Sistema Universitario Ana G. Méndez, Inc.

School for Professional Studies

USA Continental Campuses

Universidad del Este, Universidad Metropolitana, and Universidad del Turabo

ENGL 115-O

COLLEGE READING AND WRITING I

Prepared based on the course syllabus **(2013)** of the School of Professional Studies, with the

collaboration of:

Lynette Caballero, Module Development Specialist

Juanita Munera, English Language Specialist

Joe Hernández, Curriculum and Instructional Design

TABLE OF CONTENTS

Page

STUDY GUIDE

Course Title: English 115-O

Code: College Reading and Writing I

Credits: 4

Time Length: 8 weeks

Prerequisite: None

Description:

This course is designed for English intermediate level students (Level 4 – Developing). It is the first year English course. The course focuses on paragraph construction conventions, content, organization, voice, vocabulary, fluency, grammar, and syntax of college technical writing at the intermediate proficiency level. The course is intended to prepare students for the demand of college writing focusing on reading critically and incorporating source material in student´s own writing. Research projects will be developed through the responsible use of technology by individual, pair, and group work activities. All course assignments and activities are delivered in the context of topics from the degree programs the students represent. This course requires the use of the E-Lab and/or the Language Lab guided by the English course facilitator.

General Content Objectives

Upon completion of this course, the student will be able to:

1. Communicate effectively in spoken English in a variety of situations ranging in formality from improvisation to prepared oral presentations.
2. Improve syntax and vocabulary that will let him/her develop written documents using different literary genres.
3. Apply reading comprehension skills for understanding of college level texts.
4. Identify the distinctive features of Narrative, Descriptive, Expository, and Argumentative/Persuasive composition styles.
5. Apply the writing process guidelines in academic writing.

General Language Objectives

Upon completion of this course, the student will be able to:

Listen: Understand oral discussions in English recognizing their different purposes and the communication settings in which they are produced; share, compare, and develop new ideas about academic reading and writing in a collaborative manner; acquire significant knowledge supported by experiences and motivational topics; respond to auditory stimuli such as videos, audiovisual presentations and interactive activities.

Speak: Express him/herself in English correctly and coherently for a variety of purposes and in a variety of communication settings, adopting a personal style of expression; analyze, express opinions, and communicate orally different points of view and ideas; develop abilities and skills that will prepare him/her for school work, the workplace and daily life; use language to acquire new knowledge about academic reading and writing and learn to utilize simple techniques of handling information through traditional media and computer technology.

Read: Investigate, analyze, summarize, paraphrase and understand in English information obtained from a variety of media on academic reading and writing; develop critical attitudes towards media messages reflecting on the importance of this information; benefit independently from reading as a form of communication and as a source of cultural enrichment.

Write: Interpret and produce written works in English expressing a personal critical and creative point of view; use correct spelling, grammar, coherence, and an emphasis on the requirements for effective and clear communication; use writing as a means of communication and to provide information about academic reading and writing.

APA Requirements (6th edition) to cite books used in the course:
Use APA style (6th edition) to cite recommended books and resources.

- http://www.apastyle.org/
- http://owl.english.purdue.edu/owl/resource/560/01/

Updated, 7/9/2013

Recommended Books:

American Psychological Association. (2009). *Publication manual of the American*

Psychological Association (6th ed.). Washington, DC: Author.

(ISBN-10: 1433805618; ISBN-13: 978-1433805615)

Textbooks and Resources

Strauch, A. (2005). *Writers at Work –The Short Composition.* Cambridge University Press.

ISBN-10: 0521544963

Bitterlin, G. (2008). *Ventures Level 2*. Cambridge: Cambridge University Press.

ISBN: 9781107659216

Ventures Level 2: Workbook. Cambridge University Press.

Brandon, L., & Brandon, K. (2013). *Paragraphs and essays with integrated readings*. (12th ed.).

Boston, MA: Wadsworth Cengage Learning. ISBN # 1-133-31000-1.

McDonald, S., & Salomone, W. (2012). *The writer´s response: A reading-based approach to*

writing. (5th ed.). Boston, MA: Wadsworth Cengage Learning. ISBN # 1-111-34920-7.

