

Sistema Universitario Ana G. Méndez, Inc.

School for Professional Studies

Florida Campuses

Universidad del Este, Universidad Metropolitana, and Universidad del Turabo

EDUC 603

Lecture Seminar

© Sistema Universitario Ana G. Méndez, Inc. 2013

Derechos Reservados

© Ana G. Méndez University System, Inc. 2013

All rights reserved

Prepare based on the course syllabus 2009 of the School of Education, Universidad del

Turabo, with the collaboration of:

Dr. Nelson Torres, Ed. D. Module Development Specialist

Maribel Román, English Language Specialist

Yarisa Bonet, Curriculum and Instructional Design

TABLE OF CONTENTS

	PAGE
STUDY GUIDE.....	4
GUIDE PURPOSE.....	14
WORKSHOP ONE.....	15
WORKSHOP TWO.....	28
WORKSHOP THREE.....	35
WORKSHOP FOUR.....	44
WORKSHOP FIVE.....	55
WORKSHOP SIX - EIGHT AND BEYOND.....	65
APPENDIX A NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION.....	80
APPENDIX B SIX-TRAITS OF WRITING RUBRIC.....	84
APPENDIX C- TEMPLATE.....	91
APPENDIX D AVOIDING PLAGIARISM.....	96
APPENDIX E PAPER VERSION OF PRACTICE QUIZ ON RECOGNIZING PLAGIARISM.....	100
APPENDIX F DISCREPANCIES BETWEEN APA AND SUAGM (FLORIDA CAMPUSES).....	107
APPENDIX G TYPING INSTRUCTIONS.....	108
APPENDIX H RUBRIC TO EVALUATE INDIVIDUAL/GROUP PRESENTATION	109

Study Guide

Course Title	Lecture Seminar
Code	EDUC 603
Credits	3
Time Length	Eight Weeks or as applicable
Pre-requisite	EDUC 600

Description

This course is oriented towards the research of literature on a topic related to the student's major. The student submits a written work for the primary purpose of promoting the analysis of a problem based on the review of recent literature and research. Students enrolled in this course have up to one semester to complete the written research application project. If they do not complete course requirements in one semester, they will need to enroll in the continuation of the seminar for 2 credits. Pre-Requisite: EDUC 600-O

General Objectives

1. Foster critical analysis of a topic in its varied elements.
2. Examine the evidence or data available about a specific topic.
3. Elaborate a synthesis of the research and present conclusions.
4. Make a literature review as a research paper.

General Language Objectives

1. **Listen:** To understand oral discussions in English, recognizing the different purposes and the communication settings in which they are produced. Acquire significant knowledge supported by experiences, classroom discussions, and conferences with the facilitator throughout the development of the research paper manuscript.

2. **Speak:** To argue and report on topics related to the development of a manuscript such as Literature Review, Plagiarism, and Evaluation of Sources, utilizing correct pronunciation and verb tenses in both languages; with emphasis on English. Use language to acquire knowledge on educational research methods and to handle information through both, traditional and computer technologies.
3. **Read:** To investigate, analyze, summarize, paraphrase, and understand English information obtained from a variety of consulted media and research sources for the development of the research paper manuscript.
4. **Write:** To write a professional literature review, on a topic of the student's election, following APA standards and English rules and conventions. To develop an organized research paper, written in the English language, demonstrating effective use of focus, organization, and support, expressing a personal, critical, and creative point of view.

Next Generation Sunshine State Standards:

Content Area: English Language Arts

- a. LACC. K12.L 1.2: Demonstrate command of the conventions of Standard English, capitalization, punctuation, and spelling when writing.
- b. LACC. K12. L 3.5: Demonstrate understanding of word relationships and nuances in word meanings.
- c. LACC. K12.R 1.1: Read closely to determine what the text says explicitly and to make logical inferences from it and cite specific textual evidence when writing or speaking to support conclusions from the text.

- d. LACC.K12.R 3.7: Integrate and evaluate content presented in diverse media and formats, including visually and qualitatively, as well as in words.
- e.. LACC.K12.R 3.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- f. LACC.K12.R 4.10: Read and comprehend complex literary and informational texts independently and proficiently.
- g. LACC.K12.W 1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- h. LACC.K12.W 2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- i. LACC.K12.W 2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Texts and Resources

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Dillman, D.A., Smyth, J.D., & Christian, L.M. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method*, (3rd Ed.). New York, N.Y.: John Wiley & Sons, Inc.

References and Supplementary Materials

Related textbooks, books, journals and websites related to the student's research.

Evaluation

The evaluation of this course is P (Approved) at the moment the student hands in the paper and the facilitator approves it for binding. Once approved for binding, the student will make arrangements to have the Thesis “tesina” bounded in a binding company of his or her

election. The student is required to submit at least three copies of the bounded Thesis “tesina” as well as a digital copy on a CD. If the student cannot complete the paper in one semester, he/she will receive an “IP” (In progress) evaluation. Though the course is programmed for eight (8) weeks, the student has a maximum of one semester before having to enroll in the continuation of the course. The continuation of the course will have an additional fee. A student can enroll up to three times in the continuation.

The student is required to comply with two additional assignments besides the completion of his/her Thesis.. One assignment must be completed before workshop 1 and the other before workshop 2. These assignments are to be explained prior to their respective workshops. Since the final evaluation for this course is “P” or “IP”, the facilitator will also grade the two additional assignments as “P” or “IP”. An average of 85% is required for the assignment to be considered as “P”. Respective rubrics appear in Appendixes B and H.

The language rubrics for listening, speaking, reading, and writing, provided in Appendix A, are integrated to assess the student’s performance. The Writing Process: Six Writings Traits Rubric provided in Appendix B, will be used to evaluate the final Thesis “Tesina”.

Course Description and Policies

Even though this course is to be conducted solely in the English Language, the student and the facilitator will use the Spanish language as necessary to ensure understanding of requirements and discussions in a whole group classroom setting or during individual student/facilitator conferences. Therefore, this course follows the Sistema Universitario Ana G. Mendez Dual-Language Discipline-Based Immersion Module® designed to promote each student’s development as a Dual Language Professional. If the use of both languages is

necessary, the facilitator will conduct the workshops strictly using the 50/50 model. This means that each workshop will be conducted entirely alternating between both languages to insure that 50% is in English and 50% in Spanish. *Note: This does not apply to this course.* If students have difficulty with asking a question in the English language, they may choose to use their preferred language for that particular question. However, the facilitator will answer the question using the English language. This would be an exception as it is important for students to use the English language.

Every student may complete the different phases at different times. The facilitator and the student agrees on their meeting days which may be individual, group meetings, or a combination of both. It is suggested that students meet during the first week of class and share with each other as much as possible. Activities in each workshop can be tailored to be carried out in groups or directly with the facilitator. This course is a student-paced course.

This module, may look different from other modules in this course, still directs students to work in an accelerated learning format. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. You require at least ten hours of preparation per week.

Attendance to all workshops 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 he or she will have the final decision on approval of absences.

Oral presentations and special activities may be part of the coursework and they cannot be remade. If the student provides a valid and verifiable excuse (ex. medical or judicial), he/she will be summoned for a make-up activity for which he/she did not attend.

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 Workshop IV). **The facilitator is authorized to use the SafeAssign™ program that appears in the Blackboard as a plagiarism deterrent device to verify students' ownership of written assignments to include the Thesis or "Tesina".** It is the student's responsibility to read the university's plagiarism policy. Universidad del Turabo' students must read Section 11.1 of the Student Manual.

If the Facilitator makes changes to the study guide, meeting dates, and so forth, such changes should be discussed with the students during the first workshop. Changes agreed upon should be indicated in writing and given to the students and to the Director of Staff and Curriculum.

The facilitator will establish the means and ways to communicate with the students by providing an email address, phone number, hours, and days to be contacted.

All students are subject to the policies regarding behavior in the university community established by the institution and in this course. This includes the use of cellular phones. The use of cellular phones during class meetings is prohibited. If there is need to have one, it must be on vibrate or silent mode.

Children or family members that are not registered in the course are not allowed in the classrooms.

The written works and assignments will be turned in the assigned date.

Note: If for any reason you cannot access the URL's presented in the module, do not limit your investigation. There are many search engines you can use for your search. Here are some of them:

- www.google.com
- www.altavista.com
- www.AskJeeves.com
- www.excite.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- www.apastyle.org/

To buy or rent new or used textbooks or references you can visit:

- <http://www.chegg.com> (rent)
- <http://www.bookswim.com> (rent)
- <http://www.allbookstores.com> (buy)
- <http://www.alibris.com/> (buy)

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

Research Law Compliance Requirement: Because of the nature of this course, students are required to conduct a research which might include the administration of a survey, questionnaire, or interviews of individuals. Therefore, students must comply with the norms and procedures of the Institutional Review Board Office (IRB) and ask for authorization. To assess the forms from the IRB Office or for additional information, visit the following link: http://www.suagm.edu/ac_aa_re_ofi_formularios.asp and select the forms needed. Furthermore, in this Web site the students and the facilitator will find instructions for several online

certifications related to the IRB process. These certifications include: IRB Institutional Review Board, Health Information Portability and Accountability Act (HIPAA). And the Responsibility Conduct for Research Act (RCR). **If you have any questions, please contact the following institutional coordinators:**

- Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)
Tel: (787) 751-0178 Ext 7196
- Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo
Tel: (787) 743-7979 Ext. 4126

Portfolio: There is no portfolio required for this course as the students' focus is on research and the preparation of a research manuscript which will become the Thesis or "Tesina."

Instructional Approach: The curriculum integrates the **Sheltered Instruction Observation Protocol (SIOP) Model** and the **Cognitive Academic Language Learning Approach (CALLA)** components and strategies. These components and strategies are interconnected allowing for the design and presentation of lessons in such a way that they address the students' academic and linguistic needs. Each lesson integrates dual language strategies and instructional approaches to ensure students' linguistic and academic success. The facilitator must select the **SIOP** and **CALLA** strategies that best align to the lesson activities. The facilitator must explain the learning components and strategies selected to the students to ensure maximum learning and academic performance.

The **SIOP** components and **CALLA** strategies appear below.

SIOP Components – Shelter Instruction Observation Protocol: The facilitator must place an X on the line to indicate the teaching component that will be used in each class to support and increased students’ linguistic and academic performance.

A. Lesson Preparation

- Adaptation of Content
- Links to Background Knowledge
- Links to Past Learning
- Strategies Incorporated

B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies – Cognitive Academic Language Learning Approach: The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

- Cognitive 1) _____ 2) _____
- Metacognitive 1) _____ 2) _____
- Social/Affective 1) _____ 2) _____

A. Grouping Options

- Whole Class
- Small Group
- Partners
- Independent Work

B. Integration of Language Domains

- Listening
- Speaking
- Reading
- Writing

Learning Applications

- Dynamic
- Meaningful/Relevant
- Rigorous
- Linked to Objectives
- Promote Engagement

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”. The “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.

Guide Purpose

The purpose of this guide is to assist students and researchers in following the American Psychological Association (APA) guidelines for writing a manuscript, thesis, literature review, or proposal. It does not substitute APA. It also provides guidance on what a literature review is and how it is carried out. For further information various copies of this manual are available, as part of Metro Orlando Campus' (MOC) Learning Resources Center Reference collection.

Authors and students from psychology, and other behavioral sciences, social sciences, criminal justice, public relations and other professions, use this Publication Manual. The sixth edition was revised in order to include:

- Guidelines in the use of politically correct vocabulary,
- Additional instructions for statistics' presentation,
- Instruction on citing electronic resources and legal documents, and
- Guidelines to publish a document according to word processing software

Any specific topic not covered in this guide, must be referred to “the Manual”. Before turning in your manuscript, please verify that it has been corrected on the following aspects:

1. Writing Style (APA 3.05 – 3.11)
2. Guidelines to Reduce Bias in Language (APA 3.12 – 3.17)
3. Grammar (APA 3.18 – 3.23)
4. Mechanics of Style (APA 4.01 – 4.35)
5. Tables and Figures (APA 5.01 – 5.25)
6. Reference Citations in Text (APA 6.11 – 6.21)
7. References (APA Chapter 7)

Workshop One

What is the Literature Review?

