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EDUC 600
Educational Research Methods

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Study Guide

Course Title	Educational Research Methods
Code	EDUC 600
Time Length	Eight Weeks
Pre-requisite	All modular and specialization courses

Description

This course covers the study of the nature of scientific investigation and its application to the educational research process. It also studies the different research methods and its investigative phases. Emphasis will be given to the proposal design: problem identification, hypothesis or guide questions, literature review and the investigation methodology. The student will present a research proposal at the end of the course.

General Content Objectives

By the end of this course, students will be able to:

1. Gain knowledge about the different types of research.
2. Apply research methodology.
3. Identify research problems in the field of education.
4. Write a research proposal.

General Language Objectives

By the end of this course, students will be able to:

1. **Listen:** Understand oral discussions in English recognizing their different purposes and the communication settings in which they are produced; share, compare, and develop new ideas about educational research methods in a collaborative manner; acquire significant knowledge supported by experiences and motivational topics;

respond to auditory stimuli such as videos, audiovisual presentations, and interactive activities.

2. **Speak:** Express him/herself in English correctly and coherently for a variety of purposes and in a variety of communication settings, adopting a personal style of expression; analyze, express opinions, and communicate orally different points of view and ideas; develop abilities and skills that will prepare him/her for school work, the workplace, and daily life; use language to acquire new knowledge about educational research methods and learn to utilize simple techniques of handling information through traditional media and computer technology.
3. **Read:** Investigate, analyze, summarize, paraphrase, and understand in English information obtained from a variety of media on educational research methods, develop critical attitudes towards media messages reflecting on the importance of this information; benefit independently from reading as a form of communication and as a source of cultural enrichment.
4. **Write:** Interpret and produce written works in English expressing a personal, critical, and creative point of view; use correct spelling, grammar, coherence, and an emphasis on the requirements for effective and clear communication; use writing as a means of communication and to provide information about educational research methods.

Texts and Resources:

American Psychological Association (Corporate Author) (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Amer Psychological Assn. ISBN-10: 1433805618; ISBN-13: 978-1433805615

Andres, L. (2012). *Designing and doing survey research*. Thousand Oaks, CA: Sage Publications Ltd. ISBN-10: 1849208131; ISBN-13: 978-1849208130

Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education* (7th ed.). New York, NY: Routledge. ISBN-10: 0415583365; ISBN-13: 978-0415583367

- Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research plus MyEducationalLab with Pearson etext – Access card package* (4th ed.). Boston, MA: Pearson Education. ISBN-10: 0133018083; ISBN 13: 978-0133018080
- Creswell, J.W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN-10: 1412965578; ISBN-13: 978-1412965576
- Creswell, J.W. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN-10: 1412995302; ISBN-13: 978-1412995306
- Creswell, J.W. & Plano Clark, V.L. (2010). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN-10: 1412975174; ISBN-13: 978-1412975179
- Dillman, D.A, Smyth, J.D. & Christian, L.M. (2008). *Internet, mail, and mixed-mode surveys: The tailored design method* (3rd ed.). Hoboken, NJ: Wiley. ISBN-10: 0471698687; ISBN-13: 978-0471698685
- Drew, C.J., Hardman, M.L. & Hosp, J.L. (2007). *Designing and conducting research in education*. Thousand Oaks, CA: Sage Publications, Inc. ISBN-10: 1412960746; ISBN 13: 978-1412960748
- Fink, A. (2008). *How to conduct surveys: A step-by-step guide* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN-10: 141296668X; ISBN-13: 978-1412966689
- Fowler Jr., F.J. (2008). *Survey research methods (Applied social research methods series, no. 1)* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN-10: 1412958415 ISBN 13: 978-1412958417
- Fowler Jr., F.J., Couper, M.P., Lepkowski, J.M., Singer, E. & Tourangeau, R. (2009). *Survey methodology (Wiley series in survey methodology)* (2nd ed.). Hoboken, NJ: Wiley. ISBN 10: 0470465468; ISBN-13: 978-0470465462
- Fraenkel, J. & Wallen, N. (2008). *Student mastery activities book for use with how to design and evaluate research in education* (7th ed.). New York, NY: McGraw-Hill. ISBN-10: 0073326550; ISBN-13: 978-0073326559

- Fraenkel, J., Wallen, N., & Hyun, H. (2012). *How to design and evaluate research in education* (8th ed.). New York, NY: McGraw-Hill. ISBN-10: 0078097851; ISBN-13: 978-0078097850
- Gay, L.G., Mills, G.E. & Airasian, P.W. (2012). *Educational research: Competencies for analysis and applications plus MyEducationLab with Pearson etext – Access card package* (10th ed.). Boston, MA: Pearson Education. ISBN-10: 0133018016; ISBN-13: 978-0133018011
- Glesne, C. (2010). *Becoming qualitative researchers: An introduction* (4th ed.). Boston, MA: Pearson. ISBN-10: 0137047975; ISBN-13: 978-0137047970
- Johnson, R.B. & Christensen, L.B. (2010). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN-10: 1412978289; ISBN-13: 978-1412978286
- Lichtman, M. (2010). *Understanding and evaluating qualitative educational research*. Thousand Oaks, CA: Sage Publications, Inc. ISBN-10: 1412975263; ISBN-13: 978 1412975261
- Lodico, M.G., Spaulding, D.T. & Voegtler, K.H. (2010). *Methods in Educational Research: From theory to practice (Research methods for the social sciences)* (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc. ISBN-10: 0470436808; ISBN-13: 978 0470436806
- Maxwell, J.A. (2012). *Qualitative research design: An interactive approach (Applied social research methods)* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN-10: 1412981190; ISBN-13: 978-1412981194
- McMillan, J.H. (2012). *Educational research: Fundamentals for the consumer plus MyEducationLab with Pearson etext – Access card package* (6th ed.). Boston, MA: Pearson Education. ISBN-10: 0133018024; ISBN-13: 978-0133018028
- McMillan, J.H. & Wergin, J.F. (2009). *Understanding and evaluating educational research* (4th ed.). Boston, MA: Pearson. ISBN-10: 0135016789; ISBN-13: 978-0135016787
- Mertler, C.A. & Charles, C.M. (2010). *Introduction to educational research* (7th ed.). Boston, MA: Pearson. ISBN-10: 0137013442; ISBN-13: 978-0137013449

- Pyrczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation* (4th ed.). Glendale, CA: Pyrczak Publishing. ISBN-10: 1884585787; ISBN 13: 978-1884585784
- VanderMey, R., Meyer, V., Van Rys, J. & Sebranek, P. (2008). *The college writer: A guide to thinking, writing, and researching, brief* (3rd ed.). Boston, MA: Cengage Learning. ISBN-10: 0-547-14780-5; ISBN-13: 978-0-547-14780-2
- Yin, R.K. (2008). *Case study research: Design and methods (Applied social research methods)* (4th ed.). Thousand Oaks, CA: Sage Publications Inc. ISBN-10: 1412960991; ISBN-13: 978-1412960991

References and Supplementary Materials

The facilitator may determine specific references and supplementary materials that will be used in this course.

Recommended Websites and Electronic Links:

American Educational Research Association

- <http://www.aera.net/>

National Center for Education Research

- <http://ies.ed.gov/ncer/>

Education Research Information Center

- <http://www.eric.ed.gov/>

Scientifically Based Research

- <http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificallyBasedRes/tabid/10877/Default.aspx>

What Is Educational Research?

- <http://www.education.com/definition/educational-research/>
- <http://www.ugr.uaeu.ac.ae/acads/ugrujournal/docs/PEER.pdf>
- <http://www.scribd.com/doc/7089906/Lecture-2-Meaning-of-Educational-Research>
- <http://www.ecs.org/html/educationissues/research/primer/appendixa.asp#sub4>
- <http://researchrundowns.wordpress.com/intro/whatisedresearch/>

Glossary for Educational Research

- <http://www.education.com/terms/glossary/>

Selecting and Defining a Research Topic

- <http://mariaesposito.org/9800%20Chapter%20%20Presentation%20of%20Educational%20Research.pdf>

Sample Research Topics

- <http://www.ascd.org/research-a-topic.aspx>
- <http://academic.brooklyn.cuny.edu/education/cpse/cuny-ed-tops.htm>
- http://www.ask.com/web?q=topics%20for%20research%20paper&askid=4acb7048-f5be-4884-84b0-5a364747eb3d-0-us_gsb&kv=sdb&dqi=examples%20of%20educational%20research%20topics&qsrc=999&o=102272&l=dir
- <http://actionresearch.asb-wiki.wikispaces.net/Research+Topics>
- <http://www.drawntoscience.org/educators/action-research/action-research-examples.html>

Center for Collaborative Action Research

- <http://cadres.pepperdine.edu/ccar/define.html>

Action Research in the Classroom (You Tube)

- <http://www.youtube.com/watch?v=MDVH0u4tUWo>

Education Research Methods

- http://www.qem.org/edresearchneworleans/fashola_qemmethodsofeducationresearch.ppt.pdf
- <http://www2.warwick.ac.uk/fac/soc/ier/glacier/tlrp/>
- <http://www.education.com/reference/article/research-methods-an-overview/>
- <http://www.fhi360.org/nr/rdonlyres/etl7vogszehu5s4stpzb3tyqlpp7rojv4waq37elpbyei3tgm4ty6dunbccfzxtaj2rvbaubz4f/overview1.pdf>
- <http://www.staff.blog.utm.my/pszresearchsupport/2011/09/19/4-major-types-of-qualitative-research/>
- <http://www.socialresearchmethods.net/kb/qual.php>
- <http://www.alzheimer-europe.org/Research/Understanding-dementia-research/Types-of-research/The-four-main-approaches>
- <http://ksuemail.kennesaw.edu/~rouyang/ED-research/topics.htm>
- http://www.umdnj.edu/idsweb/shared/quantitative_research_design_summary.htm
- <http://www.southalabama.edu/coe/bset/johnson/lectures/lec2.pdf>
- <http://www.english.iup.edu/mmwimson/ResearchResources/Bibliographiesetc/Quantitative.Research.Overview.htm>

- <http://wilderdom.com/research/QualitativeVersusQuantitativeResearch.html>
- <http://www.edu.plymouth.ac.uk/resined/Quantitative/quanthme.htm#B>
- <http://www.education.com/reference/article/qualitative-research/>
- <http://eea.anthro.uga.edu/index.php/eea/article/viewFile/26/36>
- <http://diversifiedtopics.com/tag/mixed-methods-research-definition/>
- <http://www.prlog.org/10814294-mixed-method-research-defined.html>
- http://www.fischlerschool.nova.edu/Resources/uploads/app/35/files/ARC_Doc/mixed_methods.pdf
- http://www.sagepub.com/upm-data/35003_Chapter1.pdf
- http://www.niu.edu/~lynch/mixed_methods.pdf

How to Write a Scientific Paper

- http://www.esc.edu/ESOnline/Across_ESC/WritersComplex.nsf/wholeshortlinks2/Research+Room+Menu

Key Elements of the Research Proposal

- http://www.bcps.org/offices/lis/researchcourse/key_elements.html

Samplings

- <http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage15.htm>

How to Write a Research Proposal

- <http://freedownloadb.com/doc/bapa-b-bresearch-b-bproposal-b-boutline-b-oglala-lakota-college-244904.html> (APA Style)
- <http://freedownloadb.com/doc/the-bresearch-b-bproposal-b-btemplate-b-a-unique-profile-in-4027090.html> (template)
- <http://freedownloadb.com/doc/detailed-boutline-b-of-bresearch-b-paper-proficientwriterscom-541909.html> (example outline of full proposal)
- http://www.meaning.ca/archives/archive/art_how_to_write_P_Wong.htm
- http://ocw.mit.edu/courses/biology/7-16-experimental-molecular-biology-biotechnology-ii-spring-2005/scientific-comm/lec03_resch_prop.pdf
- <http://www.studygs.net/proposal.htm>
- http://www.eastchance.com/howto/res_prop.asp
- http://www2.smumn.edu/deptpages/~tcwritingcenter/forms_of_writing/researchproposal.htm

Scientific Method

- http://www.sciencebuddies.org/science-fair-projects/project_scientific_method.shtml
- <http://www.google.com/search?q=scientific+method+steps&hl=en&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=iUyRUMPPBOPU2AW-5IDwDg&ved=0CCIQsAQ&biw=1280&bih=822>

Methodology

- http://www.bcps.org/offices/lis/researchcourse/develop_writing.html#methodology
- <http://www.buzzle.com/articles/how-to-write-a-good-research-methodology.html>
- <http://www.slideshare.net/aidenyeh/research-writing-methodology>

Introduction for Research Proposal

- http://www.bcps.org/offices/lis/researchcourse/develop_write_introduction.html

Research Ethics

- <http://www.apa.org/monitor/jan03/principles.aspx>
- <http://science.efpa.eu/information-/proposed-standards-for-research-ethics-evaluation-procedures/>
- <http://www.coloradocollege.edu/other/irb/principles-of-ethical-research.dot>