Scarry, S., & Scarry, J. (2011). *The writer´s workplace with readings: Building college writing*

skills. (7th ed.). Boston, MA: Wadsworth Cengage Learning. ISBN # 1-4390-8211-1.

Vandermey, R., et.al. (2012). *The college writer brief: A guide to thinking, writing, and*

researching. (4th ed.). Boston, MA: Wadsworth Cengage Learning. ISBN # 0-495-

91583-1.

Electronic Books

Strunk, W. & Strunk Jr. W. (2011). *The elements of style,* (UPDATED 2011 EDITION)

[Kindle Edition] The Elements of Style Press. Amazon Digital Services, Inc.

(ASIN: B0058I7TFI)

Updated, 7/9/2013

Recommended Links – students are encouraged to access the following links, but not limit themselves only to these.

APA Format

- http://www.apastyle.org/

Virtual Library

- http://bibliotecavirtualut.suagm.edu/

If necessary, the facilitator may change the electronic links or add additional professional links that provide the most recent research on the topics of this course.

NOTE: The Ana G. Méndez University System (SUAGM) is not responsible for changes in content or format that may occur in the electronic links recommended for educational purposes; neither is SUAGM responsible for their expiry. If, for any reason, you find questionable or objectionable material in the links recommended by SUAGM, please contact the academic director immediately to initiate the removal process and update the module with trustworthy information.

Description of the Evaluation:

Criteria	Workshops	Points	Percentage
Attendance and Participation; Language Lab and E-Lab	1 to 8	100	20%
Written Works (Self-reflections, Essays, Paragraphs, Research Paper and Others)	1 to 8	100	20%
Individual/Group Oral Demonstration, Role Plays, Speeches, Oral and	As Determined by the Facilitator	100	20%

Audiovisual (PowerPoint) Presentations			
Digital Portfolio	8	100	20%
Two Partial Tests or One Final Exam	As Determined by the Facilitator	100	20%
Totals		**500 (maximum number of points)**	**100%**

Scale:

A = 100 - 90   B = 89 - 80   C = 79 – 70   D = 69 - 60   F = 59 or less

METHOD OF EVALUATION: The facilitator will provide specific information regarding assignments on the first night of class.

Description of the Evaluation Process:

1. The **final** grade for the course is determined according to the percentage obtained by the student for demonstration of learning and achievement of course outcomes and the learning and mastery of language skills in English. The student's final grade will reflect 30% for language proficiency and 70% for mastery and application of content knowledge.

    - Students' knowledge of the course content is measured by means of exams, assignments, projects, written works, oral presentations, Language Lab/E-Lab exercises, and others. It is required that 70% of the grade demonstrates mastery of the content.

    - In addition to the previous requirement, there must be evidence that 30% of the grade demonstrates mastery of language skills.

2. Our program is designed to develop and maximize the language skills of our students in order to optimize their abilities as future professionals. Therefore, all evaluations for written and oral skills will be based on 30% for language (listening, speaking, reading, and writing) and 70% for content knowledge and application. The facilitator must refer to Appendix A to identify each student's level of language skills (listen, speak, read, and write) based on the Can Do proficiency levels. Furthermore, it is the responsibility of the facilitator to differentiate his/her teaching in order to meet the language needs of each student and to ensure maximum learning and academic performance. In addition, the criteria found in Appendices B and E will be used to evaluate writing skills.

3. **Language Lab and E-Lab Requirements** (Tell Me More, NetTutor, Blackboard Collaborate tools, and Virtual Library):

   - The Language Lab and E-Lab are an integral part of the course evaluation and activities that the student must complete.

   - Specific information about the Language Lab/E-Lab resources is found in Appendix C. **It is the facilitator's responsibility to integrate the use of the Language Lab/E-Lab in the course assignments and activities**. Practice hours in the Language Lab/E-Lab must be completed according to the facilitator's specifications.

   - Each student must fill out the documentation form found in Appendix D and submit it to the facilitator as part of the evaluation criteria for this course.

   - Practice in the Language Lab/E-Lab must be integrated in the activities section of the guide.

4. **Digital Portfolio:**

   - Each student must prepare a digital portfolio.

   - The digital portfolio is one of the tools used to assess students' linguistic and academic progress. For this reason, it is imperative that the facilitator documents students' progress as they achieve mastery of the course content, as well as language proficiency in English.