Specific Objectives

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

1. Read, review, paraphrase, and analyze on what a literature review is.
2. Identify, describe, and analyze the functions of a literature review.
3. Identify and explain a research question and share what he or she intends to do.

Specific Language Objectives

By the end of this workshop, the student will be able to

1. **Listen:** Participate in the social discussion on *The Literature Review* article, demonstrating attentiveness, providing feedback, and asking relevant questions.
2. **Speak:** Participate and communicate active and effectively in English during the social discussion of *The Literature Review* article. Communicate with the facilitator any doubts and/or questions concerning his/her respective research question.
3. **Read:** After reading *The Literature Review* article, the student will summarize, assess, and discuss the article's main points, purpose, and objectives using correct English.
4. **Write:** Based on *The Literature Review* article, the student will write a two page summary, using correct English conventions. The paper will demonstrate effective use of focus, organization, and support.

SIOP Components – Shelter Instruction Observation Protocol: The facilitator must place an X on the line to indicate the teaching component that will be used in each class to support and increased students’ linguistic and academic performance.

<p>A. Lesson Preparation</p> <p><input type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p>	<p>B. Scaffolding</p> <p><input type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Comprehensible Input</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CALLA Strategies – Cognitive Academic Language Learning Approach: The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

- | | | | | |
|-------------------------------------------|----|--------------------|----|------------------------------|
| <input type="checkbox"/> Cognitive | 1) | <u>Note Taking</u> | 2) | <u>Elaboration</u> |
| <input type="checkbox"/> Metacognitive | 1) | <u>Planning</u> | 2) | <u>Evaluating/Monitoring</u> |
| <input type="checkbox"/> Social/Affective | 1) | <u>Cooperation</u> | 2) | <u>Questioning</u> |

A. Grouping Options

- Whole Class
- Small Group
- Partners
- Independent Work

B. Integration of Language Domains

- Listening
- Speaking
- Reading
- Writing

Learning Applications

- Dynamic
- Meaningful/Relevant
- Rigorous
- Linked to Objectives
- Promote Engagement

URLs

<http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>

<http://uwc.ucf.edu/resources.php>

http://info.wlu.edu/literature_review/literature_review.html

http://www.library.american.edu/Help?Tutorials/lit_review/index.html

<http://library.uscsc.edu/ref/howto/literaturereview.html>

Assignments before Workshop I

1. Skim through your EDUC 603 Course Module and textbook, to familiarize with its contents.
2. Read the document included within this workshop: *The Literature Review*.
3. Prepare questions on your doubts and ideas.
4. Using the section Questions to Ask Yourself about Your Review of Literature, bring in your topic and the reasons why you would like to explore this topic.
5. Read an article on the topic “literature review” and prepare a two-page summary focusing on the purpose and objectives of the literature review. This summary should include your reflections/reactions to the article. Your summary must follow APA standards and include a references for the article. Do not use *The Literature Review* article that appears in this workshop. See Appendix B.

Activities

1. Ice breaker activity will be carried out.
2. Facilitator will introduce him/herself and provide an overview of the course.

Particular emphasis should be placed on objectives, evaluation criteria, student participation, and group work. If any changes are made to the grading evaluation criteria, these should be provided in a written copy to the students and office program during the first workshop.
3. The class will select a student representative.
4. The facilitator will play a YouTube video on Literature Review –

http://www.youtube.com/watch?t=2d7y_565HU.
5. Facilitator elicits a social discussion of *The Literature Review* article
6. Students will turn in their two-page summary to the facilitator.

Assessment

1. The facilitator will evaluate and grade each student's two-page summary using the rubric in Appendix B. An 85% is required for a "P" evaluation.

The Literature Review

The purpose of the Literature Review is to put together a narrative (a story) that describes how the works you have read guide you to your research question, and what questions are left unanswered by the literature. To do this you must be familiar with the literature in your area.

A review of the literature is a categorization and assessment of what accredited scholars and researchers have written on a topic, structured according to a guiding concept such as your research objective, thesis, or the problem/issue you wish to tackle.

The purpose of the literature review for the researcher or reader is to:

- provide background and history of research on the topic
- provide a theoretical framework for what follows
- identify what others have said, done, or discovered about a topic
- extract and synthesize the main points, issues, findings, and research methods of previous studies (show the relationship between them)
- place the specific topic of a paper in context of other scholars and research on the field
- show a gap: establishes need for research in this area
- identify possibilities for further research
- become familiar with difficulties in research in this area and to avoid potential pitfalls others have faced

A literature review. . .

gives a history of discoveries and/or relevant research on the topic

shows how different people build on each other's work

reports on previous studies (doesn't have to be chronological)

compare and contrasts studies, points out conflicts and contradictions as well as overlaps and agreements

shows contrast between what was done and what this author will do

shows source of theoretical framework, lays out theoretical constructs

makes generalizations on basis of studies, summarizes evidence

points out problems with past research

points out what is not known and suggests areas for future research

As you analyze the literature review from your field, answer the following questions:

1. Where does the literature review appear? Does it stand alone or as a part of a larger work?

2. What is (are) the purpose (s) of this literature review? (see above list)

3. How is the literature review organized?

4. What are the characteristics of this literature review? (style of citation, active vs. passive voice, most commonly used tense, most commonly used modal auxiliaries, pronouns)

Your intention is not to score points by citing as many articles as possible; rather, you want to exhibit your intellectual ability to distinguish pertinent information and to synthesize and evaluate it according to the guiding concept you have determined for yourself. Your reader not only wants to know what literature is in existence, but also your informed evaluation of the literature. To meet both of

these needs, you must utilize two sets of skills: information seeking and critical appraisal. Information seeking is the skill to scan the literature competently using manual or computerized methods to identify a set of potentially helpful articles and books. Critical appraisal is the ability to apply principles of analysis to recognize those studies which are unbiased and valid. The person that reads your literature review wants more than just a descriptive list of articles and books. It is typically a bad indication when every paragraph of your review starts with the names of researchers. Instead, sort out your review into useful, instructive sections that present themes or identify trends. A literature review is NOT just a synopsis, but a theoretically prearranged synthesis of the results of your search. It must arrange information and relate it to the thesis or research question you are developing, synthesize results into a summary of what is and isn't known, identify controversy when it appears in the literature, and develop questions for further research.

Although we value "unbiased" scientific research, the truth is that no author is free from outside influence, such as a particular theoretical framework or model, the author's rhetorical purpose, or an experience-based practical perspective.

The value of your review depends not simply on how many sources you find, but also on your awareness of how these different levels of perspectives affect the way that research on your topic is conducted, published, and read.

Parameters

Length. Include at least one scholastic/academic reference for each page required as the body of the paper (for example, if the body is to be eight pages, there

should be eight references) unless otherwise specified. You are to write, approximately, a two pages review for each source. One source should lead you to another source. You should not simply go out and check out sources from the library. Let the sources lead you to other sources. To begin, go to the library and find a couple of sources that look the most promising. Review them. If they are good, you will find other sources referenced in them that look interesting. Then check out these sources and repeat the procedure. If you do not find sources within sources, use typical methods for finding your sources.

Four Functions of the Literature Review

Summary. Summarize the main point of the sources (not the entire reference, just the main point or thesis). Maximum three sentences in length. It takes an artful skill to find the main point of an article. The literature review concisely presents the results / main points of the reviewed research and possibly the methodologies and variables used. In the Summary, your task is to find the main point of the article. You have little space so you may only report on methods, variables, and other details only when they are extremely important to your topic. However, these types of details may be discussed in the body of your paper.

Evaluation. Offer a positive and/or negative evaluation by pointing out any exceptional strengths or weaknesses. Note two things about the critique: you may not have any exceptional strengths or weaknesses to point out and, furthermore, a critique can discuss positive aspects, i.e. the strengths of an article. In the critique, express your opinion on the quality and importance of the research reviewed.

Linkage to Other Sources. Show how the sources link or are related to the other sources. Link or compare the sources to the other sources you are examining. Do the sources conflict? Do they support the same point? Are they from different historical periods? Are they finding a similar result but in different settings? In short, what is the common thread of the sources?

Importance. Show why the sources are important by showing how they relate to your research question and what questions are unanswered. You should state how the sources relate to your topic. You should state how these sources are important to your paper. This is the part that primarily relates to the overall purpose of the literature Review. The literature review puts together a narrative (a story) that explains how the works you have read lead you to your research question and what questions are left unanswered by the literature.

Questions to Ask Yourself about Your Review of Literature

1. Do I have a specific thesis, problem, or research question which my literature review helps to define?
2. What type of literature review am I conducting? Am I looking at issues of theory? Methodology? Policy? Quantitative research? Qualitative research?
3. What is the scope of my literature review? What types of publications am I using; e.g., journals, books, government documents, popular media? What discipline am I working in; e.g., nursing, psychology, sociology, medicine?
4. How good are my information seeking skills? Has my search been wide enough to ensure I have found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I have used

appropriate for the length of my paper?

5. Is there a specific relationship between the literature I have chosen to review and the problem I have formulated?

6. Have I critically analyzed the literature I use? Do I just list and summarize authors and articles, or do I assess them? Do I discuss the strengths and weaknesses of the cited material?

7. Have I cited and discussed studies contrary to my perspective?

8. Will the reader find my literature review relevant, appropriate, and useful?

Content Hints for the Literature Review:

What content do you include? A detailed discussion of each follows.

1. Follows a trend in the literature from the early work, to later work, eventually ending with the present topic of the paper/presentation.

2. In discussing the how the literature ends with your topic, points out how your study differs from previous studies.

3. Points out gaps in the literature.

4. Explores the extensiveness/importance of the present topic of the paper/presentation by exploring the number of people affected, the cost, etc.

5. Literature that is not directly related to your topic is encouraged. It may parallel, or complement your topic.

6. Use few direct quotes.

7. You do not have the space to report on details. Focus on the main idea / results.

8. In most cases, one part of the literature review should provide a socio-historical

analysis/historical background of your topic.

The literature review is an essay, NOT a list and thus should be presented in the form of an essay, NOT in the form of an annotated list. An annotation is a short summary of contents indicating the research that is available on a topic. It fails to organize the material for the reader. A literature review indicates how the references relate to each other because it is organized around your specified topic.

Suggested Literature Review Outline

- I. Summary of the main point
 - A. Main point or thesis
 - B. Other major/important points: especially those addressed below
 - C. Summary or abstract
- II. Evaluation of the source
 - A. Merits
 1. Data
 2. Analysis (cause-effect, etc.)
 3. Scope
 4. Other
 - B. Faults
 1. Data
 2. Analysis (cause-effect, etc.)
 3. Scope
 4. Other
 - C. Judgment

1. Usefulness: Do the faults so taint the merits that the source is useless or misleading?
 2. Validity: Does the source do what it intends to do
 3. Reliability: Is the source in-line or out of line with most other sources? Is the writer credible?
- III. Link the source
- A. Agreement with other sources
 - B. Disagreement with other
 - C. Extension of other sources
 1. Historically
 2. Data / scope
 3. Other
- IV. Demonstrate Source Importance
- A. How does this source support your thesis?
 - B. How does this source challenge your thesis?

2. Students present their ideas for their research to the whole group, how they intend to carry it out, and their rationale for doing so. Have students react to what other students present and guide them to limit their ideas.

3. What is your specific thesis, problem, or research question? Write it here:

4. Review assignments for next workshop.

Workshop Two

Questions to Ask Yourself about Each Book or Article You're Reviewing

&

Evaluating Your Sources

Specific Objectives

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

1. Read, identify, illustrate, and analyze how to evaluate sources or references.
2. Identify and share their research sources.