Literature Review

- <http://homepages.wmich.edu/~applegab/EMR640/litrevw.pdf>
- <https://www.wesleyan.edu/libr/guides/litrev/whatsalireview.html>
- http://www.sagepub.com/upm-data/29986_Chapter3.pdf

Instrumentation

- http://www.bcps.org/offices/lis/researchcourse/develop_writing_data_instrument.html

Investigations

- <http://www.s-cool.co.uk/a-level/psychology/research-methods/revise-it/types-of-investigations-and-research-design>

Primary, Secondary, Tertiary Sources

- <http://www.lib.umd.edu/guides/primary-sources.html#primary>
- <http://www.library.illinois.edu/village/primarysource/mod1/pg1.htm>

ESOL Educational Research

- http://www.ehow.com/info_8632859_esl-qualitative-quantitative-research-methods.html

Research Design

- <http://www.mc3edsupport.org/community/knowledgebases/types-of-research-design-800.html>

Purdue Online Writing Lab (excellent resource)

- Conciseness: <http://owl.english.purdue.edu/owl/resource/572/01/>

- Overview and Contradictions (Plagiarism): <http://owl.english.purdue.edu/owl/resource/589/01/>
- Paragraph & Topic Sentences: <http://owl.english.purdue.edu/owl/resource/606/01>
- Strategies for Variation: <http://owl.english.purdue.edu/owl/resource/573/01/>
- Transitions: <http://owl.english.purdue.edu/owl/resource/574/01/>
- Research and Citations: <http://owl.english.purdue.edu/owl/section/2/>
- APA Style: <http://owl.english.purdue.edu/owl/section/2/10/>

EVALUATION

Criteria	Appendices	Workshops	Value
Attendance and Participation	I	1 to 8	40 (5 points per workshop)
Self-reflections	B	1, 2, 4, 6, 7, 8	36 (6 points per workshop)
Essays	B	3, 4	12 (6 points per workshop)
Glossary Guides	N	1, 2, 3, 4, 5	60 (12 points per workshop)
Language Lab/E-lab Documentation (based on exercises assigned by the facilitator)	D	1 to 8	32 (4 points per workshop)
Oral Presentation of Research Proposal	L	8	100
Written Research Proposal	M	8	100
E-Portfolio	–	8	50
Final Exam	–	6	50
Total			480

Scale: A = 480 - 432 B = 431 - 384 C = 383 – 336 D = 335 - 288 F = 287 or less

Evaluation

The rubrics to be used for these evaluations are included in the Appendix.

8%	Attendance and Participation
8%	Self-reflections
3%	Essays
13%	Glossary Guides
6%	Language Lab/E-lab Documentation
21%	Oral Presentation of Research Proposal
21%	Written Research Proposal
10%	E-Portfolio
10%	Final Exam

Description of Evaluation Criteria

Attendance and Class Participation (Workshops 1 – 8):

- Attendance and participation in every workshop are mandatory. The student will receive five (5) points per workshop. The following criteria will also be evaluated:
 - Mastery of the material discussed in class
 - Completion of work assigned in class
 - Collaboration with peers on assigned group work
 - Responsibility for the all assignments and course work
 - Demonstration of proper communication skills in English
 - Work handed in strictly on time
- Attendance is required to pass the class.
- Absences will affect the final grade.
- Class participation will be evaluated using Appendix K.

Self-reflections (Workshops 1, 2, 4, 6, 7, 8):

- At the end of some of the workshops, the students will write a self-reflection on the topic indicated.

- One of the purposes of the self-reflections is to guide the participants in connecting prior experiences, new knowledge, the course content, personal expectations, and future goals.
- Students will also analyze their personal reactions to the concepts and learning experiences presented in the workshop.
- The self-reflections also aim to develop analytical, critical, and metacognitive thinking skills that will help the students reach conclusions and make decisions that will prepare them for the challenges of the future.
- Students must analyze the work carefully before handing it in, insuring that personal opinions are well-supported, justified and validated.
- These written works will be evaluated using Appendix B.

E-Lab/Language Lab Requirements: Tell Me More, Net Tutor, Wimba Voice, Virtual Library, Voice e-mail, and others (Workshops 1 – 8):

- Language lab minimum requirements: Students must demonstrate that they have complied with 32 hours of language lab usage for the English language. This equates to a minimum of four hours per week in the language lab.
- The facilitator may require a higher number of hours for language lab practice based on the individual's language needs for listening, speaking, reading, and writing in English.
- Refer to Appendices C and D for more detailed information.

E-Portfolio (Workshop 8):

- Students must follow all the guidelines stipulated in the *Digital Performance Portfolio Assessment Manual* which will be explained by the facilitator in Workshop One.
- The facilitator will also specify any other criteria that must be followed.
- Students must work on their e-portfolios on an ongoing basis.
- The e-portfolio will be due in Workshop Eight.

Research Proposal (Workshop 8):

- Each student will write a research proposal on a topic of their choice related to the **field of education**.
- Students may refer to a suggested list of links provided in this guide; however, they should not limit themselves to these.
- This research proposal must follow APA guidelines accurately and consistently.

- Refer to Appendices E, F, G, H, I, J, L, and M for detailed information on this project and for the rubrics for evaluation for both the oral presentation and the written research proposal; facilitator may determine other guidelines which must be followed.
- Initial drafts of specific sections will be due in Workshops Three, Four, and Six to insure that the stipulated guidelines are being followed; facilitator will provide feedback.
- Pre-final drafts of the complete research proposal will be shared with colleagues in Workshop Seven. Students will give and receive feedback, thus having the opportunity to make revisions as needed before making the oral presentation and submitting the final written draft of the proposal in Workshop Eight.
- All students are expected to participate in providing effective feedback, demonstrating analytical and critical thinking, application of new knowledge and academic vocabulary, and appropriate interpersonal skills.
- Students will present their final proposals orally in Workshop Eight using correct Standard English and following all the guidelines previously stipulated. Refer to Appendix L for a detailed explanation of the criteria which will be evaluated in the oral presentation of the research proposals. Note that the oral presentation of the proposals requires detailed explanations using visuals (e.g. PowerPoint, etc.) that will make the presentation interesting and comprehensible. Students may not simply read their research proposals to the class.

Description of Course Policies

1. 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 of ten hours for preparation, but it could require more.
2. 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.
3. 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 student's existing grade.
 - b. If the student misses three workshops, the facilitator may lower two grades based on the student's existing grade.
4. Student attendance and participation in oral presentations and special class activities are extremely important, since 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.
5. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to insure the success of the group, and the assessment will be done collectively as well as individually.
6. 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**).
7. 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.
8. The facilitator will establish a means of contacting students by providing an email address, phone number, hours and days to be contacted.
9. 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.
10. Children or family members that are not registered in the course are not allowed into the classrooms.
11. 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
- www.altavista.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.com
- www.eric.ed.gov/
- 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.

Instructional Approach:

The curriculum integrates the **Sheltered Instruction Observation Protocol (SIOP) Model***. The student will be exposed to the eight interrelated **SIOP** learning components to facilitate comprehensible instruction. These are:

- Lesson Preparation
- Background Knowledge
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

These instructional strategies are connected to each one of these components, allowing that the design and presentation of a lesson address the academic and linguistic needs of second language learners. Each lesson integrates dual language strategies and instructional approaches to ensure the linguistic and academic success of students. The Cognitive Academic Language Learning Approach (CALLA) strategies are integrated in the lesson activities. The facilitator must select the CALLA learning strategies that best align to the lesson activities. The facilitator must explain the learning strategies selected to the students to ensure maximum learning and academic performance.

<p>A. Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptation of Content <input type="checkbox"/> Links to Background Knowledge <input type="checkbox"/> Links to Past Learning <input type="checkbox"/> Strategies Incorporated <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cognitive <input type="checkbox"/> Metacognitive <input type="checkbox"/> Social/Affective <p>C. Grouping Options</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole Class <input type="checkbox"/> Small Groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent Work 	<p>B. Scaffolding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Comprehensible Input <p>D. Integration of Language Domains</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <p>E. Learning Application</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dynamic <input type="checkbox"/> Meaningful/Relevant <input type="checkbox"/> Rigorous <input type="checkbox"/> Linked to Objectives <input type="checkbox"/> Promotes Engagement
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Workshop One

Specific Content Objectives

By the end of this workshop, students will be able to:

1. Identify and discuss the general objectives of this course and the requirements for the accomplishment of these objectives.
2. Define and explain educational research.
3. Describe and analyze the purposes of educational research.
4. Evaluate the reasons why educational research is important.
5. Distinguish between investigation, inquiry, and research and the reasons for each.
6. Define research proposal and analyze its purpose.
7. Describe the steps of the scientific process method and analyze their application to education and to writing a research proposal.
8. Analyze and apply the guidelines for developing a research question.

Specific Language Objectives

By the end of this workshop, students will be able to:

1. **Listen:** Listen to their colleagues share the topic they chose for their research, demonstrating attentiveness, providing feedback, and asking relevant questions.
2. **Speak:** Collaboratively discuss in small groups their graphic organizers of the core vocabulary, demonstrating engagement and active participation.
3. **Read:** Examine in depth resources on educational research, the scientific method, inquiry, investigation, and research proposal. Take notes on the most important ideas, and be prepared to engage in class discussions.
4. **Write:** Create the graphic organizers of the core vocabulary of the week, effectively including all the required information.

Electronic Links (URLs) – an extensive list of links is provided in this guide; however, do not limit yourself to these. The facilitator may also suggest or recommend additional electronic links and resources.

Assignments before Workshop One:

1. Examine the objectives and description of the course, as well as the module's content, rubrics and other appendices of this guide. Analyze how these course objectives are related to your experiences and personal and professional goals. Keep in mind that these rubrics and evaluation criteria will be used to determine your knowledge, as well as your linguistic skills in English and your participation in class.
2. Take note of any questions or doubts you may have regarding the course to clarify them in the first class session.
3. Be prepared to share in class your personal experiences, challenges, and opinions related to educational research methods.
4. Research the meanings of the core vocabulary:
 - You may use dictionaries, the virtual library, links recommended in this course, and others of your choice, as well as other academic resources.
 - Follow the directions explained in Appendix N.
 - You may refer to the links below for examples of graphic organizers:
 - <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>
 - http://www.educationoasis.com/curriculum/GO/vocab_dev.htm
 - <http://www.google.com/search?q=vocabulary+graphic+organizers&hl=en&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=PKdpUJzuEZT02wWZo4GYDQ&ved=0CC4QsAQ&biw=1280&bih=822>
 - Be prepared to share in class.
5. Refer to the links in this course, but do not limit yourself to these, to research the scientific process method. Take notes on each of the steps and prepare to share in small groups.
6. Research and examine in depth the meanings of research, inquiry, and investigation; create a triple Venn diagram to compare and contrast these concepts. Be prepared to share in class.

7. Research and examine in depth the meanings of educational research and research proposal and their purposes. Create a graphic organizer explaining this concept.
8. Review Appendix F on Guidelines for the Research Question and examine additional resources on this topic. Use this information to effectively complete the following:
 - Investigate and select a topic of interest related to education that you would like to research for this course. Make sure that you will be able to find enough sources to investigate the topic you have chosen. You do not want to change the topic and be in a hurry to prepare your research proposal.
 - After identifying the research problem, develop and write the research question and the hypothesis. Be sure to conduct in-depth research to be able to complete this task effectively and successfully.
 - Compose a written explanation of the rationale for having chosen a specific topic for the research. Include the research question and hypothesis that will guide the process of the investigation.
9. Facilitator may assign specific exercises in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education* by Fraenkel & Wallen that relate to the course content of Workshop One.
10. Take the English language placement test and complete the interactive exercises in the language lab according to the level of proficiency obtained.