- It is the student's responsibility to make sure that the portfolio complies with the established standards and requirements found in the *Digital Performance Portfolio Assessment Handbook*. Students can access the handbook in Blackboard.

- During Workshop One, the facilitator will discuss in detail the process and expectations regarding the use of the digital portfolio to demonstrate linguistic and academic progress in order to achieve the goal of becoming a successful professional.

- By Workshop Four, the Student-Facilitator Feedback Form must be completed by the facilitator.

- The completed digital portfolio must be submitted to the facilitator in the last workshop.

5. **Final exam/partial tests:** This program requires that a final exam or two partial tests be included in the final evaluation. This exam or tests will be administered to measure content knowledge according to the course objectives, as well as linguistic proficiency in English.

6. **Attendance and Class Participation:** Attendance to every workshop is mandatory to pass the class, and absences will affect the final grade. The following criteria will also be evaluated:

- mastery of the material discussed in class,

- completion of assigned work,

- demonstration of adequate communication skills,

- effective participation in collaborative tasks, and

- submission of all work on time.

7. **Self-reflection Journal:**

- As a lesson wrap-up for each workshop or as an activity within the workshop, students will write a self-reflection on a topic determined by the facilitator.

- Each entry will be evaluated for completion.

Description of Course Policies

1. The *Sistema Universitario Ana G. Méndez, Inc. Discipline-Based Dual Language Immersion Model*® is designed to promote each student's development as a Dual Language Professional. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).

2. The course is conducted in an **accelerated and dual language format**. Each workshop requires an average of ten hours or more of preparation, depending on the student's development of linguistic achievement. This requires that students prepare in advance for each workshop according to the course module. Students must be structured, organized, committed, and focused to ensure linguistic and academic success. In order to achieve proficiency expectations in English, the student must strive to take advantage of all language resources in the university and in their community, since becoming a successful professional is a complex and challenging task.   To help the student with this process, the facilitator will use the rubric that appears in Appendix A. This rubric is used to identify students' language proficiency levels to differentiate instruction in the classroom based on students' needs.

   The instructional model requires a design that meets the following criteria:
   - 30% of the instruction integrates language skills (listening, speaking, reading, and writing) and
   - 70% of the instruction integrates content knowledge and application.

The student evaluation process requires the same integration. This means that 30% of the course grade will be based on language skills and 70% will be based on content knowledge and its application. The facilitator will use the rubric that appears in **Appendix E** to evaluate the writing of a paragraph and **Appendix B** to evaluate all other written work.

3. Attendance to all class sessions is mandatory. A student who is absent to a workshop must present a reasonable excuse to the facilitator who, in turn, will evaluate the reason for the absence. If it is justified, the facilitator will decide how the student will make up the missing work, if deemed necessary. The facilitator will select one of the following options: allow the student to make up the work or assign extra work in addition to the missed work. Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may adjust the grade for late assignments and/or make-up work.

4. Student attendance and participation in oral presentations and special class activities are extremely important, since it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine to substitute it with an equivalent activity for evaluation purposes. This activity must include the same content and language components, such as the oral presentation or special activity that was missed.

5. In cooperative learning activities, the group will be assessed for their final work. However, each member must collaborate to ensure an excellent product and the success of the group, since each will also receive an individual grade.

6. It is expected that all written work will be solely that of the student and should not be plagiarized. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. That is, the student must be the author of <u>all</u> work submitted based on research and citations of reliable sources. Wikipedia and other wiki pages (collaborative) are not reliable references. 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. **In order to reduce/prevent plagiarism, facilitators will use SafeAssign**^{TM}**, a Blackboard plagiarism deterrent service used to verify students' ownership of written works.** Therefore, it is the student's responsibility to read the university's plagiarism policy. If you are a UT student, read Section 11.1 of the Student Manual. If you are a UMET or UNE student, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals.

Ethical behavior is expected from students in all course-related activities. This means that all papers submitted by students must be original work and that all references used must be properly cited and mentioned in the bibliography. Plagiarism will not be tolerated and, in case of detecting an incidence, the student risks receiving a zero in the assignment or activity and being referred to the Discipline Committee. All students must comply with all policies aimed at preventing plagiarism of documents, ideas and works, since this violates professional ethics.