Specific Language Objectives

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

1. **Listen:** Understand classmates' English oral presentations on a specific internet research resource, recognizing their different purposes. Acquire sufficient knowledge through classroom discussions to effectively use the research resource discussed.
2. **Speak:** After reviewing and analyzing a student selected internet research resource, prepare a short Power Point presentation explaining the content, usefulness, and suitability of the web site selected using appropriate English language conventions. The power point will demonstrate effective use of focus, organization, and support.
3. **Read:** After reviewing and evaluating an internet research resource utilizing one of the URLs listed below, the student will be able identify, summarize, analyze, and explain its main points, purpose, objectives, and applicability in the preparation of a research paper.

4. **Write:** Based on the review of the URL site selected, the student will be able to write a two page English summary, using correct grammar and spelling. The paper will demonstrate effective use of focus, organization, and support. Prepare a handout based on the URL utilizing appropriate English language writing conventions and provide a copy to each classmate and the facilitator.

URLs

1. <http://guides.library.duq.edu/CARS>
2. <http://info.wlu.edu/>
3. <http://libguides.wlu.edu/> (Look for the Literature Review link)
4. <http://info.wlu.edu/presentation/presentation.html>
5. <http://math.tutorvista.com/statistics.html>
6. <http://www.lib.sfu.ca/help/writing> (Plagiarism)
7. <http://www.questia.com> (Academic journals)
8. <http://www.lib.sfu.ca/help/publication-types/scholarly-journals>
9. <http://www.virtualsalt.com/evalu8it.htm>
10. <http://owl.english.purdue.edu/owl/resource/553/02/>
11. <http://www.library.cornell.edu/olinuris/ref/research/skill26.htm>
12. <http://www.library.illinois.edu>
13. <http://uwc.ucf.edu/resources.php>

SIOP Components:

SIOP Components – Shelter Instruction Observation Protocol: The facilitator must place an X on the line to indicate the teaching component that will be used in each class to support and increased students' linguistic and academic performance.

B. Lesson Preparation Adaptation of Content Links to Background Knowledge Links to Past Learning Strategies Incorporated**B. Scaffolding** Modeling Guided Practice Independent Practice Comprehensible Input

CALLA Strategies – Cognitive Academic Language Learning Approach: The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

 Cognitive 1) Metacognitive 1) Social/Affective 1)Note TakingPlanningCooperation2) Elaboration2) Evaluating/Monitoring2) Questioning**B. Grouping Options** Whole Class Small Group Partners Independent Work**B. Integration of Language Domains** Listening Speaking Reading Writing**Learning Applications** Dynamic Meaningful/Relevant Rigorous Linked to Objectives Promote Engagement

Assignments before Workshop II

1. Bring a written document with the specific thesis, problem, or question for your research. Answer: Has it changed since the last workshop? Why?
2. Read the document included within this workshop *Questions to ask yourself about each book or article you're reviewing*.
3. Prepare questions on your doubts and ideas.
4. Select one article from one of the URLs listed above, read it thoroughly, and write a brief summary of not more than three pages long. Include your reactions/findings on the URL selected. The summary must follow APA standards.
5. Based on the summary mentioned above (assignment # 4), prepare a power point presentation not longer than 10 minutes, to share your findings with classmates. Prepare a handout for your classmates.
6. Read, on the Internet or any other available resource, articles on how to evaluate research sources. Some of the URLs above will help get you started, but do not limit yourself to these if you find a better model. Select one of the models you found. Use the document *Questions to ask yourself about each book or article you're reviewing*, the model selected, your research question, and thesis or problem. Bring at least three resources you expect to use for the research. Be prepared to answer: Why did you select them? Do they meet the criteria established in the paper? Are they helpful?

Activities

1. Turn in article and URL summary.
2. Present Power Point based on the article and URL's summary. Give a handout to classmates.

3. Facilitator elicits a Socialized discussion on the document, *Questions to Ask Yourself about Each Book or Article You're Reviewing*.

Questions to Ask Yourself about Each Book or Article you're Reviewing

The questions in this section will help you write up your methodology chapter.

Using these questions about each article will help you identify patterns as well as evaluate your sources before you actually go ahead and start taking them seriously.

1. Has the author formulated a problem/issue?
2. Is the problem/issue ambiguous or clearly articulated? Is its significance (scope, severity, relevance) discussed?
3. What are the strengths and limitations of the way the author has formulated the problem or issue?
4. Could the problem have been approached more effectively from another perspective?
5. What is the author's research orientation (e.g., interpretive, critical science, combination)?
6. What is the author's theoretical framework (e.g., psychoanalytic, developmental, feminist)?
7. What is the relationship between the theoretical and research perspectives?
Has the author evaluated the literature relevant to the problem/issue? Does the author include literature taking positions s/he does not agree with?
8. In a research study, how good are the three basic components of the study design (i.e., population, intervention, and outcome)? How accurate and valid are the

measurements? Is the analysis of the data accurate and relevant to the research question?

Are the conclusions validly based upon the data and analysis?

9. In popular literature, does the author use: appeal to emotion, one-sided examples, rhetorically-charged language and tone? Is the author objective, or is s/he merely 'proving' what s/he already believes?

10. How does the author structure his or her argument? Can you 'deconstruct' the flow of the argument to analyze if/where it breaks down?

11. Is this a book or article that contributes to our understanding of the problem under study? In what ways is it useful for practice? What are its strengths and limitations?

12. How does this book or article fit into the thesis or question I am developing?

4. Have students present their findings to item #6 in the Assignment section. Have each student begin by mentioning their specific thesis, problem, or research question. It is good for students to have that question with them at all times. So write it on the board while it is under discussion. Or better yet have students write it on a transparency and/or construction paper or cardboard and always place it where the students and the facilitator can see it at all times. Visual representations (copies, handouts, transparency, or slides) of the model the student selected and used, are appropriate, as not every student may have used the same model.
5. Allow students to discuss and ask questions among themselves.
6. Discuss Workshop III requirements.

Assessment

1. The facilitator will evaluate the handout and URL Power Point summary and give credit to the students for their work. No grade will be assigned as this course is based on a “P” or “IP” grading system.

Workshop Three

How is your manuscript going to look?

Specific Objectives

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

1. Read, discuss, summarize, identify, and explain the parts of his/her manuscript.
2. Identify and share research progress.

Specific Language Objectives

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

1. **Listen:** Understand an oral discussion on how their research paper “Tesina” manuscript will look and an oral discussion on APA style. Acquire significant knowledge that will facilitate his/her development of the research paper manuscript.
2. **Speak:** Orally participate in a social discussion on the article *The parts and order of the literature review* and the APA style tutorial with his/her classmates utilizing the English language conventions appropriately.
3. **Read:** Investigate, analyze, paraphrase, and understand in English the information provided in the article on *The parts and order of the literature review* and in the APA tutorial.
4. **Write:** Continue writing his/her research paper manuscript utilizing appropriate English language writing conventions.

URLs

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

<http://www.apastyle.org/learn/tutorials/basic-tutorial.aspx> note: This page is not available and assignment # 3, refers to it.

<http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>

SIOP Components:

SIOP Components – Shelter Instruction Observation Protocol: The facilitator must place an X on the line to indicate the teaching component that will be used in each class to support and increased students' linguistic and academic performance.

C. Lesson Preparation

Adaptation of Content

Links to Background Knowledge

Links to Past Learning

Strategies Incorporated

B. Scaffolding

Modeling

Guided Practice

Independent Practice

Comprehensible Input

CALLA Strategies:

CALLA Strategies – Cognitive Academic Language Learning Approach: The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

Cognitive 1) Note Taking

Metacognitive 1) Planning

Social/Affective 1) Cooperation

2) Elaboration

2) Evaluating/Monitoring

2) Questioning

C. Grouping Options

Whole Class

Small Group

Partners

Independent Work

B. Integration of Language Domains

Listening

Speaking

Reading

Writing

Learning Applications

Dynamic

Meaningful/Relevant

Rigorous

Linked to Objectives

Promote Engagement

Assignments before Workshop III

1. Bring a written document with the specific thesis, problem, or question for your research. Answer: Has it changed since the second workshop? Why?
2. Read the document entitled *Parts and order of the literature review*, and come prepared with any doubts or questions you may have.
3. Go to the APA Style URL on tutorials, the second URL listed, and the entire tutorial. Come prepared with any doubts or questions you may have. (the URL is not available).

Parts and Order of the Literature Review “Tesina”

A thesis, literature review, manuscript, dissertation, or student’s paper has introductory material or preliminary pages, and they could include the title page, approval page, table of contents, list of table and figures, and an abstract or summary. For specific details on discrepancies allowed between APA and SUAGM (Florida Campuses) rules and typing instructions, see Appendixes F and G.

Front Matter: Use lower case Roman numerals for all front matter content.

Title Page. Title page should include in a clear, concise manner, the title or main idea of the investigation, institutional affiliation, author’s name, and year that it was conducted. All sections on the title page should be evenly distributed. (See Appendix C). (Single-spaced). Use lower case Roman numeral. Page number does not show on this page.

Approval Page. Writer’s name must be exactly as stated on the title and abstract pages. Signature lines should be at least as long as the longest line of the type beneath them. (See Appendix C). (Single-spaced) Use lower case Roman numeral. This is Roman numeral page ii. It should be bottom-centered.

Table of Contents. Only the first and second level headings should be listed in a table of contents and in the text. Dot leaders, not a series of periods, must join each heading and its respective page. Check your word processor for instructions on creating a table of contents. The table of contents must be justified and double-spaced. This is lower case Roman numeral iii and should be bottom centered. See Appendix C.

Acknowledgements [50-100 words] (double-spaced)

The inclusion of this page is voluntary. You may include it to thank anyone who helped you with this work, including: funding agencies (put in grant numbers if available); data providers; anyone who helped with editing, layout, or graphics; anyone who helped you with suggestions and ideas; reviewers, if your paper involved a formal or informal review process. If you are submitting your work to a peer-reviewed venue, do not include the acknowledgements in the review drafts because they may carry identifying information. This is lower case Roman numeral iv and should be bottom centered.

Abstract or Summary. An abstract is a short, comprehensive summary of the contents. It helps readers understand the main idea that will be presented throughout the manuscript. Begin the abstract on a new page. Center the label Abstract at the top of the page. **The abstract itself is singled space, in block format** and could have 250-400 words. It should not exceed more than one page of length. (See Appendix C). Include three to five key words or phrases being as specific as possible. Use lower case Roman numeral v at the bottom center of the page.

Chapter I: Introduction [250-1000 words] (Double-spaced) (Arabic numbers, top-right from here on.)

Set out your issue in relation to the big picture and then give a short summary of your review findings (next). The literature review lays the ground work for the rest of the piece, and later sections will go into greater detail. Present the specific problem under study. This gets the reader's attention and leads to a purpose statement (e.g., "This paper examines blah, blah, bah"), in which you explain the purpose and scope of

the paper; followed by a thesis statement (“This researcher argues that blah, blah, blah”), in which you summarize the main point you wish to make; and concludes with a summary of the logical structure of the argument to come. Take the following questions in consideration to write an introduction to the problem,

- Why is the problem important?
- Are there any theoretical implications to the area or previous studies in the area?
- Is any theoretical proposition being questioned?

A good introduction should describe specifically the problem under investigation and the strategy that was used in no more than one or two paragraphs. It should also include your hypothesis and a definition of terms section where you will identify and define key words. Each definition must include the reference where it came from.

Chapter II: Literature Review [2000-8000 words] (Double-spaced)

This section discusses all professional and academic investigation compiled by the researcher. It is a section where the writer recognizes relevant previous scholarly work on the topic being discussed.

Emphasize pertinent findings, relevant methodological issue, and major conclusion found during your research. Make sure there is continuity between previous and present studies and do not take any authority out of context to justify your research.

You must be able to answer the following questions with your literature review:

Where did the problem or issue come from?

What is already known about the issue?

What have other people done to approach this issue?

Why should anyone care about this issue?