Core Vocabulary (must reflect the key concepts and objectives of the workshop):

1. research objectives
2. research questions
3. hypotheses
4. scientific method

List of Supplementary Materials for the Workshop:

1. graphic organizers
2. Venn diagram
3. research materials

SIOP Components (Sheltered Instruction Observation Protocol): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

<p>A. Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Link to Background Knowledge</p> <p><input checked="" type="checkbox"/> Link to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>
<p>CALLA (Cognitive Academic Language Learning Approach) Strategies: The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.</p>	
<p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Metacognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p>	<p>1) _____ 2) _____</p> <p>1) _____ 2) _____</p> <p>1) _____ 2) _____</p>
<p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Group</p> <p><input checked="" type="checkbox"/> Small Group</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>D. Integration of Language Domains</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>
<p>E. Learning Application</p> <p><input checked="" type="checkbox"/> Dynamic</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Linked to Objectives</p> <p><input checked="" type="checkbox"/> Promotes Engagement</p>	

Integrated Content and Language Activities to Achieve the Course Objectives (Content and Language):

1. Facilitator will conduct an icebreaking activity which will help the students know each other better in order to facilitate group collaboration and cooperative learning. Some examples of icebreaking activities are:
 - Snowball Fight:
 - Each student will receive a piece of paper (use recycled paper that is blank on one side) and will write their name and three special or unique things about themselves; facilitator may also have students write specific information.
 - Students will crumble the paper into a snowball, and let the snowball fight begin!
 - When the facilitator indicates, each student will pick up the nearest snowball and find the person whose name is inside.
 - Once everyone has found their snowman or snowwoman, they will introduce him or her to the rest of the group.
 - Two Truths and a Lie:
 - Each student will introduce him/herself by stating two truths about themselves and one lie.
 - The rest of the participants will guess which statement is the lie.
 - The Name Game:
 - The first person will give his or her name and add an adjective to their name that starts with the same letter (e.g. Handsome Harry, Marvelous Maria, Powerful Pedro, Blue-eyed Bob, Zesty Zelda).
 - The second person will give the first person's name and adjective and then add his own name and adjective.
 - The third person will start at the beginning, reciting each person before him/her and adding himself/herself.
 - This will continue at least until everyone has had the opportunity to introduce themselves, or the facilitator chooses to change the order of introductions so that most students have to recall a longer list of names.
2. Class will select a student representative.
3. Facilitator will discuss the course description, objectives and expectations, as well as assignments, evaluation criteria, rubrics, and their use in class activities with the students. Doubts and questions regarding any component of this course will be addressed by the facilitator.

4. Facilitator will provide a copy of the *Digital Performance Portfolio Assessment Manual* and discuss it in detail with the students. Students must work on their portfolio on an ongoing basis to ensure that all guidelines are followed. The portfolio will be submitted in Workshop Eight.
5. Think-Write-Pair-Share:
 - Facilitator will ask the following questions: What is educational research? What is the purpose of educational research? Why is educational research important?
 - Students will have a determined amount of time to jot down their answers. They may refer to the notes taken as assignments prior to the workshop.
 - When the facilitator indicates, students will share what they wrote with a partner.
 - Facilitator will call on students to share their information with the whole class.
6. Think-Write-Pair-Share:
 - Facilitator will ask the following questions: “What is a research proposal? What is its purpose?”
 - Students will have a determined amount of time to jot down their answers.
 - When the facilitator indicates, students will share what they wrote with a different partner.
 - Volunteers will share with the whole class.
7. Students will refer to their triple Venn diagrams to effectively contribute to the whole class discussion on the similarities and differences between investigation, inquiry, and research.
8. Students will share and discuss their graphic organizers of the core vocabulary of the week in small groups and address any challenges they may have encountered with the whole class.
9. The facilitator will divide the class into small groups, one group for each step of the scientific method. Each group will create a graphic organizer of their choice that explains and details the major components of the assigned step. Each group will share their information with the whole class analyzing its application to the research process.

10. Each student will share the topic they chose for their research, the reasons for their choice, as well as the research question and hypothesis that will guide their investigation. Facilitator and students will provide feedback as needed.
11. Students will suggest alternative hypotheses to the research questions presented by their colleagues. Please note that these are only suggestions, and they do not have to be implemented. Students will also discuss potential problems or challenges to the proposed research.
12. In addition, the facilitator may schedule individual meetings with the students for one-on-one guidance.
13. Facilitator will review and discuss any exercises that may have been assigned in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education*.
14. Using the language lab resources (Appendix C), students will complete the activities designed to develop/enhance their linguistic skills in English in the domains of listening, speaking, reading, and writing. Students must fill out the language lab document (Appendix D) indicating the exercises assigned for their level and the number of hours completed in the lab (this must be done on a weekly basis). This will be part of the final evaluation.

Assessment:

1. **Individual:** Completion of the graphic organizers, as determined by the facilitator, on the core vocabulary of the week including an accurate definition and explanation of the term as it applies to the course content.
2. **Group:** Group collaboration and active participation in the preparation of the graphic organizers for the assigned step of the scientific method, including all the information determined by the facilitator.
3. **Oral:** Effective presentation of the graphic organizers for the scientific method, demonstrating critical and analytical thinking and application of new knowledge and academic vocabulary; discussion of the triple Venn diagrams on investigation, inquiry, and research contributing relevant information that will be helpful in the completion of the research proposal.

4. **Written:** Written explanation and rationale for having chosen a specific topic for the research, as well as the research question and hypothesis that will guide the process of the investigation.

Lesson Wrap-Up:

1. **Individual:** Self-reflection addressing the following:
 - Choose one specific concept learned in class which you consider to be very important and valuable.
 - How do you plan to apply this concept in your profession as an educator?
 - How do you think this new information will benefit you in your professional life?
 - How will it benefit the educational institution you will be working for?

2. **Group:** Who Knows the Answer? Activity:
 - Students will ask a colleague a question on a topic they may not fully understand.
 - If the colleague cannot answer the question, he/she will ask another student until it is finally answered.
 - Facilitator will allot a determined amount of time for this activity.
 - When time is called, the class will come together and the facilitator will take note of any questions, doubts, and any unanswered questions to be clarified in the next workshop.

Workshop Two

Specific Content Objectives

By the end of this workshop, students will be able to :

1. Examine and explain the parts of the research proposal and the steps for writing the research proposal.
2. Define, describe, and analyze the kinds of research.
3. Analyze the components of Chapter Two of the research proposal and formulate an effective Introduction, Review of Literature, and Conclusion.

Specific Language Objectives

By the end of this workshop, students will be able to:

1. **Listen:** Demonstrate a discerning approach to listening by gathering complete and accurate information from the discussions on the kinds of research and the characteristics of the Literature Review.
2. **Speak:** Demonstrate effective speaking skills by logically explaining and simplifying their notes on the different kinds of research to prepare an informative and detailed presentation to the class.
3. **Read:** Examine in depth, take notes, and list resources providing essential information on the Literature Review, in addition to that found in Appendix I.
4. **Write:** Create the graphic organizers of the core vocabulary of the week, effectively including all the required information.

Electronic Links (URLs) – An extensive list of links is provided in this guide; however, do not limit yourself to these.

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01>
- <http://flash1r.apa.org/apastyle/basics/index.htm>
- <http://www.apastyle.org>

Assignments before Workshop Two:

1. Investigate and take notes on the basic kinds of research. You may refer to, but not limit yourself to, the links listed in this guide. Be prepared to share your notes in small groups and present information to the class.
2. Review Appendix E on the Guidelines for the Research Proposal and take notes of any questions or concerns. Be prepared to discuss in class.
3. Review Appendix G on Instrumentation and examine additional resources on this topic. Be prepared to discuss in class, clarify any doubts, and contribute information that could facilitate the successful completion of the research proposal. Conduct research to obtain information in addition to that found in Appendix G. Take notes and list the research sources.
4. Review Appendix H on Proposal Introduction Guidelines and examine additional resources on this topic. Be prepared to discuss in class, clarify any doubts, and contribute information that could facilitate the successful completion of the research proposal.
5. Review Appendix I on the Guidelines for Review of Literature and examine additional resources on this topic. Be prepared to discuss in class, clarify any doubts, and contribute information that could facilitate the successful completion of the research proposal.
6. Research in depth information on the Literature Review. Do not limit yourself to Appendix I. Among the topics of investigation are the following: suggested number of sources, specific purposes of the sources, best sources of valid research, use of quotes and headings, as well as other pertinent information. Facilitator may provide specific questions which must be investigated. Take notes which can be of value and importance in the completion of the Literature Review, and be prepared to share in class. List the resources used for this investigation and research. Students must examine this topic in depth since Chapter Two will be due in Workshop Three.
7. Complete the graphic organizers on the core vocabulary of the class providing a precise definition, explanation, and application to the course content. Be prepared to discuss in class.

8. Facilitator may assign specific exercises in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education* by Fraenkel & Wallen that relate to the course content of Workshops One and/or Two.
9. Students will continue working on their e-portfolio following the guidelines in the *Digital Performance Portfolio Assessment Manual*. The portfolio will be handed in during Workshop Eight.
10. Examine in depth the *Publication Manual of the American Psychological Association* (6th edition) to obtain accurate information on how to cite works by different authors and how to make reference to quoted material in a research paper, as well as other pertinent information.

Core Vocabulary (must reflect the key concepts and objectives of the workshop):

1. abstract
2. literature review
3. instrumentation
4. methodology
5. qualitative research
6. quantitative research
7. mixed methods research

List of Supplementary Materials for the Workshop:

1. graphic organizers

Integrated Content and Language Activities to Achieve the Course Objectives (Content and Language):

1. The facilitator will divide the class into small groups, one for each type of research. Students will use their notes from the assignment prior to the workshop to collaboratively prepare a graphic organizer(s) explaining their assigned research method in detail. All the information determined by the facilitator must be included. Each group will present and explain their findings to the class, ensuring that each group member participates in the group discussion. A whole class discussion will follow, comparing and contrasting the different kinds of research.
2. Students will discuss the parts of the research proposal that they will submit at the end of this course. Facilitator will ensure that all the essential information is discussed.
3. Facilitator will review the Guidelines for the Review of Literature (Appendix I). The first draft will be due the next workshop (Workshop Three). Chapter Two includes the Introduction, Review of Literature, and Conclusion. It is essential that students take note of the bolded words in the Guidelines for Review of Literature. Students will paraphrase the information found in Appendix I to ensure their comprehension.
4. Students will refer to their notes to share the new information they researched on the Review of Literature. Students must also indicate the resources they used to research this topic.
5. Facilitator will conduct a class discussion on other appendices related to the final project. Students will use their notes taken as part of the assignment prior to the workshop to contribute effectively to the discussion. In addition, the facilitator will address any concerns, questions, or doubts.
6. Facilitator will provide students with some specific guidelines as to how to search for research articles and the importance of using these articles during their literature review process.
7. Facilitator will review and discuss any exercises that may have been assigned in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education*.

8. Facilitator will arrange one-on-one meetings with students who need help with the review of literature and will provide feedback as needed.
9. Students will continue working on their e-portfolio following the guidelines in the *Digital Performance Portfolio Assessment Manual*. The portfolio will be handed in during Workshop Eight.
10. E-Lab: Students will continue working on the interactive exercises in the language lab designed to develop/improve linguistic skills in English. Students will submit the language lab form.

Assessment:

1. **Individual:** Effective and proactive participation in class discussions contributing valuable information, asking questions that reflect a high degree of critical and analytical thinking, and being receptive to colleagues' comments or suggestions.
2. **Group:** Group presentation of the graphic organizer of the assigned research method demonstrating acquisition of new knowledge, application of academic vocabulary, and effective group collaboration.
3. **Written:** Self-reflection on the chosen research method using correct Standard English and following all the guidelines stipulated by the facilitator.
4. **Oral:** Discussion of the graphic organizers of the academic core vocabulary of the workshop and of the researched information on the Literature Review.

Lesson Wrap-Up:

1. **Individual:** Self-reflection addressing the following:
 - Of the different kinds of research discussed in class, which will you choose for your project?
 - Explain the rationale for your choice.
 - Explain the link between your research question, hypothesis, and the research method you chose.
 - Use critical and analytical thinking in your explanation.

2. **Group:** Stump the Class Review Activity

- Assign partners or teams of 3-4 people (may vary depending on the number of students in the class) and give each team 5 index cards (facilitator may also vary the number of cards).
- They are to write a review question and answer on each card that would test the class's knowledge of the topics covered so far.
- Teams have a determined amount of time to come up with the questions.
- Facilitator may also include some questions on important topics.
- Facilitator collects the cards and tosses a ball randomly to ask a question.
- The person who catches the ball may answer the question, confer with the team, or toss the ball to someone else.
- Once the question has been answered correctly, the person who has the ball tosses it to someone else and the process continues until all the questions have been answered.

Workshop Three

Specific Content Objectives

By the end of this workshop, students will be able to:

1. Define and explain the term data.
2. Analyze and explain the relationship between data and research design.
3. Distinguish between the terms valid/validity and reliable/reliability and evaluate their application to research.
4. Distinguish, define, and explain the sources of information: primary, secondary, and tertiary.

Specific Language Objectives

By the end of this workshop, students will be able to:

1. **Listen:** Demonstrate effective listening skills by taking notes as appropriate during class discussions on data, research design, validity, and reliability and by asking relevant questions and encouraging colleagues to participate in the small group activities.
2. **Speak:** Actively participate in the small group preparation of the triple Venn diagram on the sources of information by presenting an organized and clear message and by logically explaining and simplifying the content.
3. **Read:** Examine in depth resources on sources of information to be able to complete an accurate graphic organizer on these concepts.
4. **Write:** Submit a two-page essay explaining the terms **validity** and **reliability** using correct Standard English and addressing the questions determined by the facilitator.