EXPLANATORY NOTE: The Ana G. Méndez University System (SUAGM) respects all copyright laws and, under no circumstances, promotes plagiarism in any form. To this end, SUAGM discourages students, employees, contractors, trustees, as well as the general public, from copying, sharing, imitating, or paraphrasing any material protected by copyright laws, without appropriately citing the source of information and/or the source being referred to, irrespective of the material's format.

7. If the facilitator makes changes to the module or to the study guide, these changes must first be discussed with the academic director in order to obtain approval. A written copy of these changes must also be provided to students at the beginning of the first workshop.

8. The facilitator will establish a means of contacting students by providing his/her SUAGM e-mail address, phone number, hours to be contacted, and days available.

9. The use of cellular phones is prohibited during sessions. If there is an urgent need, it must be on vibrate or silent mode during the class session.

10. Only persons registered in the course are permitted to enter the classrooms.

11. All students are subject to the behavior policies and norms that govern SUAGM, the course, and the adult professional.

Note: If for any reason the student cannot access the links presented in the module, he/she should notify the facilitator immediately but not limit him/herself to these. There are many other search engines and links that can be used to research information. Some examples are:

- www.google.com

- www.findarticles.com

- www.bibliotecavirtualut.suagm.edu

- www.eric.ed.gov/

- www.flelibrary.org/

- http://www.apastyle.org/

- Visit the following websites to access videos:

  - ustream.tv
  - sedueradio.com
  - videoblocks.com
  - youtube.com
  - vimeo.com
  - skype.com (upon request and prior coordination)

Updated, 7/9/2013

Access the following links to buy or rent new or used textbooks or references:

- http://www.chegg.com/ (rent)

- http://www.bookswim.com/ (rent)

- http://www.allbookstores.com/ (buy)

- http://www.alibris.com/ (buy)

These are only some of the companies where books may be bought or rented.

If deemed necessary, the facilitator may make changes to the web addresses or links or add additional challenging, research-based, and professional educational Web resources to reflect current trends in the course topics.

RESEARCH LAW COMPLIANCE REQUIREMENT:

If the facilitator or the student is required, wants to perform a research, or needs to administer a questionnaire or interview individuals, he/she must comply with the norms and procedures of the Institutional Review Board Office (IRB) and ask for authorization. To access the forms from the IRB Office or for additional information, visit the following link:
http://www.suagm.edu/ac_aa_re_ofi_formularios.asp and select the forms needed.

Furthermore, in this Web site the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional Review Board, Health Information Portability and Accountability Act (HIPAA), and the Responsibility Conduct for Research Act (RCR).

In addition, you may contact the IRB Compliance Director or coordinators:

Evelyn Rivera Sobrado, IRB Compliance Director
Tel. (787) 751-0178 ext. 7196

Updated, 7/9/2013

Carmen C. Crespo Díaz, IRB Coordinator– UMET

Tel. (787) 751-0178 ext. 6366

Josefina Melgar Gómez, IRB Coordinator – UT

Tel. (787) 743-7979 ext. 4126

Natalia Torres Berríos, IRB Coordinator - UNE

Tel. (787) 257-7373 ext. 2279

Ramón L. Nieves, IRB Coordinator – SUAGM-EU

Tel. (407) 207-3363 Ext. 1889

Teaching Philosophy and Methodology

The activities for the course reflect the educational philosophy of <u>Constructivism</u>.
Constructivism is an educational philosophy 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.

One of the main goals facilitators have is to assist students in making connections between their
prior knowledge of facts and fostering new understanding that is relevant to real life experiences.
We also attempt to tailor our teaching strategies to student responses and encourage students to
analyze, interpret, and predict information.

CONSTRUCTIVISM GUIDING PRINCIPLES

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 *assessment* part of the learning process, thus ensuring that it provides students with information on the quality of their learning.

5. Evaluation should serve as a self-analysis tool.

6. Tools and environments that help learners interpret the multiple perspectives of the world should be provided.

7. Learning should be internally controlled and mediated by the learner.

Instructional Approach

The curriculum integrates the *Sheltered Instruction Observation Protocol (SIOP) Model**.