Furthermore, your answers to these questions must be comprehended by someone who is intelligent and fairly well informed about a wide selection of topics or issues but who is not likely to have more than a surface awareness or knowledge with your issue in particular. Your task is to bring this person up to speed rapidly while still making an impact upon experts in the field that you have done your homework. In the review body you can fold in more specialized references, but always within a larger framework that the intelligent person can value.

Chapter III: Methodology [500-1500] (Double-spaced)

The methods section describes in detail how the study was conducted. The decisions you made on the literature you used and how you reached these decisions.

Workshop II: *Questions to Ask Yourself about Each Book or Article you're Reviewing and Evaluating Resources*, will help you with this chapter.

Ideally, you began with a wide question in your introduction, lead the reader through a convincing literature review, arranged out a firm methodology, and impressed them with the findings. Now discuss how all the parts fit together. Describe your method, as evidenced by the results, answer the questions presented in the introduction and the literature review. Also delve into where the model failed or could be better. Better information or data? Better technology? Stating your thesis over and over? Need for more research? Asked the wrong questions? Use these questions to tell the reader what research should come next.

Chapter IV: Discussion [250-500 words] (Double-spaced)

Once you have presented the results, you can evaluate and interpret their implications especially to your specific thesis, problem, or research question. This is the section where you can examine, interpret, and qualify your findings.

To open a discussion you must make a clear statement that will support or not your original thesis, problem, or research question. Previous investigations can support or clarify any similarities or differences between your research and other people's work. Summarize the main points of your argument, restating your thesis, problem, or research question and bringing your argument to a logical conclusion.

Your discussion must make reference to any appendices included in the Appendix Section.

References (Double-spaced)

There is a close relation between the citation throughout the text and the references list. All citations referred to in the text must be listed in alphabetical order on the references list. Do not include anything that you did not directly cite in the body of the paper. For more information on this topic see sections 6.22 to 6.25 of APA Manual Chapter 6 and Chapter 7.

Appendixes

Appendixes are helpful when you need to detail a description of specific material, like a questionnaire, an unpublished test and its validations, a new computer program designed for your research, photos, letters, etc. This section is optional unless you need

to include the detailed information to justify your data. Put very technical matter here or data that does not fit comfortably in single table in the main body of the paper. In general, put material here that is not important to your arguments as such or material in which only a small number of readers would be interested. Use appendices sparingly!

Activities

1. The facilitator will show selected parts, of his or her choosing, of the APA Style Tutorial for demonstration and discussion. Note: this resource is unavailable.
2. The facilitator elicits social discussion on the *Parts and Order of the Literature Review*, document.
3. By this time, students should be writing their introduction and reading up on their thesis, problem, or research question. Have them share their progress. Students can e-mail or send their papers to the facilitator and facilitator should get back to them in a timely fashion. (About one week).

Assessment

1. The facilitator will do an informal formative assessment of the students' work so far.
2. The facilitator will do an informal assessment of the students' comprehension of the article *The parts and order of the literature review*, based on the students' discussion.

Workshop Four

Citing Sources and Avoiding Plagiarism

Specific Objectives

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

1. Carry out some research on how to cite sources.
2. Complete an exercise on citing sources.

Specific language Objectives

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

1. **Listen:** Participate effectively in a social discussion on the topic Plagiarism, communicating in appropriate English with classmates. To understand oral discussions in English recognizing their different purposes and communicating setting in which they are produced.
2. **Speak:** After reading the article on Plagiarism, the student will summarize the article's main points, purpose and objectives, arguing and reporting in English, on this topic as it relates to the development of the manuscript.
3. **Read:** To investigate, analyze, summarize, paraphrase, and understand in English the information obtained while reading the Plagiarism article on this workshop.
4. **Write:** Following the APA Publication Manual, the student will be able to continue the research and manuscript preparation using appropriate English writing conventions.

URLs

<http://owl.english.purdue.edu/owl/resource/589/01/>

<http://jerz.setonhill.edu/writing/academic/sources/integrating.htm>

<http://www.lib.duke.edu/libguide/within.htm>

http://www.lib.duke.edu/libguide/cite/works_cited.htm

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

SIOP Components:

SIOP Components – Shelter Instruction Observation Protocol: The facilitator must place an X on the line to indicate the teaching component that will be used in each class to support and increased students' linguistic and academic performance.

D. Lesson Preparation

Adaptation of Content

Links to Background Knowledge

Links to Past Learning

Strategies Incorporated

B. Scaffolding

Modeling

Guided Practice

Independent Practice

Comprehensible Input

CALLA Strategies – Cognitive Academic Language Learning Approach: The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

Cognitive 1) Note Taking

Metacognitive 1) Planning

Social/Affective 1) Cooperation

2) Elaboration

2) Evaluating/Monitoring

2) Questioning

D. Grouping Options

Whole Class

Small Group

Partners

Independent Work

B. Integration of Language Domains

Listening

Speaking

Reading

Writing

Learning Applications

Dynamic

Meaningful/Relevant

Rigorous

Linked to Objectives

Promote Engagement

Assignments before Workshop IV

1. Read from the Internet resources above or on any other source available, articles on how to cite sources using APA style.
2. See Appendix B for an exact copy of the URL on Avoiding Plagiarism:
<http://www.lib.duke.edu/libguide/plagiarism2.htm>. Read it carefully and decide which method or methods will help you. Be prepared to talk about these strategies.
3. Read on what paraphrasing and word for word plagiarism is. Complete the exercise on Appendix D.

Plagiarism: Word-for-Word and Paraphrasing

According to Frick (2004), “a word for word example of plagiarism is one in which the writer directly quotes a passage or passages from an author's work without the use of proper quotation marks”

A good example is presented in <http://www.indiana.edu/%7Eistd/examples.html> and reproduced here for educational purposes:

Original Source Material: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

Source: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Plagiarized Version

Correct Version

<p>In examining technology, we have to remember that computers are not the first technology people have had to deal with. The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.</p>	<p>In examining technology, we have to remember that computers are not the first technology people have had to deal with. Frick (1991) believes that "... the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language" (p. 10).</p> <p>References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>
<p>Explanation: This example of student written work is plagiarized. The student copied, word-for-word, text from the original source material. No credit was given to the author of the text and quotation marks were not used. Also, the student didn't provide a reference.</p>	<p>Explanation: Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.</p>

Additional examples can be found in

<http://www.indiana.edu/%7Eistd/examples.html>, but for educational purposes several examples are discussed. Please refer to the website above to see detailed examples.

A word-for-word plagiarism can also be seen when a student includes a portion of the original author's work in a sentence without using quotation marks; even if the work was cited in the references, if no credit is given to the original author of the text and if quotation marks are not used. To avoid plagiarism, begin the passage with the author and year of the publication. Use quotation marks to indicate that the passages are word-for-word citations from the original document. The author should also be listed in the references.

Word for word plagiarism is also seen if a student used several passages from the

original work and inserted them into original prose. If no credit is given to the author of the text and quotation marks are not used, it is plagiarism. Also it might not be referenced in the reference list. In such a case, an indented block is used to indicate that a passage is a word-for-word quotation and the pages where it was taken from the original document. The original author of the content should be cited at the end of the passage and in the references list.

Another example of word-for-word plagiarism is when a student re-organizes the original material and inserts it in different places within a new paper. This happens even if the work is cited in the references list but no credit is given to the author of the text and no quotation marks are used. In order to avoid this, begin your passage with the author and the year of publication, use quotation marks and list the author in the reference list.

According to Frick (2004), “A paraphrased example must be cited. You cite a paraphrased example as you would a word-for-word quote. Paraphrasing is a condensed version of another author's work, or putting the author's words into your own words”.

A good example is presented in

<http://www.indiana.edu/%7Eistd/example1paraphrasing.html> and reproduced here for educational purposes:

Read the example carefully!

Original Source Material: Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behavior, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforces can maintain their behavior.

Source: Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle, NJ: Prentice-Hall.

Plagiarized Version	Correct Version
<p data-bbox="203 289 737 646">Inducing a response, providing for the transfer of stimulus control by gradually withdrawing prompts or cues, reinforcing subtle improvements in the behavior, and scheduling reinforcements so that natural reinforcers can maintain their behavior are the key ingredients identified both in teaching pigeons to play ping-pong and in developing complex skills in the classroom.</p> <p data-bbox="203 688 688 835">References: Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle, NJ: Prentice-Hall.</p>	<p data-bbox="764 289 1308 646">According to Gredler (2001), the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.</p> <p data-bbox="764 688 1243 835">References: Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle, NJ: Prentice-Hall.</p>
<p data-bbox="203 867 724 1150">Explanation: This example has been plagiarized. The student has only moved the original author's words around, inserting and deleting small portions as needed. The student has not used quotation marks for the portions that are still identical to the original, and has not credited the original author.</p>	<p data-bbox="764 867 1300 1119">Explanation: This example has been paraphrased and is not considered plagiarized. The author was cited at the end of the passage as well as in the bibliographic section. Since paraphrasing occurred, quotation marks are not used. Nothing was directly quoted.</p>

Additional examples can be found in

<http://www.indiana.edu/%7Eistd/example1paraphrasing.html>, but for educational purposes several examples are discussed. Please refer to the website above to see detailed examples.

Substituting words with synonyms, but not changing the structure of the text while using another person's ideas without crediting that person is also plagiarism. A student should paraphrase and credit the original ideas the author has expounded.

Always cite the source of the ideas appropriately and include the source in the reference list.

Even if a student paraphrases correctly but provides no credit to the original author of the ideas it is plagiarism. Let's say you want to cite lecture notes. Even if they are in your own words you are still obligated to credit the authors or lecturer. In order to avoid plagiarism, credit the original author at the beginning of the passage and again to indicate that the ideas continue to be drawn from the author's work. This works when the original material comes from a presentation delivered as a guest lecture or something similar. The original ideas of the author must always be credited. Always remember to include any reference you paraphrase in your reference list and in the body of your paper.

4. Indiana University Bloomington has a practice exercise on their website <http://www.indiana.edu/%7Eistd/practice.html>. Please complete it. Print out your results. Bring them to class. If you do not have access to the Internet, Appendix D provides a paper version of the practice.
5. Using your APA textbook and/or other resources, bring an example of each of the following from the literature you are reading. How you would cite each one on the reference list? (

Exercise For Reference List

Use your own literature and the website

http://www.lib.duke.edu/libguide/cite/works_cited.htm to create examples for your reference list. Create as many examples as possible.

Articles from Journals**From a printed journal (*See example below)**

Brown, E. (1996). The lake of seduction: Silence, hysteria, and the space of feminist theatre.
JTD: Journal of Theatre and Drama, 2, 175-200.

Article with multiple authors**From an online journal****Full-text article from a database****Articles from Magazines****From a printed magazine****From an online magazine****Full-text article from a database****Books**

Book with a single author

Book with two authors

Book with three or more authors

Electronic book

Article within a book

Encyclopedias and other multi-volume works

Newspaper Articles

From a printed newspaper

From an online newspaper

Full-text article from a database

Primary Sources

Letters

Interviews

Motion picture

Online (digitized)collection

Other Materials

Web Pages

Online Posting

Email Message

Book Reviews

Government Documents

Activities

1. Facilitator elicits social discussion on Plagiarism: Word-for-Word, Paraphrasing, and the practice exercise students carried out.
2. Students share some of the exercises on the reference list and discuss examples and/or doubts. For this activity it is very important to have a copy of APA at hand. It is not expected that anyone (student or facilitator) know this by heart; it is expected of them to be able to look for the information and use it appropriately.
3. Students should continue writing. Have them share their progress. Students can e-mail or send their papers to the facilitator and facilitator should get back to them in a timely fashion. (About one week).

Assessment

1. The facilitator will informally assess students' comprehension of the concept of plagiarism while the students engage in the discussion.
2. The facilitator will assess the students' use of the English language and provide feedback to students as necessary.
3. The facilitator will do an informal formative assessment of the students work so far.