Electronic Links (URLs) – An extensive list of links is provided in this guide; however, do not limit yourself to these.

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01>
- <http://flash1r.apa.org/apastyle/basics/index.htm>
- <http://www.apastyle.org>

Student's Guide to Research with the WWW

<http://english.ttu.edu/kairos/2.2/news/youcanuse/craig/index.html>

Assignments before Workshop Three:

1. Complete the first draft of Chapter Two of the research proposal including the Introduction, Review of Literature, and Conclusion ensuring that all guidelines have been followed. This assignment will be submitted at the conclusion of this workshop.
2. Conduct research on the meaning of data and its relationship to research design. Take notes of important ideas and be prepared to discuss in class.
3. Research information on the terms validity and reliability. Write a two-page paper that explains each in detail. Include specific and relevant examples that show the distinction between them and analyze their application to research.
4. Investigate the three sources of information: primary, secondary, and tertiary. Create a triple Venn diagram or a tree map comparing and contrasting them. Include specific examples of each and their relevance and application to research.
5. Reread Appendix H on Proposal Introduction Guidelines (Chapter One). Although you have already identified the problem and hypotheses in a previous workshop, the information in this appendix can help you ensure that you are following the determined guidelines and give you the opportunity to make any necessary revisions. Chapter One, including the Introduction, Statement of the Problem, Justification, and Definition of Terms, will be submitted in the next workshop (Workshop 4). Be prepared to paraphrase the information in Appendix H to ensure comprehension of all the components.
6. Facilitator may assign specific exercises in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education* by Fraenkel & Wallen that relate to the course content of Workshops One through Three.
7. Students will continue working on their e-portfolio following the guidelines in the *Digital Performance Portfolio Assessment Manual*. The portfolio will be handed in during Workshop Eight.

Core Vocabulary (must reflect the key concepts and objectives of the workshop):

1. research design
2. data
3. justification
4. validity
5. reliability
6. primary, secondary, tertiary sources

List of Supplementary Materials for the Workshop:

1. graphic organizers
2. resource materials

Integrated Content and Language Activities to Achieve the Course Objectives (Content and Language):

1. Think-Write-Pair-Share:
 - Facilitator will ask the following questions: What is data? What is the relationship between data and research design?
 - Students will have a determined amount of time to jot down their answers.
 - Students may refer to the notes taken as assignments prior to the workshop.
 - When the facilitator indicates, students will share what they wrote with a partner.
 - Facilitator will call on students to share their information with the whole class.
2. The facilitator will lead a class discussion on the terms reliability and validity to prepare a concept map or other graphic organizer for each term. Students will refer to their essays to contribute information that facilitates comprehension of these two concepts, including their definitions, examples, and their application to research.
3. Facilitator will divide the class into small groups. Students will discuss their triple Venn diagrams on the three sources of information, compile information from their individual diagrams, and prepare one which includes all the essential information determined by the facilitator, including definitions, specific examples, advantages/disadvantages of each, and their application to the compilation of research material.
4. Students will have the opportunity to work in small groups to share and discuss their first drafts of Chapter Two, as well as make any changes before handing in at the end of the workshop.
5. Students will submit the first draft of Chapter Two of the research proposal. Students are expected to make the revisions recommended by the facilitator.
6. Based on their rereading of Appendix H on Proposal Introduction Guidelines, students will paraphrase what each component of Chapter One (Introduction, Statement of the Problem, Justification, and Definition of Terms) means and what information each must include. Students must ensure comprehension since Chapter One must be submitted in the next workshop (Workshop Four). All doubts and questions must be addressed at this time.
7. Facilitator will schedule one-on-one meetings with students as needed.

8. Students will continue working on their e-portfolio following the guidelines in the *Digital Performance Portfolio Assessment Manual*. The portfolio will be handed in during Workshop Eight.
9. Facilitator will review and discuss any exercises that may have been assigned in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education*.
10. Students will continue working in the language lab on the interactive activities designed to develop, improve, and enhance linguistic skills in English. They will also fill out the required documentation.

Assessment:

1. **Individual:** Demonstrate understanding of the Introduction, Review of Literature, and Conclusion by creating an accurate first draft of Chapter Two for the research proposal.
2. **Group:** Demonstration of group collaboration in the preparation of the triple Venn diagrams on the sources of information and the concept maps on reliability and validity by reaching a consensus and sharing information respectfully.
3. **Written:** Two-page essay defining and explaining the terms validity and reliability providing the information determined by the facilitator, using correct Standard English, and demonstrating critical and analytical thinking.
4. **Oral:** Presentation of graphic organizers on sources of information, reliability, and validity using correct Standard English and the application of new knowledge and academic vocabulary.

Lesson Wrap-Up:

1. **Individual:** Do-over Activity – each student will have the opportunity to think about something they would have done differently (assignment, oral participation, or other class activity) if they had the day/class over again. They will write in English a short analysis explaining their rationale and what they would specifically do given another chance. This can help students be better prepared for upcoming tasks and classes. Students will also have the opportunity to ask questions and clarify doubts about ideas and concepts discussed in class, as well as about upcoming assignments and projects.

2. **Group:** Students will share their “Do-over” analysis with the group, giving and receiving feedback in English; students will also have the opportunity to work in groups to clarify any doubts about the final research proposal due in Workshop Eight.

Workshop Four

Specific Content Objectives

By the end of this workshop, students will be able to:

1. Define and explain the four types of data.
2. Identify, explain, and discuss major ethical issues involved in the research process.
3. Evaluate the importance of ethics in the process of investigation.

Specific Language Objectives:

By the end of this workshop, students will be able to:

1. **Listen:** Demonstrate effective listening skills during colleagues' presentations on ethical principles by taking notes as appropriate, keeping eye contact with the speaker, asking questions to get more information, and not interrupting the speaker needlessly to make a point.
2. **Speak:** Work with a partner to collaboratively gather information on ethical principles and prepare a brief presentation to the class on these concepts.
3. **Read:** Examine in depth resources on ethical guidelines and their application to the research process and take accurate notes that will be shared with colleagues.
4. **Write:** Write a two-page essay on the ethical guidelines which they researched, their importance, their application to the research process, and the steps they will follow to ensure that they have complied with these ethical guidelines.

Electronic Links (URLs) – An extensive list of links is provided in this guide; however, do not limit yourself to these.

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01>
- <http://flash1r.apa.org/apastyle/basics/index.htm>
- <http://www.apastyle.org>

Principles of Ethical Research

- <http://www.apa.org/monitor/jan03/principles.aspx>
- <http://depts.washington.edu/bioethx/topics/resrch.html>
- http://www.state.sc.us/dmh/irb_manual/principles.htm

- <http://www.fhi360.org/en/RH/Training/trainmat/ethicscurr/RETCCREn/pr/Contents/SectionIV/b4sl32.htm>

Types of Data

http://changingminds.org/explanations/research/measurement/types_data.html

<http://voices.yahoo.com/the-four-scales-measurement-data-learning-statistics-5140223.html>

<http://www.socialresearchmethods.net/kb/measlevl.php>

<http://johngarger.com/articles/methodology/4-levels-of-measurement-in-social-science-research>

Assignments before Workshop Four:

1. Complete the first draft of Chapter One of the research proposal including the Introduction, Statement of Problem, Justification, and Definition of Terms ensuring that all guidelines have been followed. This assignment will be submitted at the conclusion of this workshop.
2. Students will have the opportunity to work in small groups to share and discuss their first drafts of Chapter One, as well as make any changes before handing in at the end of the workshop.
3. Research the four types of data, also known as scales or levels of measurement. Include their definitions, when they are used, examples, and the role each plays in the world of statistics. Take notes on each type, and be prepared to share in class.
4. Appendix E mentions some basic ethical guidelines which must be followed for writing a research proposal. However, the scope and importance of ethics goes beyond these and encompasses much more. Research additional information on ethical principles and considerations in the research process. Write a two-page essay that includes additional ethical guidelines which you researched, their importance, their application to the research process, steps you will follow to ensure that you have complied with these guidelines, and some possible negative consequences that can result when ethical principles are not considered.
5. Facilitator may assign specific exercises in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education* by Fraenkel & Wallen that relate to the course content of Workshops One through Four.

Core Vocabulary (must reflect the key concepts and objectives of the workshop):

1. ethics
2. ethical principles

List of Supplementary Materials for the Workshop:

1. research materials
2. graphic organizers

Integrated Content and Language Activities to Achieve the Course Objectives (Content and Language):

1. Facilitator will divide the class in four groups, one for each scale of measurement/type of data. Each group will prepare a detailed graphic organizer defining and explaining their assigned type of data. All information determined by the facilitator must be included, including its correlation to research.
2. Students will work with a partner for a determined amount of time to share their essays on ethical guidelines. They will reach a consensus on the ten most important concepts they researched and present them to the class. They must include the application of these guidelines to the research proposal, provide specific examples, explain the steps they will take to ensure these guidelines are followed, and discuss some negative consequences that can result when ethical principles are not considered. Colleagues should contribute to these presentations by offering effective feedback and expressing personal opinions rationally supported with facts.
3. Students will submit the first draft of Chapter One of the research proposal ensuring that all guidelines are followed correctly. Students are expected to make revisions based on the facilitator's recommendations.
4. Facilitator will review and discuss any exercises that may have been assigned in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education*.
5. Students will continue working on the language lab exercises designed to develop, improve, or enhance linguistic skills in English and fill out the required documentation.
6. Students will continue working on their e-portfolio following the guidelines in the *Digital Performance Portfolio Assessment Manual*. The portfolio will be handed in during Workshop Eight.
7. Facilitator may schedule one-on-one meetings with students as needed.

Assessment:

1. **Individual:** An accurate first draft of Chapter One for the research proposal including the Introduction, Statement of Problem, Justification, and Definition of Terms.
2. **Group:** Dialogue with a partner on ethical guidelines contributing valuable information and collaborating effectively in the preparation of the presentation to the whole class.
3. **Written:** Two-page essay on ethical guidelines in the research process addressing all the points determined by the facilitator.
4. **Oral:** Explanation to the class of the ten important concepts agreed upon by the partners related to ethical principles.

Lesson Wrap-Up:

1. **Individual:** Students will write a self-reflection addressing the following:
 - Prior to this workshop, you researched ethical principles and considerations for writing research proposals.
 - Based on this research, choose three concepts which you can personally relate to or which you find particularly relevant.
 - Explain why each of these concepts is so important to you personally and how you will apply them when writing your research proposal.
2. **Group:** Students will engage in a round table discussion of the ethical guidelines in the research process. Students will contribute specific ideas on this topic, supporting their point of view effectively, explaining their rationale, and providing the specific source of information.

Workshop Five

Specific Content Objectives:

By the end of this workshop, students will be able to:

1. Define the term assessment as it relates to research.
2. Identify, define, and explain various assessment tools and analyze their application to research.
3. Define and explain the term methodology and analyze its components.

Language Objectives

By the end of this workshop, students will be able to:

1. **Listen:** Demonstrate effective listening skills by paying close attention to their colleagues' presentations on assessment tools, asking thought-provoking questions, and offering helpful feedback.
2. **Speak:** Demonstrate effective speaking skills by paraphrasing information from Appendix J on methodology, as well as additional information that was researched.
3. **Read:** Examine in depth materials on methodology and assessments, gather important information on these concepts, and take notes to be used for class work and discussion; reread Appendix J on Guidelines for Methodology to be able to paraphrase the main ideas.
4. **Write:** Create a graphic organizer that defines and explains the term methodology, including all its components.

Electronic Links (URLs) – An extensive list of links is provided in this guide; however, do not limit yourself to these.

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01>
- <http://flash1r.apa.org/apastyle/basics/index.htm>
- <http://www.apastyle.org>

Types of Assessment/Assessment Tools

<http://www.servicelearning.org/service-learning-research-primer/common-types-assessment-tools-service-learning-research>

<http://www.edutopia.org/assessment-guide-description>

<http://www.misd.k12.mi.us/departments/curriculum/instructionalservices/assessment/typesofassessment/>

Assignments before Workshop Five:

1. Research the types of assessments/assessment tools particularly those related to research. Include their definition, use, purpose, and any other relevant information. Take notes that will be beneficial for class discussion.
2. Reread Appendix J on Guidelines for Methodology. Research information on methodology in addition to that found in Appendix J and make an outline of important details essential to the successful completion of Chapter Three (Introduction, Importance of the Study, and Procedure). List the resources you used and be prepared to share in class. This chapter is due in the next workshop (Workshop Six).
3. Create a graphic organizer that defines and explains the term methodology. Include all the information necessary to facilitate comprehension of this concept as an essential component of the research proposal.
4. Facilitator may assign specific exercises in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education* by Fraenkel & Wallen that relate to the course content of Workshops One through Five.
5. Review the information on “Checklist for Manuscript Submission” of the *APA Publication Manual* and apply the checklist to your research proposal. This should be done periodically to ensure that specific guidelines are followed.