The student will be exposed to the eight interrelated learning SIOP components to facilitate comprehensible instruction. These are:

- Lesson Preparation
- Background Knowledge
- Comprehensible Input
- Strategies
- Interaction

- Practice/Application

- Lesson Delivery

- Review/Assessment

These instructional strategies are connected to each one of these components, allowing that the design and presentation of a lesson address the academic and linguistic needs of second language learners. Each lesson integrates language strategies and instructional approaches to ensure the linguistic and academic success of students.

SIOP Components (Sheltered Instruction Observation Protocol)

The instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the Cognitive Academic Language Learning Approach (CALLA) strategies that best align to the specific week content and language objectives and integrate them in the lesson activities to ensure maximum learning and academic performance.

A. **Lesson Preparation**

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

CALLA Strategies
(Cognitive Academic Language Learning Approach)

___ Cognitive
___ Metacognitive
___ Social/Affective

B. **Scaffolding**

___ Modeling
___ Guided Practice
___ Independent Practice
___ Comprehensible Input

C. **Grouping Options**
___ Whole Class
___ Small Groups
___ Partners
___ Independent Work

D. **Integration of Language Domains**

___ Listening
___ Speaking
___ Reading
___ Writing

E. **Learning Application**
___ Dynamic
___ Meaningful/Relevant
___ Rigorous
___ Linked to Objectives
___ Promotes Engagement

WORKSHOP ONE

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Apply the different steps of the writing process in their written assignments.

2. Develop the controlling idea as a topic sentence or thesis.

3. Apply the basic structure of paragraphs in writing.

4. Make verbs agree with their subjects accurately.

5. Analyze the features of descriptive writing.

6. Identify the six traits of writing accurately.

7. Apply reading-based writing forms in their academic activities.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Differentiate the features of the writing process and reading-based writing

approaches by means of short academic presentations.

Speak: Discuss strategies of effective readers and writers through cooperative learning

activities.

Read: Summarize information on reading-based writing approaches and writing process.

Write: Compose a basic descriptive paragraph using a graphic organizer or a checklist.

Electronic Links (URLs):

Virtual Library

http://bibliotecavirtualut.suagm.edu/

Graphic/Advance Organizers - these links will be helpful for all the workshops

http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html

http://www.educationoasis.com/curriculum/GO/vocab_dev.htm

http://www.google.com/search?q=vocabulary+graphic+organizers&hl=en&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=PKdpUJzuEZT02wWZo4GYDQ&ved=0CC4QsAQ&biw=1280&bih=822

http://www.google.com/search?q=graphic+organizers&tbm=isch&tbo=u&source=univ&sa=X&ei=0zXcUYaqI43C8gGaw4HwBw&sqi=2&ved=0CEYQsAQ&biw=1280&bih=822

http://www.enchantedlearning.com/graphicorganizers/

http://edhelper.com/teachers/graphic_organizers.htm

Writing Process

http://lewis.cpsb.org/faculty_pages/stacey.blanchard/THE%20FIVE%20STEPS%20OF%20THE%20WRITING%20PROCESS.htm

http://owl.english.purdue.edu/owl/section/1/1/

Six Traits of Writing

http://educationnorthwest.org/traits

http://www.greatsource.com/iwrite/students/s_6traits.html

Subject-Verb Agreement

http://grammar.ccc.commnet.edu/grammar/sv_agr.htm

http://owl.english.purdue.edu/owl/resource/599/01/

Topic Sentence or Thesis Statement

http://public.wsu.edu/~campbelld/topic.htm

http://www.riverhill.org/social.studies/schnaar/Thesis%20vs%20Topic.PDF

Basic Structure of a Paragraph

http://lrs.ed.uiuc.edu/students/fwalters/para.html

http://owl.english.purdue.edu/owl/resource/606/01/

Descriptive Writing

http://teacher.scholastic.com/writewit/diary/

http://owl.english.purdue.edu/owl/resource/685/03/

http://www.readingrockets.org/strategies/descriptive_writing/

Assignments Due Prior to the Workshop:

1. Use Voice Board to engage in oral discussions on the basic features of descriptive writing. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on reading-based writing approaches. Take notes, and be prepared to discuss in class.

3. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English at the Proficient – B1 level, as determined by the facilitator.