Workshop Five

Manuscript Preparation

Specific Objectives

At the end of this workshop, the student will be able to:

1. Identify formatting issues related to the manuscript.

Specific Language Objectives

At the end of this workshop, the student will be able to:

1. **Read:** After reading a number of selections, the student will be able to continue summarizing their respective main ideas using correct grammar and spelling in the English language, demonstrating effective focus, organization, and support. The student will be able to use the Writing Process to continue with the required manuscript.
2. **Write:** After conducting a literature review and individual research, the student will be able to continue designing his/her written “tesina” in the English language, following MOC, APA guidelines, and the Writing Process.

URLs

<http://webster.commnet.edu/apa/index.htm>

<http://www.apastyle.org/chapter5.html>

<http://www.apa.org/journals/guide.html>

SIOP Components:

SIOP Components – Shelter Instruction Observation Protocol: The facilitator must place an X on the line to indicate the teaching component that will be used in each class to support and increased students' linguistic and academic performance.

E. Lesson Preparation Adaptation of Content Links to Background Knowledge Links to Past Learning Strategies Incorporated**B. Scaffolding** Modeling Guided Practice Independent Practice Comprehensible Input

CALLA Strategies – Cognitive Academic Language Learning Approach: The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

 Cognitive 1) Metacognitive 1) Social/Affective 1)Note TakingPlanningCooperation2) Elaboration2) Evaluating/Monitoring2) Questioning**E. Grouping Options** Whole Class Small Group Partners Independent Work**B. Integration of Language Domains** Listening Speaking Reading Writing**Learning Applications** Dynamic Meaningful/Relevant Rigorous Linked to Objectives Promote Engagement

Assignments before Workshop V

1. Read the information on *Manuscript Preparation*, and revise the checklist included in this module for common APA formatting mistakes.
2. Come prepared with doubts or questions.
3. Many students find editors that do this part of the work for them. There is nothing wrong with that. Yet, it is expensive. If you have a good grasp of your word processing software and you understand how to use your APA manual, you can do it yourself!

Activities

1. Discuss any doubts or questions.
2. Share results.

Assessment

1. The facilitator will do an informal formative assessment of the students work so far.

Manuscript Preparation

Paper

According to the general instructions for preparing the paper manuscript, standard-sized (8½ x 11 in. [22 x28 cm]) and heavy white bond 25% cotton paper should be used. Students will need to bind the document according to university rules and regulations. Rules call for “perfect binding”. In addition to the original, you will need three original copies and a digital copy on a disk or CD-Rom.

Typeface

Default settings are accepted and writers are encouraged not to use any typeface that could “decrease the spacing between letters and words” and it should be dark, clear, and readable. APA recommends the use of specific typeface or similar to the followings,

12-pt Times Roman

or

12-pt Courier

Spacing and Punctuation

Recommendations are to use double- spacing, meaning that a one full size line will be left blank between each line of type on the page. Use single-space only for the title page, approval page, and abstract.

Margins

Leave at least 1 in. (2.54 cm.) from the top, bottom, left, and right edges of every page. Computers defaults are accepted. Each line should be no longer than 6½ inches,

and anchored to the left. There should be no more than 27 text lines per page.

Page Numbers and Headers

Preliminary pages, except the title page, should use lowercase Roman numeral in the bottom margin, or footer. All pages should be numbered consequently at least 1 in. (2.54 cm.) on the “upper” right edge of the paper beginning with the first page on the first chapter; even the appendixes.

Paragraphs and Indentation

The first line of each paragraph and footnote must be indented to seven spaces from the margin. Computers defaults are accepted. The following five exceptions must have a “uniform left margin”,

- An abstract,
- Block quotations,
- Titles and headings,
- Table titles and notes, and
- Figure captions

Florida Campuses

Format Checklist for the APA Seminar and Research Papers

TO STUDENTS: Refer to the Guide for Using APA Publication Manual for Theses and Research Papers and the Publication Manual of the American Psychological Association (6th ed.). Check all items after you have verified correctness; sign at bottom.

<input type="checkbox"/> Text is double-spaced (single-spacing where appropriate).
<input type="checkbox"/> Margins for all pages are as follows: 1.5 in. left; 1.0 in. top, right, and bottom.
<input type="checkbox"/> Right margins are unjustified (ragged) except for table of contents.
<input type="checkbox"/> Appropriate typeface is used.
<input type="checkbox"/> Preliminary pages are in the correct order.
<input type="checkbox"/> Format of title page is correct.
<input type="checkbox"/> Format of approval page is correct.
<input type="checkbox"/> Format of abstract is correct.
<input type="checkbox"/> Title in abstract is identical to title on the title page.
<input type="checkbox"/> Format of table of contents is correct.
<input type="checkbox"/> Headings in table of contents match the headings in the text.
<input type="checkbox"/> Page numbers in table of contents correspond to pages in text.
<input type="checkbox"/> Headings and subheadings are correctly formatted.
<input type="checkbox"/> Pagination is correct.

Name (please print) _____ Date _____

Degree Program _____

Signature _____ Last 4 Digits of SSN _____

Checklist for APA Form and Style

by Sherilyn Newell

APA refers to the Publication Manual of the American Psychological Association (6th ed.); See Guide refers to the Guide for Using the APA Publication Manual for Theses and Research Papers, which lists variations from APA standards.

Type of Error	Source for Rule
Abbreviations	APA pp. 106-111; 4.22-4.30
acronyms	APA p.88; 4.02
group authors	APA pp.176,183-184; 6.13, 6.25, 6.27
Latin abbreviations	APA pp.88, 108; 4.02,4.26
U.S. states	APA pp.88,187; 4.02,6.30
Abstract	APA pp.25-27,229; 2.04, 8.03 See Guide
Ampersand	APA pp. 175, 184; 6.12, 6.27
Anthropomorphism	APA pp.68-69; 3.09
Appendixes	APA pp. 29,38-40,127,230; 2.06, 2.13, 5.05, 8.03
Believe vs. feel	APA p.68; 3.09
Bias	APA pp.17,70-77; 1.12, 3.12-3.17
Block quotations	APA pp.92, 171; 4.08, 6.03
Capitalization	APA pp. 101-104
nouns before numbers	APA p. 103, 4.17
racial designations	APA p. 75; 3.14
Citations	APA pp.174-179; 6.11-6.21
reference agreement	APA pp. 14-15; 1.09
direct quotations	APA pp.170-171; 6.03
electronic sources	APA pp.187-192; 6.31, 6.32

legal materials	APA pp.177,183,216-224; 6.15, 6.25, A7.01-A7.07
multiple authors	APA p.175; 6.12
pers. communications	APA p.179; 6.20
same-author/same-date	APA p.177; 6.16
secondary sources	APA p.178; 6.17
Verb Tense	APA pp.65-66,77-78; 3.06- 3.18
Colon	APA pp.90,101,187; 4.05, 4.15, 6.30
Commas	APA pp.88-89; 4.03
in numbers	APA pp. 89,114; 4.03, 4.37
Dashes	APA pp. 90,97,101; 4.06, 4.13, 4.15
Ellipsis Points	APA pp.172-173; 6.08
Figures	APA pp.150-167,230; 5.20- 5.30, 8.03 See Guide
Footnotes do not use	
Heading levels	APA pp.62-63; 3.02-3.03 See Guide
Hyphenation	APA pp.66,75,97-100; 3.06, 3.14, 4.13 and Table 4.1
Italics	APA pp.104-106, 176-177; 4.07, 4.21, 6.15
Margins	See Guide
right justification or flush-left style	APA pp. 228-229; 8.03
Modifiers	APA pp. 81-83
dangling	APA p. 81; 3.21

misplaced	APA p. 81; 3.21
Numbers	APA pp. 111-114; 4.31-4.38
numerals vs. words	APA pp. 112-113; 4.33
plurals	APA p. 114; 4.38
starting sentences	APA p. 112; 4.32a
Pagination	APA pp. 229-230; 8.03 See Guide
Paper	See Guide
Paragraphs	
indentation	APA p. 229; 8.03
length	APA p. 68; 3.08
Parallel construction	APA pp. 84-86; 3.23
Parentheses	APA pp. 93-94; 4.09
Plagiarism	APA pp. 15-16,170; 1.10,6.01
Preferred spelling	APA pp. 96-97; 4.12
Preliminary pages	See Guide
Pronouns	APA pp. 66,68,79-80; 3.06, 3.09, 3.20
Quotation marks	APA pp. 15,91-92,170- 171,176-177; 1.10,4.07,4.08,6.03,6.15
punctuation with	APA p. 92; 4.08
References	APA Chapters 6,7 and Appendix 7.1 See Guide
general forms	APA pp. 216-217; A7.01
examples of	APA pp. 193-215; Chapter 7

legal materials	APA pp. 217-221 (Appendix 7.1)
Running heads do not use	
Semicolon	APA pp. 64,89-90,178; 3.04,4.04,6.16
Seriation	APA pp.63-65,88,90,93; 3.04, 4.03, 4.04, 4.09
Since vs. because (subordinate conjunctions)	APA pp.83-84; 3.22
Slash	APA pp. 87-88, 3.09
Spacing	See Guide
after punctuation	APA pp. 87-88, 115; 4.01, 4.40
Statistics	APA pp. 95-107; 4.10, 4.28, 4.42-4.44
N and n, percent (%), statistical symbols	APA pp. 117-118, 119-123; 4.45 and Table 4.5
Subject-verb agreement	APA pp. 78-79,96; 3.19,4.12
Tables (format)	APA pp. 125-167 Chapter 5
capitalization	APA pp. 101-104; 4.14-4.20
Tables relation to text	APA p. 130; 5.10
That vs. which	APA pp. 79, 83; 3.20, 3.22
Titles	APA pp. 229-230; 8.03
Typeface	See Guide
While vs. although	APA p. 84; 3.22
Wordiness/clarity	APA pp. 67-70; 3.08, 3.09

Workshop Six - Eight and BEYOND

Writing, Writing, Writing...

Specific Objectives

At the end of this course, the student will be able:

1. To complete the process of pre-writing, writing, revising, drafting, and editing until he/she has finished the manuscript.
2. Give an oral presentation on the progress, limitations, and findings of his/her study.
This is at the discretion of the facilitator if time allows it.

Specific Language Objectives

At the end of this course, the student will be able to:

1. **Listen:** Understand classmates' oral presentations on their respective research papers, or "tesinas."
2. **Speak:** Prepare and present an oral presentation, in English, on the completed manuscript. The student will be able to present his/her findings utilizing a multi-media approach and will be able to engage on a discussion with his/her classmates
3. **Read:** After reading a number of selections, the student will be able to summarize their respective main ideas using correct grammar and spelling in the English language, demonstrating effective focus, organization, and support.
4. **Write:** After conducting a literature review and individual research, the student will be able to design a written "tesina" in the English language following MOC and APA guidelines and the Writing Process. The student will be able to use the Writing Process to finish the required manuscript.

Assignments for Workshops VI –VIII and beyond (one semester)

1. During the rest of the semester, you need to write and send to your facilitator, the different drafts you create. Remember NOT to wait until you work out all chapters! Work on one chapter at a time. Do not expect to get it right the first time!
2. Constantly communicate with your facilitator through e-mail, phone, or request face-to-face meetings. The facilitator should also request meetings if he/she feels you are falling behind.
3. During Workshop VIII, students should meet as a group. Every student must prepare an oral presentation of what they have achieved so far and what they have learned.
4. Read information on oral presentation, and public speaking, from sources you may find on the Internet or books.

Activities

1. The students will meet with the facilitator, as necessary, for one-on-one conferences to evaluate their progress in the writing of the “tesina” and to discuss individual questions and or concerns.
2. The facilitator will provide feedback to individual students on their progress.