Core Vocabulary (must reflect the key concepts and objectives of the workshop):

1. methodology
2. assessment tools

List of Supplementary Materials for the Workshop:

1. graphic organizers

2. research materials

SIOP Components (Sheltered Instruction Observation Protocol): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

<p>A. Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Link to Background Knowledge</p> <p><input checked="" type="checkbox"/> Link to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>									
<p>CALLA (Cognitive Academic Language Learning Approach) Strategies: The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 35%;"><input checked="" type="checkbox"/> Cognitive</td> <td style="width: 30%;">1) _____</td> <td style="width: 35%;">2) _____</td> </tr> <tr> <td><input checked="" type="checkbox"/> Metacognitive</td> <td>1) _____</td> <td>2) _____</td> </tr> <tr> <td><input checked="" type="checkbox"/> Social/Affective</td> <td>1) _____</td> <td>2) _____</td> </tr> </table>		<input checked="" type="checkbox"/> Cognitive	1) _____	2) _____	<input checked="" type="checkbox"/> Metacognitive	1) _____	2) _____	<input checked="" type="checkbox"/> Social/Affective	1) _____	2) _____
<input checked="" type="checkbox"/> Cognitive	1) _____	2) _____								
<input checked="" type="checkbox"/> Metacognitive	1) _____	2) _____								
<input checked="" type="checkbox"/> Social/Affective	1) _____	2) _____								
<p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Group</p> <p><input checked="" type="checkbox"/> Small Group</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>D. Integration of Language Domains</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>									
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Integrated Content and Language Activities to Achieve the Course Objectives (Content and Language):

1. Based on their rereading of Appendix J on Guidelines for Methodology, students will paraphrase the information that each component of Chapter Three (Introduction, Importance of the Study, and Procedure) must include. They will also discuss the new information they researched in addition to that found in Appendix J. Students must ensure complete comprehension of this topic since Chapter Three will be submitted in the next workshop (Workshop Six). All doubts and questions must be addressed at this time.
2. Students will share their graphic organizers on methodology with the class. Presenters will respond to questions, and students will contribute additional information, as needed, as well as provide effective feedback.
3. Facilitator will assign specific assessment tools, such as surveys, interviews, observations, etc., to groups of students. Students will revise the notes they took as an assignment prior to Workshop Five. As a group, they will determine the most important information and prepare a graphic organizer of their choice (or another technique determined by the facilitator) to present to the class. All students are expected to provide feedback and participate in a class discussion that evidences their new knowledge and reflects critical and analytical thinking.
4. Facilitator will provide an outline of all the concepts which will be included in the Final Exam which will be administered in Workshop Six.
5. Facilitator will review and discuss any exercises that may have been assigned in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education*.
6. Students will continue working in the language lab on the interactive exercises designed to develop/improve English linguistic skills in listening, speaking, reading, and writing.
7. Students will continue working on their e-portfolio following the guidelines in the *Digital Performance Portfolio Assessment Manual*. The portfolio will be handed in during Workshop Eight.

Assessment:

1. **Individual:** Graphic organizer on methodology displaying new information that was researched on this topic.
2. **Group:** Active participation and group collaboration on the preparation of the presentation on assessment tools based on notes taken as an assignment prior to Workshop Five.
3. **Written:** Graphic organizer on methodology that includes all information essential for the effective completion of Chapter Three.
4. **Oral:** Demonstration of effective speaking skills in the presentation of assessment tools, as well as providing effective feedback to colleagues.

Lesson Wrap-Up:

1. **Individual:** Students will have one minute to draw/illustrate one of the most important things they learned from their colleagues during the presentations on methodology and/or assessment tools.
2. **Group:** Students will show their one-minute drawings to the class, and colleagues will guess what it represents. A whole group discussion will follow. Students will also have the opportunity to ask any questions regarding any topics covered during the course in preparation for the Final Exam in Workshop Six.

Workshop Six

Specific Content Objectives

By the end of this workshop, students will be able to:

1. Demonstrate understanding of the course content by responding to the questions presented in the Final Exam.
2. Explain the methodology section of the research proposal including the Introduction, Importance of the Study, and Procedure.
3. Explain in detail how the research will be conducted (Procedure) including the following:
 - Selection of literature
 - Population and sample group
 - Instrumentation
 - Data
 - Process that will be used to conduct the investigation including consent letters and the process method itself (surveys, observations, etc.)

Specific Language Objectives

By the end of this workshop, students will be able to:

1. **Listen:** Listen attentively to colleagues' drafts of Chapter Three while working in small groups or with a partner to be able to offer productive and helpful feedback to classmates.
2. **Speak:** Engage actively in the feedback sessions with colleagues by asking relevant questions, showing appreciation for others' ideas, and demonstrating critical and analytical thinking during discussions.
3. **Read:** Reexamine all necessary resources to review all the material required for the Final Exam.
4. **Write:** Write the first draft of Chapter Three of the research proposal following all the guidelines previously stipulated, as well as applying the APA format correctly.

Electronic Links - An extensive list of links is provided in this guide; however, do not limit yourself to these.

Assignments before Workshop Six:

1. Complete the first draft of Chapter Three of the research proposal including the Introduction, Importance of the Study, and Procedure, ensuring that all guidelines have been followed. This assignment will be submitted at the conclusion of this workshop.
2. Students will have the opportunity to work in small groups to share and discuss their first drafts of Chapter Two, as well as make any changes before handing it in at the end of the workshop.
3. Each student will elaborate three thought-provoking questions on any topic covered during the course to be discussed before the Final Exam.
4. Facilitator may assign specific exercises in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education* by Fraenkel & Wallen that relate to the course content of Workshops One through Six.
5. Review all the material covered during the course to be well prepared to take the Final Exam which will be administered during this workshop.

Core Vocabulary (must reflect the key concepts and objectives of the workshop):

- 1.
- 2.
- 3.

List of Supplementary Materials for the Workshop:

- 1.
- 2.

Integrated Content and Language Activities to Achieve the Course Objectives (Content and Language):

1. Students will share the three thought-provoking questions formulated as an assignment prior to the workshop to review for the Final Exam. The facilitator will clarify any doubts students may still have.
2. Students will have the opportunity to work in small groups to share and discuss their first drafts of Chapter Three, as well as make any changes before handing it in at the end of the workshop.
3. Students will work in small groups to discuss any doubts or concerns they have regarding any aspect of the research proposal. Each student will read aloud the pre-final draft of their proposal in the next workshop (Workshop Seven). The facilitator will answer any questions students may still have.
4. Students will list at least two specific things they learned from their colleagues during the group discussions on the research proposal as a whole or Chapter Three.
5. If time permits, students will have the opportunity to work independently, with a partner, or in small groups on the preparation of the pre-final draft of the research proposal.
6. Students will submit Chapter Three of the research proposal ensuring that all components have been accurately completed and all other guidelines have been followed.
7. Students will continue working on their e-portfolio following the guidelines in the *Digital Performance Portfolio Assessment Manual*. The portfolio will be handed in during Workshop Eight.
8. Students will take the Final Exam.
9. Facilitator will review and discuss any exercises that may have been assigned in the *Student Mastery Activities Book for Use with How to Design and Evaluate Research in Education*.

10. Students will continue working on the interactive exercises of the language lab to develop, improve, and/or enhance linguistic skills in English and fill out the language lab document as required.

Assessment:

1. **Individual:** Final exam.
2. **Group:** Effective collaboration in the small group or partner discussion of Chapter Three and any other component of the final research proposal. Each student will list and discuss at least two specific things they learned during this collaboration with his/her colleague.
3. **Written:** Pre-final draft of Chapter Three ensuring that all guidelines have been correctly followed and the APA format has been applied accurately.
4. **Oral:** Use of correct Standard English with colleagues during discussions on any aspect of the research proposal and feedback exchange regarding Chapter Three.

Lesson Wrap-Up:

1. **Individual:** Students will write a self-reflection on the following:
 - During these weeks you have been working on the completion of your research proposal following all the determined guidelines.
 - What are three of the greatest challenges you have encountered while working on this project?
 - Were you able to overcome these challenges? If so, explain how you overcame them. If not, explain why you were not able to do so.
 - What lessons did you specifically learn from these challenges which you feel will contribute to your growth as a professional? Be very specific.
2. **Group:** Students will share their self-reflections and offer some alternatives for overcoming the challenges faced by their colleagues.

Workshop Seven

Specific Content Objectives

By the end of this workshop, students will be able to:

1. Apply new knowledge and academic vocabulary to create the pre-final draft of the research proposal.
2. Explain all the components of their research proposal.
3. Critique colleagues' presentations of the pre-final drafts of the research proposal applying the course content and demonstrating critical and analytical thinking in an effective manner.

Specific Language Objectives

By the end of this workshop, students will be able to:

1. **Listen:** Demonstrate attentiveness during the colleagues' presentations by looking at the speaker, controlling personal activity level, encouraging the presenter with non-verbal cues, asking relevant questions that reflect a high degree of critical and analytical thinking, and providing effective feedback.
2. **Speak:** Demonstrate good speaking skills by demonstrating a liveliness in sharing knowledge, instilling a sense of enthusiasm, appearing prepared and in control of the presentation, and behaving professionally; make realistic, appropriate, and insightful recommendations clearly supported by the information presented; use correct Standard English.
3. **Read:** Examine in depth tips for giving and receiving feedback effectively and take notes of the most important information.
4. **Write:** Complete the pre-final draft of the research proposal following the guidelines previously discussed, including the use of correct Standard English and the inclusion of all required components.

Electronic Links - An extensive list of links is provided in this guide; however, do not limit yourself to these.

Giving and Receiving Feedback

- <http://www.dartmouth.edu/~hrs/manager/toolkit/peoplemanagement/feedback.pdf>
- <http://www.learning.ox.ac.uk/supervision/stages/feedback/>
- <http://www.oucom.ohiou.edu/fd/AIDS%20FOR%20GIVING%20AND%20RECEIVING%20FEEDBACK.htm>
- <http://web.mit.edu/tll/programs-services/microteaching/feedback-handout.pdf>

Assignments before Workshop Seven:

1. Research in depth (do not limit yourself to the links provided) and make a list of at least ten tips for giving and receiving feedback effectively. Specify the kind of feedback that you would like to receive and that which you would not want to receive or would not find helpful. Outline some specific factors that can be helpful for, not only giving effective feedback, but also for receiving feedback effectively.
2. Students must have completed the pre-final draft of their research proposal, having made revisions as suggested by the facilitator and as they have acquired greater knowledge and expertise for completing this project. Students must be prepared to share with the class.

Core Vocabulary (must reflect the key concepts and objectives of the workshop):

- 1.
- 2.
- 3.

List of Supplementary Materials for the Workshop:

1. research materials
- 2.

Integrated Content and Language Activities to Achieve the Course Objectives (Content and Language):

1. Facilitator will lead a whole class discussion on tips on giving and receiving feedback effectively which were researched by the students as an assignment prior to Workshop Seven. Students will share the kind of feedback that they would like to receive and that which they would not want to receive or would not find helpful. The facilitator will emphasize honesty, interpersonal relations, personal awareness, demonstration of critical and analytical thinking, and a receptive attitude to the possibility of needing to modify or change one's behavior or work.
2. Editor's Chair Activity:
 - Students will form a circle, semicircle or horseshoe in the classroom.
 - Each student will sit in the middle to read aloud their research proposal.
 - Colleagues and facilitator will provide effective feedback, following the suggestions and guidelines previously discussed and focusing on the sharing of ideas and information rather than dictating advice.
 - The author will take notes of the suggestions given and implement them as he/she deems necessary or helpful to improve the quality of the finished product.
 - Continue this process until all students have had the opportunity to share their research proposal and receive feedback.
4. Students will continue working on the interactive exercises of the language lab designed to develop, improve, and/or enhance linguistic skills in English and fill out the language lab document as required.
5. Students will continue working on their e-portfolio following the guidelines in the *Digital Performance Portfolio Assessment Manual*. The portfolio will be handed in during the next workshop (Workshop Eight).

Assessment:

1. **Individual:** Presentation of the pre-final draft of the research proposal.
2. **Group:** Active participation in the discussion of the tips for giving and receiving feedback effectively.

3. **Written:** List of the tips for giving and receiving effective feedback and the self-reflection on the feedback session.
4. **Oral:** Active participation and demonstration of interpersonal skills in the feedback sessions of the research proposals.

