \_\_\_\_\_ TITULO: \_\_\_\_\_

**0-No Cumplió 1-Deficiente 2-Regular 3-Bueno 4-Muy Bueno 5-Excelente N/A-No Aplica**

<b>CRITERIOS</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1. Realiza una introducción efectiva del tema.							
2. Identifica el propósito, los objetivos e ideas principales que se incluyen en la presentación.							
3. Proyección efectiva, postura corporal adecuada, y manejo de la audiencia.							
4. Las ideas y argumentos de la presentación están bien fundamentados en los recursos presentados, consultados o discutidos en clase.							
5. Capta la atención e interés de la audiencia y/o promueve su participación, según aplique.							
6. El resumen de los puntos principales y/o la presentación de las conclusiones es claro y apropiado.							
7. Uso efectivo de la tecnología, ayudas visuales, drama o ejercicios de acuerdo al ejercicio y el tema presentado, según aplique							

**LENGUAJE**

8. Se utiliza un lenguaje apropiado con corrección sintáctica y gramatical.							
9. Dicción clara, sin muletillas o barbarismos y tono adecuado.							
10. La presentación es organizada y coherente y puede seguirse con facilidad.							

**Comentarios:**

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**RUBRIC TO EVALUATE ORAL PRESENTATIONS**

NAME: \_\_\_\_\_ FINAL GRADE: \_\_\_\_\_

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

**0-NOT OBSERVED 1-DEFICIENT 2-AVERAGE 3-GOOD 4-VERY GOOD 5-EXCELLENT N/A-NOT APPLY**

<b>CRITERIA</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1. Performs an effective introduction of the theme to be discussed.							
2. Identifies purpose, objectives and principal ideas included in the presentation.							
3. Effective projection, adequate body posture and audience management.							
4. The presentation ideas and arguments are based in sources presented, consulted or discussed in class.							
5. Captures audience attention and interest and/or promotes participation, depending on which applies.							
6. The summary of principal points and/or the presentation of conclusions are clear and appropriate.							
7. Effective use of technology, visual aids, drama or exercises depending on the theme or exercise presented.							
<b>LANGUAGE</b>							
8. Utilized appropriate language with syntactical and grammatical correction.							
9. Clear diction, without pet phrases, barbarisms and with adequate tone.							
10. Presentation is organized, coherent and can be easily followed.							

**Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_