Assessment

1. The facilitator will do an informal formative assessment of the students work so far.

The Oral Presentation

Giving an oral presentation about your research can be a very exhilarating experience even if you haven't quite completed your study! You have the chance to share what you have learned, reply to other people's inquiries about your project, and engage others in the topic you have been studying. After you conclude doing your research or as you end this course and need to show what you have done, learned and limitations you are still facing, you will have the opportunity to present your work to a group of people such as your classmates, facilitators or other type of educators, at a conference. With some advance preparation, you can give an introspective, appealing talk that will leave your audience knowledgeable and thrilled about what you have done.

Planning for Your Oral Presentation

In most circumstances, you will have a time limit between 10 and 30 minutes in which to give your presentation. Based upon that boundary, you must make a decision on what your talk will consist of. Come up with some high-quality illustrations that will keep your listeners engaged. Think about what language, details, and explanations are really essential in order for people to comprehend your work. It is important to keep the information as uncomplicated and straightforward as possible while accurately representing what you've completed. As you begin to prepare, you may find it helpful to generate an outline of the points you want to include. Then you can come to a decision on how best to make those points understandable to your audience.

You must also consider who your audience is and where the presentation will take place. Consider the background of your audience as well. Is this a group of people that knows something about your area? Or, do you need to start with some very basic

information in order for people to understand your work? If you can style your presentation to your audience, it will be more fulfilling for them and for you. In your case, you will present to your facilitator and peers. No matter where you are presenting your speech and for whom, the organization of your presentation is very important. There is an old bit of advice about public speaking that goes something like this: “Tell them what you’re going to tell them. Tell them. Then tell them what you told them”. If you use this advice, your audience will find it very easy to follow your presentation. Get the attention of the audience and tell them what you are going to talk about, explain your research, and then follow it up with a re-cap in the conclusion.

Writing Your Introduction

Your introduction sets the stage for your whole presentation. The first 30 seconds of your speech will either capture the attention of your audience or let them know that they may go to sleep. You want to capture their attention. There are many different ways to start your speech. Some people like to tell a joke, some quote famous people, and others tell stories. Whatever you use, make sure it is relevant to your research.

After you have the attention of your audience, you must introduce your research officially. You might start with a statement of the research question that you investigated and what led you to choose that topic. By providing a brief outline of your talk at the beginning and reminding people where you are in the speech while you are talking, you will be more effective in keeping the attention of your audience. It will also make it much easier for you to remember where you are in your speech as you are delivering it.

The Heart of Your Presentation

Because you only have a limited amount of time to present your work, you need to plan carefully. Decide what is most important about your project and what you want people to know when you are finished. Outline the steps that people need to follow in order to understand your research and then think carefully about how you will lead them through those steps. Some speakers like to display an outline of their talk throughout their entire presentation. That way, the audience always knows where they are in the presentation and the speaker can glance at it to remind him or herself what comes next.

An oral presentation must be structured differently than a written one because people can't go back and "re-read" a complicated section when they are at a talk. You have to be extremely clear so that they can understand what you are saying the first time you say it. There is an acronym that some presenters like to remember as they prepare a talk: "KISS". It means, "Keep It Simple Stupid". It may sound silly, but it is a good advice. Keep your sentences short and try not to use too many complicated words. If you need to use technical language, be sure to define it carefully.

It is useful to remember that when people have something to look at, it helps to hold their attention and makes it easier for them to understand what you are saying. Therefore, use lots of graphs and other visual materials to support your work. You can do this using posters, overhead transparencies, models, or anything else that helps make your explanations clear.

Using Materials

As you plan for your presentation, consider what equipment or other materials you might want to use. Find out what is available in advance so you don't spend precious time generating materials that you will not be able to use. Common equipment used in

speeches includes an over-head projector, VCR, computer, or data show. Be sure you know how to operate any equipment that you plan to use. On the day of your speech, make sure everything is ready to go so that you don't have "technical difficulties".

Visual aids can be very useful in a presentation. If you are going to introduce new vocabulary, consider making a poster with the words and their meanings to display throughout your talk. If people forget what a term means while you are speaking, they can refer to the poster you have supplied. Minimize the amount you write on the board or on an overhead transparency during your presentation. It is not very appealing for the audience to sit watching while you write things on the board. If you don't want to reveal all of what you have written on your transparency at once, you can cover up sections of your overhead with a piece of paper and slide it down the page as you move along in your talk. If you decide to use overhead transparencies, be sure to make the writing large enough for your audience to read. It also helps to limit how much you put on your transparencies so they are not muddled.

Lastly, note that you can only project approximately half of a standard 8.5" by 11" page at any one time, so limit your information to displays of that size.

Presenters often create handouts to give to members of the audience. Handouts may include more information about the topic than the presenter has time to discuss, allowing listeners to learn more if they are interested. Give your audience the handout before you begin to speak so you don't have to stop in the middle of the talk to distribute it. In a handout you might include:

Information you would like to share, but you don't have time to present entirely.

Copies of important overhead transparencies that you use in your talk.

Diagrams that you will display, but which may be too complicated for someone to copy down accurately.

Resources that you think your audience members might find useful if they are interested in learning more about your topic.

The Conclusion

Ending your speech is also very important. Your conclusion should leave the audience feeling pleased that the presentation was complete. One effective way to conclude a speech is to review what you presented and then to tie back to your introduction.

Getting Ready

After you have prepared your speech and created your visuals, there is still work to be done.

1. Prepare your notes on cards rather than full-size sheets of paper. Note cards will be less likely to block your face when you read from them. Use a large font that is easy for you to read. Write notes to yourself on your notes. Remind yourself to smile or to look up. Mark when to show a particular slide, etc.

2. Practice! Be sure you know your speech well enough that you can look up from your notes and make eye contact with your audience. Practice before other people and listen to their feedback.

3. Time your speech in advance so that you are sure it is the right length. If necessary, cut or add some material and time yourself again until your speech meets the time requirements. Do not go over time!

4. Expect questions and be sure you are prepared to answer them.

5. Make a list of all materials that you will need so that you are sure you won't forget anything.

6. If you are planning to provide a handout, make a few extras. Handouts are a very effective tool to inform the audience. If you have handouts make sure that your name and topic are on them in a prominent place.

7. If you are going to write on a whiteboard or a blackboard, do it before starting your talk.

The Delivery

How you deliver your speech is almost as important as what you say. If you are enthusiastic about your presentation, it is far more likely that your audience will be engaged. Never apologize for yourself. If you start out by saying that your presentation isn't very good, why would anyone want to listen to it? Everything about how you present yourself will contribute to how well your presentation is received. Dress professionally. Don't forget to smile!

Here are a few guidelines about delivery that you might find useful.

1. Make direct eye contact with people in your audience. Select a person and say a full phrase before shifting your gaze to someone else. Try not to look over their heads or at the floor. Be sure to look at all parts of the room at some point during the speech so everyone feels included.

2. Speak loudly enough for people to hear and slowly enough for them to follow what you are saying.

3. Do not read your speech directly from your note cards or your paper. Be sure you know your speech well enough to make eye contact with your audience. Similarly,

don't read your talk directly off from transparencies. Do not read directly from the paper.

It is boring and ineffective. You are preparing to present a topic that is of some importance to you. This is something that you will frequently have to do in your professional life.

4. Avoid using distracting or recurring hand gestures. Be careful not to wave your manuscript around as you speak.

5. Move around the front of the room if possible. But don't pace around so much that it becomes distracting. (If you are speaking at a podium, you may not be able to move.)

6. Keep technical language to a minimum. Explain any new vocabulary carefully and provide a visual aide for people to use as a reference if necessary.

7. Be careful to avoid repetitive space-fillers and slang such as, umm, er, you know, etc. If you need to pause to collect your thoughts, it is okay just to be silent for a moment. (You should ask your practice audiences to check this habit and let you know how you did).

8. Leave time at the end of your speech so that the audience can ask questions.

Displaying Your Results

When you create a visual display of your work, it is important to capture and retain the attention of your audience. Attract people to come over and look at your work.

Once they are there, make them want to stay to learn about what you have to tell them.

There are a number of different formats you may use in creating your visual display, but the underlying principle is always the same: your work should be orderly, well-organized, educational, and simple to read.

It is improbable that you will be able to present your complete project on a single poster or display board. So, you will need to decide the most important parts to include. Don't try to stuff too much onto the poster. If you do, it may look crowded and be hard to understand! The display should recap your most important points and conclusions and allow the reader to come away with a good understanding of what you have prepared.

A high-quality display board will have a memorable title that is easy to read from a distance. Each part of your display should be straightforwardly identifiable. Titles and headings can be carefully hand-lettered or created using a computer. It is very important to include lots of examples on your display. It speeds up people's understanding and makes your presentation much more effective. The use of diagrams, charts, and graphs also makes your presentation much more interesting to view. Every diagram or chart should be clearly labeled. If you include photographs or drawings, be sure to write captions that explain what the reader is looking at.

In order to make your presentation look more appealing, you will probably want to use some color. However, you must be careful that the color does not become distracting. Avoid florescent colors, and avoid using too many different colors.

You want your presentation to be eye-catching, but you also want it to look professional. People should be able to read your work without difficulty, so use a reasonably large font for your text. (14 point is a recommended minimum). Avoid writing in all-capitals because that is much harder to read than regular text. It is also a good idea to limit the number of different fonts you use on your display. Too many different fonts can make your poster look messy.

Each speaker is required to prepare visual material (e.g., either overhead

transparencies, or slides, or a computer presentation in a suitable format such as the Microsoft Power Point) and communicate his/her findings effectively. Videos, charts, overheads, objects, role plays, demonstrations, white board drawings, all serve to aid in the presentation of the topic. Visual images are very helpful, especially when the class is listening to twenty oral presentations on one day. The text in the visual material should not be smaller than 14 points. A typical structure of a presentation often includes:

- A title viewgraph, together with your name as the authors and your affiliation;
- Outline of the presentation;
- Motivation and thesis definition;
- Background with a literature review;
- Progress report of your findings and your discussion;
- Conclusions and limitations; and
- Acknowledgements

If you want to reproduce materials for the class or use transparencies, feel free. If you use handouts or overheads, follow these guidelines:

- Keep the information at the super ordinate level. Extremely detailed handouts distract your audience.
- When possible, use bulleted or numbered phrases instead of sentences. Whole sentences (particularly long ones) or paragraphs in handouts or overheads also distract the audience. They will spend their time processing the syntax instead of listening.
- On transparencies, use fonts large enough for your audience to read easily.

- Turn the overhead off when not using it so that the audience pays attention to you and not to the screen.

Last Minute Details: Oral Presentation Format

Introduce yourself. State your name and topic's complete title. Stay within the time limit, thirty minutes. Present the report extemporaneously (in your own words, do not read word by word).

Introduction. State what you are going to present to the class; an overview of the topic; what you are going to tell them. Is it a completed research? Is it a progress report? Why did you select this topic? Why is it important? Review materials on Workshop I. It should present your thesis definition and motivation.

Body of the report. The main topic material. A concise comprehensive presentation of the main body, the report, important points, and the crux of the research.

What sources did you use? What did they tell you? How did you decide on using those sources? Review Workshop II materials.

The conclusion. Tell us what you found and how this affects, supports or hinders your progress and your research question? Is it a progress report or a final report? What do you still need to do? How far along are you? How did you arrive at your conclusion? What it is specifically? What did the research show? How has the research impacted your opinion? How did your opinion change as a result of doing the paper? What shortcomings or how the paper did not go far enough? What should be done with a follow up report? This is similar to Chapter IV of your paper. What do you think your findings are telling you so far? This may change, but what do you think your discussion, conclusions, and limitations' chapter (Chapter IV) is going to look like?

Acknowledgements. Is there any one (individuals and/or organizations) that helped you? Mention them here.

You will be evaluated using the rubric available in Appendix E.

Activities for Workshop Eight

1. Students will turn in completed Literature Review. This is the main focus of this course.
2. Students will deliver their oral presentation. Students have 30 minutes for their presentation. The students should plan for a 25 minutes of formal presentation; allow 3 minutes for questions; and, 2 minutes for set-up. Presentations are at the discretion of the facilitator. Presentations will be done if time permits.
3. The facilitator will conduct one-on-one conferences with individual students as they complete their respective “tesinas.”
4. The facilitator will review the course and answer any questions and or concerns students may have.