Lesson Wrap-Up:

1. **Individual:** Each student will write a self-reflection responding to the following:
 - How did I feel during the feedback session for my research proposal? Explain.
 - What specific feedback did I receive which I found to be the most helpful?
 - Did I receive any feedback which I resented or found counterproductive? Explain.
 - Will I implement any of the suggestions I received? If so, which one(s)?
 - What specific feedback did I give to my colleagues which I feel could benefit them the most? Explain.
 - In retrospect, did I give some feedback which could have been presented in a more positive manner? Explain. What would I do differently?
2. **Group:** Each student will have a determined amount of time to share the one bit of feedback that he/she received and considered to be the most valuable, important, and helpful.

Workshop Eight

Specific Content Objectives

By the end of this workshop, students will be able to:

1. Demonstrate understanding of all the concepts learned during this course by effectively applying them to compose the final draft of the research proposal including all of its essential components.
2. Develop an effective oral presentation of the research proposal, using visuals, that demonstrates the application of new knowledge and that makes said presentation interesting and comprehensible.

Specific Language Objectives

By the end of this workshop, students will be able to:

1. **Listen:** Demonstrate effective listening skills during the presentations of the research proposals by showing attentiveness, keeping eye contact with the speaker, and controlling one's personal activity level.
2. **Speak:** Present their research proposals in English using visuals, correct pronunciation, appropriate tone, clarity, and volume, effectively using gestures and movement to enhance concepts, using pauses and inflection to vary pace, and appearing in control of the presentation.
3. **Read:** Reexamine in depth any resources (books, websites, links, etc.) that contribute to the effective completion of the research proposal, including effective presentation techniques and visuals.
4. **Write:** Complete the research proposal following all stipulated guidelines, and demonstrating effective writing skills in English, as well as the application of the APA style format.

Electronic Links - An extensive list of links is provided in this guide; however, do not limit yourself to these.

Assignments before Workshop Eight:

1. Students must have completed the research proposal and revised the Checklist to ensure all guidelines were accurately met.

2. Students must ensure that they complete all the interactive exercises in the language lab and fill out the corresponding documentation completely and accurately.
3. Students must ensure that they have completed their e-portfolio following all the guidelines indicated in the *Digital Performance Portfolio Assessment Manual*.

Core Vocabulary (must reflect the key concepts and objectives of the workshop):

- 1.
- 2.

List of Supplementary Materials for the Workshop:

- 1.
- 2.

SIOP Components (Sheltered Instruction Observation Protocol): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

<p>A. Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Link to Background Knowledge</p> <p><input checked="" type="checkbox"/> Link to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>
<p>CALLA (Cognitive Academic Language Learning Approach) Strategies: The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.</p>	
<p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Metacognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p>	<p>1) _____ 2) _____</p> <p>1) _____ 2) _____</p> <p>1) _____ 2) _____</p>
<p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Group</p> <p><input checked="" type="checkbox"/> Small Group</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>D. Integration of Language Domains</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>
<p>E. Learning Application</p> <p><input checked="" type="checkbox"/> Dynamic</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Linked to Objectives</p> <p><input checked="" type="checkbox"/> Promotes Engagement</p>	

Integrated Content and Language Activities to Achieve the Course Objectives (Content and Language):

1. Each student will present their final research proposal demonstrating good oral English, application of new knowledge and academic vocabulary, analytical and critical thinking, compliance with all the guidelines previously stipulated and

discussed, as well as a professional attitude. This presentation will be evaluated using Appendix L. Students may not simply read their research proposal to the class.

2. Students will hand in the final written draft of their research proposal which will be evaluated using Appendix M.
3. Language lab – students will complete the final activities and exercises in the language lab as determined by the facilitator.
4. Students will submit the form indicating the hours completed in the language lab.
5. Students will write a one-page reflection explaining how the language lab activities contributed to and benefitted the acquisition or improvement of linguistic skills in English.
6. Students will hand in their electronic portfolio ensuring they have followed all previously stipulated guidelines.
7. Students will complete the course evaluation.

Assessment:

1. **Individual:** Final research proposal report and presentation; end-of-course reflection.
2. **Group:** Demonstration of appropriate interpersonal skills during the presentations of the research proposals.
3. **Written:** Demonstration of appropriate English writing skills in the completion of the final Research Proposal Report, including correct use of verb tenses, punctuation, and capitalization, complete and well-constructed sentences, subject-verb agreement, and other syntactical and grammatical rules, as well as accurate application of the APA style format. Students' writing must also demonstrate a sophisticated clarity, conciseness, and correctness, including all the relevant data and well-organized information.
4. **Oral:** Demonstration of correct Standard English in the presentation of the research proposals, including correct pronunciation, intonation, volume, gestures, and other effective speaking/delivery techniques as indicated in Appendix L.

Lesson Wrap-Up:

1. **Individual:** Students will write an end-of-course reflection addressing the following:
 - Explain your most significant learning from this course.
 - Did that learning fit into your personal learning objectives? Explain.
 - How will you apply this learning in your profession?

2. **Group:** Students will share their end-of-course reflections. They will also have the opportunity to ask questions for clarification of ideas and concepts covered during the duration of the course. The entire class will examine and analyze current issues and future trends in educational research methods.

APPENDICES

APPENDIX A

NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION

Retrieved from: WIDA Consortium <http://www.wida.us/>

“Can Do” Listening Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Identifies objects • Names concrete objects • Points to picture/object of the word heard • Follows simple commands • Repeats words or simple phrases • Understands simple messages – gestures, pointing
Emerging	<ul style="list-style-type: none"> • Draws a picture • Requires continuous repetition • Follows verbal dictations • Checks-off words that were heard • Repeats information heard to determine comprehension • Understands slow speech and multiple repetitions
Developing	<ul style="list-style-type: none"> • Understands more details of spoken language • Needs limited or no repetition and slow speech • Understands basic academic vocabulary which is frequently used in class discussion • Understands class discussions with some difficulty • Understands most of what was said
Expanding	<ul style="list-style-type: none"> • Needs limited or no repetition at normal speed speech • Understands academic vocabulary used in class discussions • Understands class discussions with little difficulty • Understands nearly everything said
Bridging	<ul style="list-style-type: none"> • Needs no repetition at normal speed speech • Understands elaborate academic vocabulary used in class discussions • Understands class discussions with no difficulty • Demonstrates a native-like English speaker’s understanding of what is said

“Can Do” Speaking Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Names concrete objects • Responds a simple yes or no to questions • Repeats words or simple phrases • Uses one word commands • Mispronounces words making it difficult to be understood • Breaks speech into parts making comprehension difficult • Uses limited or no vocabulary to support message
Emerging	<ul style="list-style-type: none"> • Uses a few more words to respond to questions although grammatically incorrect • Uses one-, two-, and multiple-word commands • Uses verb tenses interchangeably • Misuses words in daily speech • Repeats spoken words or phrases to improve understanding due to pronunciation flaws • Uses grammar and word order incorrectly • Uses vocabulary (emerging stage) to support oral messages
Developing	<ul style="list-style-type: none"> • Responds using longer phrases/sentences • Initiates and carries out conversations; however, there may be interruptions due to thinking of the correct words to say • Applies grammar and word order correctly most of the time • Demonstrates correct use of basic academic vocabulary which is frequently used in class discussions and/or oral assignments. • Speaks with some hesitation • Uses vocabulary to support oral messages • Speaks with less difficulty, but listener must pay close attention to pronunciation.
Expanding	<ul style="list-style-type: none"> • Responds using elaborate phrases/sentences • Uses and interprets idiomatic expressions • Converses more fluently in social settings • Uses academic vocabulary frequently in class discussions • Participates in class discussions using academic content with slight hesitation • Misuse of grammar and word order seldom occurs and does not interrupt meaning • Pronounces most words accurately and clearly
Bridging	<ul style="list-style-type: none"> • Speaks fluently • Uses elaborate academic vocabulary in all class discussions correctly • Participates in class discussion using academic content without hesitation • Uses appropriate vocabulary to support oral messages at all times • Uses correct grammar and word all the time • Speaks with native-like pronunciation and intonation

“Can Do” Reading Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Lacks comprehension of a wide array of written material (not developed) • Lacks ability to interpret graphs, charts, tables, and forms in textbooks (not developed) • Struggles with use of pre-reading and reading skills (not developed) • Lacks ability to apply reading strategies in order to guess meanings of unfamiliar words from context (not developed) • Struggles with use of strategic reading skills (in order to plan his/her reading assignments, diagnose deficiencies, resolve deficiencies independently or with the help of others, etc.) (not developed)
Emerging	<ul style="list-style-type: none"> • Improving comprehension (slowly emerging) of a wide array of written material (e.g., fictional and non-fictional texts that bridge personal, professional and academic themes, news articles, short stories, short novels, etc.) • Demonstrates correct interpretation of basic graphs, charts, tables and forms in textbooks • Applies limited pre-reading (e.g., activation of prior knowledge, semantic maps, etc.) and reading skills (e.g., skimming, scanning, inferences, paragraph frames, DRA, SQ4R, etc.) (slowly emerging) • Struggles with ability to use limited reading strategies to guess meanings of unfamiliar words from context (e.g., definition, restatement, examples, surrounding words, etc.) is • Strives to understand (even when not successful) the relationship between ideas (e.g., time, logical order, comparison/contrast, cause/effect), and reading patterns in order to identify literary genres (as listed above) • Applying successful reading skills (as listed above) are still emerging
Developing	<ul style="list-style-type: none"> • Comprehends a wide array of written material (as listed above) • Interprets basic graphs, charts, tables and forms • Applies correctly pre-reading and reading skills (as listed above) • Applies correct use of reading strategies to guess meanings of unfamiliar words from context (as listed above)-evidence of emerging. • Understands the relationship between ideas (as listed above)-evidence of emerging.. • Uses strategic reading skills (as listed above) that are evident.
Expanding	<ul style="list-style-type: none"> • Comprehends a wide array of level-appropriate written materials (as listed above) with mature accuracy • Interprets increasingly complex graphs, charts, tables, and forms accurately • Applies pre-reading and reading skills (as listed above) very strongly • Applies strategies to guess meanings of unfamiliar words from context (as listed above) which is clearly evident • Identifies signal words to understand the relationship between ideas (as listed above), and reading patterns • identify literary genres (as listed above)- emerging strongly • Understands the relationship between ideas (as listed above)-strongly evident. • Uses strategic reading skills (as listed above) with mature accuracy
Bridging	<ul style="list-style-type: none"> • Comprehends various types and lengths of level appropriate written materials (as listed above)-fully developed • Interprets complex graphs, charts, tables, and forms accurately • Applies pre-reading and reading skills (as listed above)-fully developed • Applies reading strategies to determine the meaning of unfamiliar words in a text (as listed above) with accuracy • Understands the relationship between ideas (time, logical order, comparison/contrast, cause/effect) • Demonstrates fully developed strategic reading skills (as listed above)

“Can Do” Writing Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Lacks clear writing and focus.. Details are limited or unclear. There’s no clear distinction to what is important and what is supported. • Lacks engaging and drawing a conclusion. Paper simply starts and ends. Lack of transitions makes it difficult to understand the paper. • Writes with limited use of vocabulary or specific words to transmit meaning of the essay. Misuse of parts of speech makes it difficult to understand the writing. • Rambles- use of incomplete sentences that are too long to understand. Sentences follow a simple structure and or style. • Struggles with spelling, punctuation capitalization and other writing conventions. This makes it very difficult to understand the writing. • Lacks strategic writing skills (e. g., knowledge of the writing process; declarative, procedural and conditional knowledge; and strategies for inquiry, for drafting [such as investigating genre, considering audience, and responding to purpose], and for product revision) that are clearly not developed.
Emerging	<ul style="list-style-type: none"> • Writes sentences that are still unclear there seems to be a guide to a focused topic; however, it may drift at times. There is an attempt in details to support main idea. Reader can still feel confused. • Attempts to write an introduction and or conclusion. Use of transitions helps, but paper is in need of more details. • Struggles with some vocabulary terms that are used inappropriately. Greater command of the parts of speech is developing.. But many words are still used incorrectly. • Attempts to create a style of sentence structure here and there; although, for the most part it sticks to one style. • Shows need of improving spelling, punctuation, capitalization, and other writing conventions. It is still difficult to read the writing; but there \ are signs of improvement. • Demonstrates emerging strategic writing skills.
Developing	<ul style="list-style-type: none"> • Writes with an unclear focus. Writing appears to be on one topic, but shifts to another topic at times. Support of main idea is lacking. Reader is left with unanswered questions. • Attempts to write a proper introduction and conclusion however, both are dull or unclear. Transitions help connect ideas although at times they distract the flow. • Selects and uses words appropriately; however, they are not higher level and need more vigor. • Formulates well-written sentences; however, style and structure of sentences are repetitious. • Demonstrates control of spelling, punctuation, capitalization, and other writing conventions. However, the writing could read and sound better by improving conventions. • Utilizes strategic writing skills properly (now evident).
Expanding	<ul style="list-style-type: none"> • Writes with a focus in mind; however, there is room for improvement. Needs more relevant details to support the main idea. Some readers’ questions can be answered, while others are left with doubt. • Uses a proper introduction and conclusion, however, some improvement is needed. Needs to continue using transitional words are properly in order to allow the proper flow of ideas. • Selects and uses vocabulary words that are much livelier and appropriate. Some common wording can be improved. • Writes with a definite style, and sentence structure is “catchy” with few mistakes. • Demonstrates good control of spelling, punctuation, capitalization, and other writing conventions. Mistakes are few and nothing distracts from the writing. • Applies mature strategic writing skills.
Bridging	<ul style="list-style-type: none"> • Writing is clear and focused on a narrowed topic. Details are relevant and accurate, and they support the main ideas. Reader’s questions are answered • Writing has a clear introduction that’s hooks the reader and conclusion that leaves a lasting impression. Use of transitions helps the reader to connect ideas. Reading flows and not dull. • Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing. • There is a variety in length and structure of the sentences. The style of sentences varies on how they begin. Sentences create fluency and rhythm. • Excellent control of spelling, punctuation capitalization and other writing conventions. • Strategic writing skills are fully developed.