Assessment

1. The facilitator will approve final “tesina” drafts for binding.
2. The students are required to turn in three copies of the final bonded “tesinas” together with a copy saved in a CD.

APPENDIXES

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 discussions • 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 to 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 make 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 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 allow the proper flow of ideas. ● Selects and uses vocabulary words that are much more 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: _____

Facilitator: _____ Course: _____ Assignment: _____

Instructions: This rubric will be used to evaluate all written work done by the student in both English and Spanish. Please refer to the trait that you are evaluating (i.e., Ideas and Content) 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 (D) sheets that describe, in detail, all the writing traits that you are evaluating in order to complete this rubric properly.

Writing Traits	Criteria per Level (From Highest to Lowest)						
	6	5	4	3	2	1	
Ideas and Content							
Organization							
Voice							
Word Choice							
Sentence Fluency							
Conventions							
Totals (Add all the totals down, then across to obtain the Grand Total.)							Grand Total:

Final Score: _____

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

Six Traits for Analytic Writing Rubrics

Trait #1: Idea and Content

Criteria per Level

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from

<https://www.ade.state.az.us/standards/6traits/>

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 Trait 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

The Title of Your Tesina Goes Here

by
your name goes here

A Reading Seminar Term Paper Submitted to the
SUAGM (Florida Campuses)
in Partial Fulfillment of the Requirements
for the Degree of Master of Education
(Guidance and Counseling)

Universidad del Turabo
Year

Approval Page

This reading seminar term paper was submitted by _____ under the direction of the persons listed below. It was submitted to the SUAGM (Florida Campuses) and approved in partial fulfillment of the requirements for the degree of Master of Education at Universidad del Turabo.

Professor's Name, Ed.D.
Committee Chair

Date

Director's Name, Degree
Campus Director

Date

Table of Contents

	Page
Acknowledgements	iv
Abstract	v
Chapter 1: Introduction	1
Introduction.....	1
Statement of the Problem.....	2
Justification.....	4
Definition of Terms	7
Chapter 2: Literature Review.....	10
Introduction.....	10
Historical Background	11
Review of Literature	14
Summary.....	30
Chapter 3: Methodology	31
Introduction.....	31
Justification.....	31
Procedures.....	32
Chapter 4: Discussion	38
References.....	55

Appendixes

A	Self-Efficacy Questionnaire.....	58
B	SEQ Scales.....	59
C	Productive Environmental Preferences Survey	60

Tables

1	Colegio Universitario del Este Student's Profile (Amounts).....	2
2	English Levels and College Board Entrance Examinations Scores.....	3
3	Coefficient Alpha Results per Scale	49
4	Frequency Distribution by Learning Style.....	56

Figures

1	SEQ Total Score	69
2	Students.....	74

Abstract

Integrating Instructional Technology and Diverse Learning Styles. Lamboy, Carmen, 2004: Literature Review, Universidad del Turabo, Metro Orlando University Center. Higher Education/Learning Styles/Instructional Technology/Learning Theories.

Research during the last decades has augmented the knowledge base of how students learn. More recently still is the research in the incorporation of technology to the learning environment (two relatively new areas). A summary of some major learning theories was studied along with research about the brain. Four models of learning styles were presented looking at the differences in the modes of how people learn. The diversity of human beings was stressed in each one of the models. Last, but not least, technology was presented and suggestions of how to integrate the diverse technological options to the learning scene, according to the learners' uniqueness were described.

APPENDIX D

AVOIDING PLAGIARISM

Practical Strategies

[Gathering Research Material](#) | [Taking Notes](#) | [Documenting Sources](#) | [Copyright and the Internet](#)

Plagiarism can result from a misunderstanding of the conventions used in documenting sources or, perhaps even more frequently, from errors made in the process of conducting research and taking notes. Below are some practical strategies to help you avoid unintentional plagiarism.

See [Plagiarism: Its Nature and Consequences](#) for a thorough discussion. For information about citation styles, [ask a reference librarian](#) or see [Citing Sources Within Your Paper](#) and [Assembling a List of Works Cited](#).

GATHERING RESEARCH MATERIAL

Expect the research process to take time.

Plagiarism can be a temptation for those students who are facing a deadline and haven't given themselves enough time to gather, read, and select source material. Library research is a complex and recursive process.

Rule of thumb: estimate the amount of time you think it will take to conduct your research, and then double it!

Take time to make careful choices among -- and learn to use -- the research tools available to you. You will probably find that your favorite Web search engine is not adequate, by itself, for college-level research. Consult with your professor or a [librarian](#). You may need to use specialized research tools, some of which may require learning new searching techniques.

Expect to make trips to the library. While you can access many of the library's resources from your home computer, you may find that you need to make several trips to the library to use materials or research tools that are not accessible remotely. Of course you will be seeking the best information, not settling for sources simply because they happen to be available online.

Allow time for gathering materials that are not available at Duke. The [Interlibrary Loan](#) office can borrow articles and books from other libraries, and you can [borrow materials directly from TRLN libraries](#) with your Duke card, but either process takes additional time.

Allow time for reading, rereading, absorbing information, taking notes, synthesizing, and revising your research strategy or conducting additional research as new questions arise.

TAKING NOTES

Sloppy note-taking increases the risk that you will unintentionally plagiarize.

Unless you have taken notes carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own documents.

Identify words that you copy directly from a source by placing quotation marks around them, typing them in a **different color**, or **highlighting** them. (Do this immediately, as you are making your notes. Don't expect to remember, days or weeks later, what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.

Jot down the page number and author or title of the source each time you make a note, even if you are not quoting directly but are only paraphrasing.

Keep a working bibliography of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.

Keep a research log. As you search databases and consult reference books, keep track of what search terms and databases you used and the call numbers and url's of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your professor what works you consulted in the process of completing the project.

DOCUMENTING SOURCES

Borrowed material should be documented.

Any time you incorporate into your writing ideas, words, key phrases, or

You must cite direct quotes.

You must cite paraphrases. Paraphrasing is rewriting a passage in your own words. **If you paraphrase a passage, you must still cite the original source of the idea.** For detailed examples and a discussion, see Appropriate Uses of Sources.

You must cite ideas given to you in a conversation, in

pictures that were not originally created by you, you must give credit to the original author by citing the source.

correspondence, or over email.

You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge." However, it is not necessary to cite a source if you are repeating a well-known quote such as Kennedy's "Ask not what your country can do for you . . .," or a familiar proverb such as "You can't judge a book by its cover." Common knowledge is something that is widely known. For example, it is common knowledge that Bill Clinton served two terms as president. It would not be necessary to cite a source for this fact.

These types of sources should be documented.

There is a common misconception that only printed sources of information, like books and magazine articles, need to be formally cited. In fact, audiovisual and electronic sources -- even email messages -- must be documented as well, if you use ideas or words from them in your writing. Here are some examples of the kinds of sources that should be cited:

Printed sources: books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents.

Electronic sources: web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases.

Images: works of art, illustrations, cartoons, tables, charts, graphs.

Recorded or spoken material: course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.

COPYRIGHT AND THE INTERNET

Occasionally your writing may take the form of web pages or multimedia projects. In this case you should be aware that copyright law protects any material that you reproduce from other sources, even if properly documented. Copyright protects original authors from unauthorized copying, display, distribution or sale of their work by others. It applies to any work as soon as it is created and fixed in a tangible medium (print, electronic or recorded). The absence of a copyright notice does not mean that the work is not protected. Unless there is a clear indication

that the content is in the public domain, or a blanket statement from the author that copies may be distributed without permission, you must assume copyright protection.

Reproducing someone else's material in your web or multimedia creation is not forbidden as long as your work is being used for educational purposes and is available to a limited number of people for a limited amount of time. These are among the conditions for "fair use" of copyrighted materials. For example, if you post someone else's material -- properly documented, of course -- on a web page that is accessible only to your classmates, during a single semester, you are abiding by fair use guidelines. If you post the work on the Internet in such a way that it is freely accessible to anyone, however, you are in effect distributing or publishing that material, and your work may be subject to copyright law. As a general rule, to avoid copyright infringement you must obtain permission before posting the material. For more information about how copyright applies to Internet sources and other electronic media, see:

[The Copyright Website](#)

[Copyright and Fair Use in the Classroom, on the Internet, and the World Wide Web](#)

See also: [Plagiarism: Its Nature and Consequences](#)

[Emily Werrell](#)

[Duke University Libraries](#)

[Guide to Library Research](#)

Last Update: Monday, 27-Aug-2001 12:02:17 EDT

<http://www.lib.duke.edu/libguide/plagiarism2.htm>

Appendix E Paper Version of Practice Quiz on Recognizing Plagiarism

Taken from: <http://www.indiana.edu/%7Eistd/practice.html>

How to Recognize Plagiarism

Practice

1. Please read the original source material carefully and then select the entry, either "A" or "B," that you think has not been plagiarized.

<p>Original Source Material: A naïve mental model in the context of computer programming is that a computer is an intelligent system, and that giving directions to a computer is like giving directions to a human being.</p>	<p>Source: Merriënboer, J. J. van. (1997). Training complex cognitive skills. Englewood Cliffs, NJ: Educational Technology Publications.</p>
<p><u>A</u>) One kind of mental model for the computer is the naïve model. A naïve mental model in the context of computer programming is that a computer is an intelligent system. This model is naïve because giving directions to a computer is like giving directions to a human being.</p> <p>References: Merriënboer, J. J. van. (1997). Training complex cognitive skills. Englewood Cliffs, NJ: Educational Technology Publications.</p>	<p><u>B</u>) One kind of mental model for the computer is the naïve model. According to van Merriënboer (1997), "A naïve mental model in the context of computer programming is that a computer is an intelligent system, and that giving directions to a computer is like giving directions to a human being" (p. 145).</p> <p>References: Merriënboer, J. J. van. (1997). Training complex cognitive skills. Englewood Cliffs, NJ: Educational Technology Publications.</p>

2. Please read the original source material carefully and then select the entry, either "A" or "B," that you think has not been plagiarized.

<p>Original Source Material: In the traditional behavioral paradigm, feedback is the consequence of a response, typically reinforcement for an appropriate behavior.</p>	<p>Source: Driscoll, M. P. (2000). Psychology of learning for instruction (2nd ed.). Needham Heights, MA: Allyn & Bacon.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

<p><u>A</u>) Feedback is not conceived of identically between the various schools of thought in instruction. "In the traditional behavioral paradigm, feedback is the consequence of a response, typically reinforcement for an appropriate behavior" (Driscoll, 2000, p. 65).</p> <p>References: Driscoll, M. P. (2000). Psychology of learning for instruction (2nd ed.). Needham Heights, MA: Allyn & Bacon.</p>	<p><u>B</u>) Feedback is not conceived of identically between the various schools of thought in instruction. In the traditional behavioral paradigm, feedback is the consequence of a response. That response is typically reinforcement for an appropriate behavior.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3. Please read the original source material carefully and then select the entry, either "A" or "B," that you think has not been plagiarized.

<p>Original Source Material: Instructional design theory requires at least two components: methods for facilitating human learning and development (which are also called methods of instruction), and indications as to when and when not to use these methods (which I call situations). Although the term "context" has a similar meaning in lay language and is often used in education, not all aspects of the context influence which methods should be used. Therefore, I use the term "situation" to refer to those aspects of the context that do influence selection of methods.</p>	<p>Source: Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), Instructional-design theories and models volume II: A new paradigm of instructional theory. Mahwah, NJ: Lawrence Erlbaum Associates.</p>
<p><u>A</u>) Two components must be present in an instructional design theory. The first component is methods for facilitating human learning and development. The second is those aspects of the context that do influence selection of methods, or the situation.</p> <p>References: Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), Instructional-design theories and models volume II: A new paradigm of instructional theory. Mahwah, NJ: Lawrence Erlbaum Associates.</p>	<p><u>B</u>) Two components must be present in an instructional design theory. The first component (methods) describes how human learning will be supported, and the second component (situation) describes when certain methods ought to be used (Reigeluth, 1999).</p> <p>References: Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), Instructional-design theories and models volume II: A new paradigm of instructional theory. Mahwah, NJ: Lawrence Erlbaum Associates.</p>

4. Please read the original source material carefully and then select the entry, either "A" or "B," that you think has not been plagiarized.