APPENDIX B

SIX-TRAITS OF WRITING RUBRIC

Student's name: _____ Date: _____

Instructions: This rubric will be used to evaluate most of the written work done by the student. Please refer to the trait that you are evaluating (i.e., Ideas and Content, etc.) and write the score in the appropriate box. Select the criteria per level (6= highest, 1=lowest) that best reflects the student's writing ability.

Refer to all the Appendix B sheets that describe, in detail, all the writing traits that you are evaluating in order to complete this rubric properly.

Put an X in the column for each writing trait. Add the total and divide by 6 for an average.

Writing Traits	Criteria per Level (From Highest to Lowest)						Final Total _____
	6	5	4	3	2	1	
Ideas and Content							
Organization							
Voice							
Word Choice							
Sentence Fluency							
Conventions							
Totals (Add all the totals down and across to obtain the Final Total; then divide by 6 to obtain the average)							Average _____

Final Total: _____

Average: _____

Scoring Scale: (36 - 0)

Outstanding: 33-36 points = A
Very Good: 29-32 points = B
Satisfactory: 24-28 points = C
Fair: 19-23 points = D
Poor: 0-18 points = F

Average Scale

6 points = A
5 points = B
4 points = C
3 points = D
2/1 point = F

Student's signature: _____

Facilitator's signature: _____

Six Traits for Analytic Writing Rubrics

Trait #1: Idea and Content

Criteria per Level

6	<p>The writing is exceptionally clear, focused and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well suited to audience and purpose.
5	<p>The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose.
4	<p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose. • clear main idea(s) • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. • content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.
3	<p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere. • support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general. • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • difficulties when moving from general observations to specifics.
2	<p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader. • minimal development; insufficient details. • irrelevant details that clutter the text. • extensive repetition of detail.
1	<p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • ideas that are extremely limited or simply unclear. • attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

Source: Arizona Department of Education. AIMS Six Traits Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #2: Organization

Criteria per Level

6	<p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed
5	<p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by.</p> <ul style="list-style-type: none"> • effective sequencing; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. .
4	<p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • clear sequencing. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which helps the reader, despite some weaknesses.
3	<p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. "My topic is...", "These are all the reasons that...") • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others.
2	<p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, or when present, ineffective or overused. • a lack of an effective organizational structure. • details that seem to be randomly placed, leaving the reader frequently confused.
1	<p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • a lack of effective sequencing. • a failure to provide an identifiable beginning, body and/or ending. • a lack of transitions. • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • a lack of organization which ultimately obscures or distorts the main point.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #3: Voice

Criteria per Level

6	<p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
5	<p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
4	<p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
3	<p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer’s awareness of the reader is unclear. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary.
2	<p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of “writing to be read.” • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.
1	<p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of “writing to be read.” • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #4: Word Choice

Criteria per Level

6	<p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, strong, specific words; powerful words energize the writing. • fresh, original expression; slang, if used, seems purposeful and is effective. • vocabulary that is striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke strong images; figurative language may be used.
5	<p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing. • fresh, vivid expression; slang, if used, seems purposeful and is effective. • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke clear images; figurative language may be used
4	<p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work but do not particularly energize the writing. • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. • attempts at colorful language that may occasionally seem overdone. • occasional overuse of technical language or jargon. • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.
3	<p>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work, but that rarely capture the reader’s interest. • expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective. • attempts at colorful language that seem overdone or forced. • words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used. • reliance on clichés and overused expressions.
2	<p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> • words that are colorless, flat or imprecise. • monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message. • images that are fuzzy or absent altogether.
1	<p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> • general, vague words that fail to communicate. • an extremely limited range of words. • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #5: Sentence Fluency
Criteria per Level

6	<p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural.
5	<p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used sounds natural.
4	<p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
3	<p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not. • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.
2	<p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions.
1	<p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #6: Conventions

Criteria per Level

6	<p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing.
5	<p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing.
4	<p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • basically sound paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing.
3	<p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • spelling errors that distract the reader; misspelling of common words occurs. • paragraphs that sometimes run together or begin at ineffective places. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing.
2	<p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • paragraphs that often run together or begin in ineffective places. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing.
1	<p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text. • capitalization that appears to be random. • a need for extensive editing.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

APPENDIX C

LANGUAGE LAB AND E-LAB INFORMATION

The **Language Lab** and **E-Lab** are designed to help students strengthen their linguistic skills in English and Spanish and to fulfill the content objectives of the course. Both labs count with a wide variety of visual and auditory on-line exercises, Internet-based research, and guided writing activities, that allow students to improve their skills in listening and reading comprehension, pronunciation, vocabulary building, grammar, and writing.

The Language Lab also includes a package of 140 carefully selected English for Speakers of Other Languages (ESOL) Web sites, as well as other Spanish Web pages to meet the students' needs. Additionally, the Language Lab and E-Lab have other software to boost language and academic content learning such as Tell Me More, Rosetta Stone (English and Spanish versions), Ellis Business, Ellis Master Pronunciation, Math Media Algebra, Math Media Basic Series, NetTutor, and Wimba Voice.

Tell Me More is an effective system for English and Spanish learning that allows students to strengthen their skills and fulfill the language lab hours required in each class. Students must have Internet connection, Internet Explorer browser, and access to Blackboard to be able to use this program.

The system will initially assess students' knowledge and create a learning path specifically tailored to each student's needs, thus allowing facilitators to measure every student's progress. Students will be able to improve pronunciation, grammar and listening skills from beginner to advanced levels with two different profiles: everyday language and business oriented language.

NetTutor is an online tutoring service, which provides live tutoring for numerical and computer classes (scheduled hours apply). For those classes which do not have live tutoring, students can post questions and they will be answered within 72 hours. The system also has a "Frequently Asked Questions" section available 24/7. NetTutor can be accessed remotely with an Internet connection. This service offers tutoring for the following subjects:

- English (available for all courses)
- Spanish (available for all courses)
- Statistics (student must be enrolled in the course)
- Mathematics (student must be enrolled in the course)
- Accounting (student must be enrolled in the course)
- Computer Information Systems (student must be enrolled in the course)

Wimba Voice is an electronic tool that promotes the use of voice online during the development of the academic content, and allows students/facilitator interaction. Students will use Wimba Voice to create voice posts for discussion boards, prepare voice presentations, send voice e-mails, and for other assignments. The Wimba Voice program has 5 functions:

- **Voice Authoring:** allows recording and listening to voice content on a webpage.
- **Voice Discussion Board:** allows posting and listening to voice messages within discussion boards.
- **Voice Presentation:** allows presenting web content alongside voice messages.
- **Voice E-mail:** allows sending voice messages via e-mail.
- **Voice Podcaster:** allows creating and distributing voice messages to participants.

APPENDIX E

GUIDELINES FOR THE RESEARCH PROPOSAL**Research Proposal Paper and Presentation:**

Students will be required to submit a research proposal on the last day of class. This proposal will be an ongoing process throughout the whole course, and the facilitator will provide feedback at every step of the writing process. Each student will present the proposal to the class during Workshop Eight.

The research proposal should consist of the following parts:

- Title page
- Abstract
- Introduction (Chapter One)
- Literature Review and other relevant supporting material (Chapter Two)
- Methodology (Chapter Three)
- References in APA style
- Appendices (consent letters, surveys, etc.)

The research proposal should address the following:

- Specification of the research problem and research objectives
- Relevant research, related literature, and alternative explanations
- Justification of why this topic was selected and others were not
- Explanation of existing theories in the field of interest
- Specification of the data collection process and instruments to be used
- Main hypotheses of interest and alternative explanations
- Proposed population and sampling method

The research proposal will be evaluated for the following:

- Fulfillment of learning outcomes and course objectives
- Adherence to APA style standards
- Clarity and quality of writing
- Accuracy of information
- Coherence of your design
- Effectiveness of presentation

Your research proposal must parallel the scientific reasoning method; that is, the problem is defined, a hypothesis is created, a study is devised to test the hypothesis, and potential conclusions are provided as if the study had been conducted. You must clearly identify your methodology (instrumentation, participants, sampling method, etc.) and the variables must be defined and quantifiable.

The research proposal must follow all ethical guidelines.

Ethical principles:

- Respect for persons (autonomy)
- Non-maleficence (do not harm)
- Beneficence (do good)
- Justice (exclusion)
- Informed consent

Ethical considerations:

- Scientific validity: Is the research scientifically sound and valid?
- Recruitment: How and by whom are participants recruited?
- Participation: What does participation in the study involve?
- Harms and benefits: What are real potential harms and benefits of participating in the study?

The research proposal will be written at a scholarly level. Students will demonstrate appropriate writing skills as follows:

- Accurate typing and spelling
- Predominant use of active voice
- Correct use of tenses
- Agreement of subjects and verbs
- No misplaced or dangling modifiers
- Non-sexist and non-ethnically biased language
- Correct use of punctuation
- Complete sentences
- Correct reference list construction
- Proper use of citations
- Concise, well constructed, and flowing sentences and paragraphs
- Concise and coherent presentation, development, and application of ideas
- Comprehensive literature review with appropriate citation of sources

- Relevance of the topic to their professional field
- Comprehensive coverage of relevant theoretical, clinical, research, and historical issues

APPENDIX F

GUIDELINES FOR THE RESEARCH QUESTION

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Revised January 2013

Identifying the research problem and developing a question to be answered are the first steps in the research process. The research question will then guide the remainder of the design process.

Research Objectives

The objectives of a research refer to a clear statement of the specific purposes of the study, which identifies the key study variables, their possible interrelationships, and the nature of the population of interest.

Research Question

The specific purpose is stated in the form of a question.

Hypothesis

The hypothesis refers to a tentative prediction or explanation of the relationship between two or more variables. It is a prediction of the answer to the research question. The hypothesis can be stated as an alternate hypothesis: e.g., there is a significant difference between students in a traditional program and students in a constructivist program in terms of their academic achievement.

The hypothesis can be stated as a null hypothesis: e.g., there is no significant difference between students in a traditional program and students in a constructivist program in terms of their academic achievement.

The hypothesis and research questions must comply with the following criteria:

- Be clear and consistent
- Identify key concepts and constructs
- Include the independent and dependent variables
- Clearly predict a relationship between the variables
- Be measurable
- Be relevant

APPENDIX G GUIDELINES FOR INSTRUMENTATION

Criteria for instrument construction:

- Avoid jargon terms that only a limited number of people may know.
- Avoid words that have ambiguous meanings.
- Do not ask more than one question at a time.
- Avoid loaded or leading questions.
- Minimize the amount of writing the respondents must do.
- State the questions in a logical order.
- Place sensitive or difficult questions at the end of the survey.
- Begin with clear directions.
- Field test the instrument.

Steps for instrument development:

- Review the literature in the domain which you wish to measure.
- Develop a list of categories (subscales) that you wish to sample from the domain.
- Write 8 to 10 statements (operational definitions) for each category.
- Give the items to at least 5 others in your class for classification (content validity).
- Other students will attempt to match the operational definitions with their appropriate categories within the domain.
- Then develop an instrument with the successfully classified items.
- Use a likert scale to design your instrument.
- Rewrite some of the items that were not successfully classified.
- Follow the steps for content validity again for the newly written statements.
- Field test the instrument with the populations for which the instrument is being developed.
- Modify and retest the instrument, if necessary.

APPENDIX H**PROPOSAL INTRODUCTION GUIDELINES**

This part of the research proposal or research itself is also known as Chapter One: Introduction. This is where you will state the problem you have identified, including

demographics or general description of the setting or context where the problem exists. In this section you will also include information that the reader might need to understand before reading the upcoming sections of the research proposal. The following is a suggested outline of what this chapter should look like:

Chapter One: Introduction

Introduction

Here you will just provide a brief introduction giving a concise overview of your research intentions. One paragraph will be enough; no more than that is necessary. This chapter is written in the present tense.