<p>Original Source Material: If one were going to be limited to a single method, then certainly the verbal report from a respondent would be the choice. With no other device can an investigator swing his attention into so many different areas of substantive content, often simultaneously, and also gather intelligence on the extent to which his findings are hampered by population restrictions.</p>	<p>Source: Webb, E., Campbell, D., Schwartz, R. & Sechrest, L. (1966). Unobtrusive measures: Nonreactive research in the social sciences. Chicago, IL: Rand McNally.</p>
<p><u>A)</u> In gathering verbal reports from subjects the investigator can swing his attention into many different areas of substantive content, and gather intelligence on the extent to which his findings are hampered by population restrictions.</p> <p>References: Webb, E., Campbell, D., Schwartz, R. & Sechrest, L. (1966). Unobtrusive measures: Nonreactive research in the social sciences. Chicago, IL: Rand McNally.</p>	<p><u>B)</u> The advantages claimed for verbal reports as a form of data gathering are that "an investigator swing his attention into so many different areas of substantive content, often simultaneously, and also gather intelligence on the extent to which his findings are hampered by population restrictions" (Webb, Campbell, Schwartz & Sechrest, 1966, pp. 172-173).</p> <p>References: Webb, E., Campbell, D., Schwartz, R. & Sechrest, L. (1966). Unobtrusive measures: Nonreactive research in the social sciences. Chicago, IL: Rand McNally.</p>

5. Please read the original source material carefully and then select the entry, either "A" or "B," that you think has not been plagiarized.

<p>Original Source Material: LCD [Learner-Centered Design] thus extends existing design by (a) facing comprehensive cognitive complexity as a central concern, (b) extending design to the system's information content, and (c) visualizing all users (students, workers, consumers young and old) as distributed learners seeking understanding.</p>	<p>Source: Reeves, W. (1999). Learner-centered design: A cognitive view of managing complexity in product, information, and environmental design. Thousand Oaks, CA: Sage Publications.</p>
<p><u>A)</u> In explaining how he proposes to extend the current view of design, Reeves (1999) adds three primary components to design, including fundamental emphasis on human cognition, designing content equally with interface, and considering everyone who will use the design to be a learner.</p> <p>References: Reeves, W. (1999). Learner-centered design: A cognitive view of managing complexity in product, information, and environmental design. Thousand Oaks, CA: Sage Publications.</p>	<p><u>B)</u> Learner-centered design expands current design by acknowledging total cognitive complexity as a core concern, expanding design to the information content of the system, and seeing all users as distributed learners who seek understanding.</p> <p>References: Reeves, W. (1999). Learner-centered design: A cognitive view of managing complexity in product, information, and environmental design. Thousand Oaks, CA: Sage Publications.</p>

6. Please read the original source material carefully and then select the entry, either "A" or "B," that you think has not been plagiarized.

<p>Original Source Material: At this stage the reading strategy adopted by the reader depends on the particulars of the task. The tendency to 'get on with it' seems firmly established in users of manuals and the present sample reported moving freely from manual to system in order to achieve their goal. Only three readers manifested any tendency to read around an area or fully read a section before moving on and even these admitted that they would be tempted to skim, and tend to get bored if they felt that they were not resolving their problems and only read complete sections if all else failed.</p>	<p>Source: Dillon, A. (1994). Designing usable electronic text: Ergonomic aspects of human information usage. London: Taylor & Francis.</p>
<p><u>A)</u> Dillon (1994) summarizes research he conducted to demonstrate that the readers of technical documentation manuals do not read those manuals in linear order. They are</p>	<p><u>B)</u> The readers of technical documentation manuals do not read those manuals in linear order. They are impatient to be about their work, jump from the text to the task and back,</p>

<p>impatient to be about their work, jump from the text to the task and back, and only stop to read in-depth if they have no other choice.</p> <p>References: Dillon, A. (1994). Designing usable electronic text: Ergonomic aspects of human information usage. London: Taylor & Francis.</p>	<p>and only stop to read in-depth if they have no other choice.</p> <p>References: Dillon, A. (1994). Designing usable electronic text: Ergonomic aspects of human information usage. London: Taylor & Francis.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

7. Please read the original source material carefully and then select the entry, either "A" or "B," that you think has not been plagiarized.

<p>Original Source Material: Interactive multimedia instruction brings mediated instruction from more than one source to bear on an instructional problem which the learner experiences as integrated (although sometimes complex) medium. We can think of it in terms of many single inputs, with one multi-channel output. The instruction may contain motion images from a video disc, computer animation, text screens, and sound from a compact disk, for example, but the instruction is a tapestry woven from these sources. The learner experiences the tapestry, not the individual threads.</p>	<p>Source: Schwier, R., & Misanchuk, E. (1993). Interactive multimedia instruction. Englewood Cliffs, NJ: Educational Technology Publications.</p>
<p><u>A</u>) Designers had realized by the mid-1990s that the various forms of media, previously viewed as separate, twined together in multimedia instruction to form an integrated experience for learners.</p>	<p><u>B</u>) Designers had realized by the mid-1990s that the various forms of media, previously viewed as separate, twined together in multimedia instruction to form an integrated experience for learners (Schwier & Misanchuk, 1993).</p> <p>References: Schwier, R., & Misanchuk, E. (1993). Interactive multimedia instruction. Englewood Cliffs, NJ: Educational Technology Publications.</p>

8. Please read the original source material carefully and then select the entry, either "A" or "B," that you think has not been plagiarized.

<p>Original Source Material: By instruction I mean any deliberate arrangement of events to facilitate a learner's acquisition of some goal. The goal can range from knowledge to skills to strategies to attitudes, and so on. The learners can be adults or children of any age, background, or prior experience. The setting in which learning takes place can be formal, school-based, on-the-job, or in the community - wherever programs for learning are being designed and implemented.</p>	<p>Source: Driscoll, M. P. (2000). Psychology of learning for instruction (2nd ed.). Needham Heights, MA: Allyn & Bacon.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------

<p><u>A)</u> The definition of instruction is broad, including any deliberate arrangement of events to facilitate a learner's acquisition of some goal, including the learning of:</p> <p>Knowledge Skills Strategies Attitudes (Driscoll, 2000)</p> <p>References: Driscoll, M. P. (2000). Psychology of learning for instruction (2nd ed.). Needham Heights, MA: Allyn & Bacon.</p>	<p><u>B)</u> Driscoll (2000) defines instruction broadly as "any deliberate arrangement of events to facilitate a learner's acquisition of some goal" (p. 25). She includes learning knowledge, skills, strategies and attitudes in a partial list of possible goals for learning.</p> <p>References: Driscoll, M. P. (2000). Psychology of learning for instruction (2nd ed.). Needham Heights, MA: Allyn & Bacon.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

9. Please read the original source material carefully and then select the entry, either "A" or "B," that you think has not been plagiarized.

<p>Original Source Material: Media experiences equal human experiences.... People's responses show that media are more than just tools. Media are treated politely, they can invade our body space, they can have personalities to match our own, they can be a teammate, and they can elicit gender stereotypes. Media can invoke emotional responses, demand attention, threaten us, influence memories, and change ideas of what is natural. Media are full participants in our social and natural world.</p>		<p>Source: Reeves, B., & Nass, C. (1996). The media equation: How people treat computers, television, and new media like real people and places. Cambridge, MA: Cambridge University Press.</p>
<p><u>A)</u> Reeves and Nass (1996) describe many experiments they have carried out to test the theory that people interact with media as if it were other people. They have shown in multiple ways that even when people know objectively that images of people on television screens are not real, or that computers are machines instead of human beings, we treat these things as if they were real -- were human.</p> <p>References: Reeves, B., & Nass, C. (1996). The media equation: How people treat computers, television, and new media like real people and places. Cambridge, MA: Cambridge University Press.</p>	<p><u>B)</u> People interact with media as if it were other people. Even when people know objectively that images of people on television screens are not real, or that computers are machines instead of human beings, we treat these things as if they were real -- were human.</p>	

10. Please read the original source material carefully and then select the entry, either "A" or "B," that you think has not been plagiarized.

<p>Original Source Material: While computers are very good at certain tasks, such as diagnosing equipment malfunctions or performing mathematical functions, they are morons at doing things your dog or cat can do, such as recognizing you and acknowledging your presence. Computers lack qualitative intelligence, that is, the ability to identify those features that make each of us unique and different.</p>	<p>Source: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>
<p><u>A)</u> Computers can do some things and not others. They do not have the ability to identify those features that make each of us unique and different, but they are very good at diagnosing equipment malfunctions or performing mathematical functions.</p> <p>References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>	<p><u>B)</u> Computers can do some things and not others. Frick (1991) explains that "While computers are very good at certain tasks, such as diagnosing equipment malfunctions or performing mathematical functions [they] lack qualitative intelligence, that is, the ability to identify those features that make each of us unique and different" (p. 30).</p> <p>References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.</p>

ANSWER KEY: 1. B, 2. A, 3. B, 4. B, 5. A, 6. A, 7. B, 8. B, 9.A, 10. B

Appendix F- Discrepancies Between APA and SUAGM (Florida Campuses)

Running Head:

APA Manual mentions a Running Head on the Title Page. MOC eliminates the Running Head

Short title:

APA Manual requires a short title beside the page number – MOC does not.

Abstract:

APA Manual requests 250-400 words. At MOC you are allowed to have more words but not exceed more than one page of length.

APA mentions double-spaced Abstract. The abstract at MOC is allowed to be single-spaced.

Appendix G - Typing Instructions

Avoid leaving a single line at the bottom of a page (i.e., first line of a paragraph begins at the bottom of a page and then carries over to the next page--called a widow).

Avoid leaving a single line at the top of a page (i.e., last line of a paragraph is carried over to the next page--called an orphan).

In WORD or in WordPerfect, go into format; paragraph; keep lines together; and set the widow/orphan protection.

All writing is DOUBLE-SPACED, NOT single, or triple, simply DOUBLE-SPACED. You will have NO exceptions to this rule, unless otherwise specified in your manual (Abstract, Title page, Approval Page).

Alignment:

Do NOT justify the text.

Used aligned left.

Leave ragged edges on the right.

Headings

Never use **bold** or Underline to provide any type of emphasis.

Page Header:

Be careful when typing your page header that it is the same font and same font size as your text. You must set it with most word processing programs.

APPENDIX H

RUBRIC TO EVALUATE INDIVIDUAL/GROUP PRESENTATION

Student Name: _____ Date: _____

Criteria	Value Points	Student Total Score
Content		
Performs an effective introduction to the theme identifying the objectives, ideas and principles that are included in the presentation.	10	
The presentation is organized and coherent, and could be easily followed	10	
The presenter demonstrates domain of the theme or subject by means of properly explaining content without incurring in errors	10	
The ideas and arguments of the presentation are well founded by the resources presented, consulted or discussed in class	10	
Capture of the attention and interest of the audience and/or promote their participation, as applicable	10	
Effective personal projection, corporal posture and manage of the audience;	10	
Uses a variety of speaking strategies to define concepts, interpretation, application and evaluation of processes using experience on concepts or content of class.	10	
Language		
Student pronounces words in a clear and correct manner so as to make the correct language used understood to others.	10	
Correct use of grammar and verb conjugation.	10	
Use of correct use of vocabulary words to express message.	10	
Total Points	100 (70% of content and 30% of language)	Student's Total Score: _____

Student's signature: _____ Facilitator's Signature: _____