Statement of the Problem

In this section you will describe the problem you have identified, supported by data if possible and details on demographics that describe the setting or context where the problem exists. Remember that the major ideas presented must be supported by experts, especially if you include theories that support your problem of investigation. You will also write your research question, and you must include two types of hypotheses: the alternate hypothesis and the null hypothesis.

Justification

In this section you will basically write why you are conducting the research and how this research will contribute to solving the problem you have identified. Again, always support your ideas with experts. You may want to think of a theoretical framework (that is, a major theory or series of theories that shape a program or the proposed solutions to solve the problem) to be included in this part of your research.

Definition of Terms

In this section of your research proposal you will provide readers with definitions of those concepts that pertain to your research topic. They are operationally defined so as to meet the needs or purpose of your investigation. The definitions have to be from professional sources and must be cited properly based on the APA guide. This list should not be too extensive, so you must determine those terms or concepts that need to be defined for the readers.

APPENDIX I**GUIDELINES FOR REVIEW OF LITERATURE**

The Review of Literature is also known as Chapter Two of a research. It is always recommended that students start with this chapter since it will give them a whole sense of what they will be investigating. It is usually helpful in shaping the research question or hypothesis. This guide will help students in searching for research literature or for what

other researchers have done in the area you are investigating as an attempt to provide solutions to the problem you have identified:

Chapter Two: Review of Literature

Introduction

In this section you will be providing a general description of the problem you have identified. Although similar to what you will write in Chapter One, it is a more general idea or set of ideas that will set the stage for the research you will be compiling throughout this chapter. In this section major ideas presented will have to be supported by experts, so that they do not appear to be your opinions. **Remember, research is about objectivity and supporting ideas with the expertise of others who have had experience in the area. This part of this chapter is written in the present tense.**

Review of Literature

In this section of the chapter you will be writing about what others have done in this area trying to solve the problem you have identified. What is really important here about what others have done is the following: what they did about the problem investigated, how they did it, what they found, and some general conclusions offered by the researchers you have found. Although you will be writing about what others have done in this section, it is of extreme importance that you weave the ideas of experts or researchers with your own ideas in order to make connections from one idea to the other. Remember, you must remain objective at all times when writing your own ideas to make these connections, and you must be careful with being biased about the topic. **Note: This part of this chapter is written in the past tense.**

Conclusion

In this section you will be wrapping up the ideas presented above by summarizing major findings or ideas found so as to connect your thoughts to the next section of the research. After summarizing major findings and/or ideas, you can also add a preview of what will be coming in the rest of your proposal or pose a question that will make the reader think about your research topic.

IMPORTANT NOTE: For the purpose of this research proposal, Chapter Two must include at least ten research references.

APPENDIX J

GUIDELINES FOR METHODOLOGY

The methodology part of the proposal or investigation is also known as Chapter Three. This section of your research proposal is where you, as the researcher, will explain in detail how you intend to perform the investigation. This chapter is written in the future tense since you will be proposing how you will be conducting the investigation in the future. The following is a guide for the creation of this chapter.

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Revised January 2013

Chapter Three: Methodology

Introduction

This section provides readers with an overview of what is coming up in this chapter. The introduction serves as the link or background information before getting into details in the rest of the chapter. Make sure you do not provide too much information at the offset in the introductory part of this chapter.

Importance of the Study

This section will provide readers with information on why it is important to conduct this type of research and why your research is important in terms of solving a situation you have identified, in terms of serving as a tool for educators and all stakeholders involved, etc.

Procedure

Here you will explain in detail how you intend to conduct the research. The following elements need to be taken into consideration:

- Selection of literature: Resources where literature reviews are found;
- Population and sample group: Description of who your population will be (demographics and other important data to be included) and how you intend to select the sample from the population, including the ideal amount to be selected;
- Instrumentation: Description of the instrument or instruments you intend to use in your investigation, including an explanation of why the selected instruments will best meet the needs of your research;
- Data: Explanation of what kind of data you intend to obtain and what you will do with it, including the data collection process, how you will collect the data including the time frame and other important details pertaining to the data collection process;
- Process: Explanation of the process you will use to conduct the investigation, including sending consent letters (parents, subjects, school personnel, etc.) and the process of conducting the investigation (surveys, observations, etc.).

APPENDIX K

RUBRIC TO EVALUATE CLASS PARTICIPATION

Student's name: _____ Date: _____

**0 - NOT EVIDENT 1 - POOR 2 - AVERAGE 3 - GOOD 4 - VERY GOOD
5 - EXCELLENT**

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Write an “X” in the box that applies for each criterion. Add the numbers down and across to obtain the Final Total. Divide by 10 to obtain the average.

CRITERION	0	1	2	3	4	5
1. Participates actively in class discussions.						
2. Demonstrates initiative and creativity in class activities.						
3. Demonstrates interest in class discussion.						
4. Arrives prepared to class.						
5. Contributes to class with additional material and information.						
6. Demonstrates attention and empathy towards contributions from classmates.						
7. Respects questions and expositions from classmates.						

LANGUAGE

8. Contributes frequently to class discussions using Standard English correctly.						
9. Answers questions made by the facilitators and classmates using Standard English correctly.						
10. Formulates questions pertinent to the class topic using Standard English correctly.						
TOTALS						
						Final Total _____
						Average _____

Comments:

Student's signature: _____

Facilitator's signature: _____

APPENDIX L

RUBRIC FOR ORAL PRESENTATION OF THE RESEARCH PROPOSAL

Student's name: _____ Date: _____

**0 - NOT EVIDENT 1 - POOR 2 - AVERAGE 3 - GOOD 4 - VERY GOOD
5 - EXCELLENT**

Write an “X” in the box that applies for each criterion. Add the numbers down and across to obtain the Final Total out of 100.

Criterion	0	1	2	3	4	5
Content						
Purpose of the presentation is immediately clear and captures the listeners’ attention.						
Speaker provides listeners with a clear introduction of the research proposal and sets the stage in a manner that engages the attention of the audience.						
Speaker demonstrates application and command of content course knowledge, academic vocabulary, and critical and analytical thinking.						
Speaker demonstrates insightful and thorough analysis and understanding of all the issues involved in the research proposal.						
Speaker demonstrates full knowledge (more than required) by answering all questions with explanations and elaboration.						
Speaker demonstrates excellent research into the problem/question with clearly documented links to material read in class and additional material.						
Speaker demonstrates knowledge of all aspects of the research proposal that is exceptionally accurate and is explained clearly and effectively using details and little reliance on notes.						
Research proposal is complete in all respects and reflects all the						

requirements.						
Speaker demonstrates a sophisticated understanding of the problem/question presented in the research proposal.						
Speaker explains in detail all the steps involved in the research proposal in a clear manner to ensure understanding by the audience.						
Speaker provides excellent response to students' comments and discussion with appropriate content supported by theory and research.						
Content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.						
Important details add to the interest and depth of the presentation; details work to connect the listener to the presentation.						
The conclusion unites the important points of the presentation and encourages future discussion.						
Language/Delivery						
Speaker uses a clear voice and correct, precise enunciation and pronunciation of terms in English so that all audience members can hear the presentation; speaker makes the language understood by others.						
Speaker demonstrates correct use of grammar and syntax, as well as variation of sentence structure.						
Speaker demonstrates correct use of vocabulary words and concepts to express message clearly and effectively; vocabulary is descriptive and accurate, engaging the listeners through						

imagery.							
Speaker uses visuals in a manner that augments and extends comprehension of the proposal in a unique way.							
Speaker manipulates tone, speed, and volume, using these tools to emphasize important ideas and hold the listener's attention.							
Eye contact, interaction with visual aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listeners through the presentation.							
TOTALS (70% of the evaluation is for Content; 30% of the evaluation is for Language/Delivery)							/100

Student's signature: _____

Facilitator's signature: _____

APPENDIX M
RUBRIC FOR WRITTEN RESEARCH PROPOSAL

Student's name: _____ Date: _____

0 - NOT EVIDENT 1 - POOR 2 - AVERAGE 3 - GOOD 4 - VERY GOOD
5 - EXCELLENT

Write an "X" in the box that applies for each criterion. Add the numbers down and across to obtain the Final Total out of 100.

Criterion	0	1	2	3	4	5
Content						
Research proposal includes ALL of the required components: Title Page, Abstract, Chapter One, Chapter Two, Chapter Three, references in APA Style, appendices, and other requisites.						
Proposal clearly parallels the method of scientific reasoning: Problem is defined, hypothesis is created, study is devised to test the hypothesis, and potential conclusions are provided.						
Guidelines for the formulation of the research question are clearly adhered to.						
Ethical guidelines are followed.						
Hypothesis and research questions are clear and consistent, identify key concepts and constructs, include independent and dependent variables, clearly						

predict a relationship between the variables, and are measurable and relevant.						
Steps for Instrument Development are clearly followed.						
Demographics or general description of the setting or context where the problem exists is clearly stated.						
Definitions of concepts that pertain to the research topic are clear and meet the needs or purpose of the investigation; definitions come from professional sources and are cited properly based on APA guidelines.						
Review of Literature clearly states what other researchers have done about the problem being investigated, how they did it, what they found, and some general conclusions offered by these researchers.						
Personal ideas are objective and unbiased.						
Chapter Two includes a minimum of ten research references.						
Methodology is clear enough for reader to visualize and perform the investigation.						
The Importance of the Study is clearly stated and supported.						
The Procedure (part of Chapter Three) includes all the essential elements: Selection of literature, population and sample group, instrumentation, data, and explanation of the process used to conduct the investigation.						

Language							
Verb tenses are used correctly in each chapter, as specified in the research proposal guidelines.							
Correct spelling, punctuation, subject/verb agreement, and application of other grammatical rules are evident throughout the proposal.							
Sentences and paragraphs are cohesive, well-constructed and flow as the proposal is read.							
Sentences are complete and vary in structure.							
Vocabulary is appropriate, professional, correctly used, relevant, and demonstrates command of Standard English.							
APA style is properly and accurately used.							
TOTALS (70% of the evaluation is for Content; 30% of the evaluation is for Language)							/100

Student's signature: _____

Facilitator's signature: _____

APPENDIX N

GLOSSARY GUIDE

Before the workshops, students should know some core vocabulary words which will facilitate their comprehension of the course content. Students should:

1. Look up the definitions of these words in the cited websites, dictionaries, or other academic resources.
2. Use a 5 x 8 in. or larger index card to complete an advance organizer for each vocabulary word.
3. Complete a specific graphic organizer if determined by the facilitator, or select one of their choice.
4. Refer to the following sites or others of their choice to obtain information on the different kinds of advance organizers:
 - <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>
 - http://www.educationoasis.com/curriculum/GO/vocab_dev.htm
 - <http://www.google.com/search?q=vocabulary+graphic+organizers&hl=en&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=PKdpUJzuEzT02wWZo4GYDQ&ved=0CC4QsAQ&biw=1280&bih=822>
5. Use the new word in a sentence or sentences (in the back of the card) as it applies to the course. The sentence/sentences must demonstrate students' comprehension of the vocabulary word.
6. Bring their glossary cards to each workshop. These cards have a value of 12 points per workshop.
7. Include these cards as part of the portfolio.
8. Refer to the following *Rubric to Evaluate Glossary Guides*.

CONTINUATION OF APPENDIX N

RUBRIC TO EVALUATE GLOSSARY GUIDES

Student's name: _____ Date: _____

Write the score selected for each criterion in the SCORE column. Add the numbers down to obtain the total out of 12.

CRITERION	4 EXCELLENT	3 SATISFACTORY	2 UNSATISFACTORY	1 POOR	SCORE
Definitions of Words	All words are defined accurately; all definitions explicitly relate to the course content.	Most of the words are defined accurately; most of the definitions explicitly relate to the course content.	Only some of the words are defined accurately; most of the definitions do not relate to the course content.	Few or none of the words are defined accurately; definitions do not relate to the course content.	
Advance/Graphic Organizers	Advance/graphic organizers determined by the facilitator were used correctly; organizers provide a clear and accurate explanation of all the words.	Most of the advance/graphic organizers determined by the facilitator were used correctly; organizers provide a clear and accurate explanation of most of the words.	Only some of the advance/graphic organizers determined by the facilitator were used correctly; most of the organizers do not provide a clear and accurate explanation of the words.	Few or none of the advance/graphic organizers determined by the facilitator were used; the explanations are unclear, ambiguous, and inaccurate.	
Sentences	All of the sentences demonstrate comprehension of the words and relate to the course content.	Most of the sentences demonstrate comprehension of the words and most of them relate to the course content.	Only some of the sentences demonstrate comprehension of the words and/or some of them do not relate to the course content.	Few, if any, of the sentences demonstrate comprehension of the words and/or do not relate to the course content.	
					/12

Student's signature: _____

Facilitator's signature: _____