4. Access NetTutor to obtain additional help in the development of writing skills in English.

5. Define in English the academic core vocabulary of the workshop.

6. Illustrate the Writing Process using a flowchart and be prepared to explain it in class.

7. Bring samples of topic sentences or controlling ideas to class.

8. Complete a graphic organizer with the basic structure of a paragraph and be prepared to explain it in class.

9. Design a poster illustrating the features of descriptive writing. Be ready to explain these features to your peers in class.

10. Take the Language Placement Test and complete the interactive exercises in the Language Lab according to the level of English obtained. Refer to **Appendix C** for detailed information.

Academic Core Vocabulary

1. Agreement

2. Controlling idea

3. Descriptive writing

4. Features

5. Paragraph

6. Reading-based writing approaches

7. Six traits of writing

8. Subject

9. Thesis

10. Traits

11. Verb

12. Writing process

List of Supplementary Materials for the Workshop:

1. Advance/graphic organizers

2. Checklist

3. Writing samples

SIOP Components (**S**heltered **I**nstruction **O**bservation **P**rotocol): The "X" on the line indicates the teaching strategies that will be used in each class to support and increase students' linguistic and academic performance.

A. **Lesson Preparation**

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

B. **Scaffolding**

_X_ Modeling
_X_ Guided Practice
_X_ Independent Practice
_X_ 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.

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

C. **Grouping Options**

_X_ Whole Group
_X_ Small Group
_X_ Partners
_X_ Independent Work

D. **Integration of Language Domains**

_X_ Listening
_X_ Speaking
_X_ Reading
_X_ Writing

E. **Learning Application**

_X_ Dynamic
_X_ Meaningful/Relevant
_X_ Rigorous
_X_ Linked to Objectives
_X_ Promotes Engagement

Integrated Activities of Content and Language to achieve Content and Language Objectives:

1. Facilitator will introduce him/herself and use an ice breaker activity of his/her choice for students to share information about themselves and thus create an environment of camaraderie and reduce the level of anxiety among the students.

2. Facilitator will review the course content, appendices, evaluation criteria, as well as explain the *Digital Performance Portfolio Assessment Handbook.* It is the responsibility of the student to work on a regular basis on the completion of the digital portfolio, complying with all the stipulated guidelines.

3. Students will select the student representative.

4. Students will work in small groups and use their notes on the assigned research topic to create a graphic/advance organizer of their choice highlighting the most important concepts. A representative from each group will share with the whole class.

5. Students, in small groups, will share the outcome of their discussion on the features of descriptive writing in the Discussion Board on Blackboard.

6. Each group will choose an expert representative on the features of descriptive writing to participate in a round-table discussion. They can use the poster prepared in advance. The facilitator will be the moderator of the discussion. Peers can contribute with their comments, questions, and feedback by the end of the activity.

7. The facilitator will project a group flowchart on the screen and request students to help him/her complete the graphic organizer with information on the writing process. Then, students, in small groups, will explain one step of the writing process as assigned by the facilitator.

8. The facilitator will explain the concept of topic sentence and/controlling idea in writing a paragraph.

9. Students will post samples of topic sentences and/controlling ideas on the walls of the classroom. Students will read and discuss the samples as they walk around the classroom. Students will share what they learned about topic sentences with peers.

10. Students, in small groups, will complete exercises on topic sentence and/controlling idea provided by the facilitator. A class discussion will follow if needed.

11. The facilitator will introduce the basic structure of a paragraph using a PowerPoint presentation.

12. Students, in small groups, will analyze each part of a paragraph and share with the class.

13. The facilitator will provide different samples of descriptive paragraphs. Students will read those samples and identify features of descriptive writing.

14. Students will participate in a Three-Step Interview for further discussion and analysis of descriptive writing features. Then, they will share those features with the class.

15. The facilitator will provide a list of possible topics to write a descriptive paragraph. Each student will choose a topic and develop a basic descriptive paragraph. They will hand in their descriptive paragraph to the facilitator for evaluation at the end of the workshop.

16. Write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.

17. E-Lab: Continue working on the Tell Me More interactive exercises designed to develop/improve linguistic skills in English.

18. Submit the document found in **Appendix D** indicating the amount of time spent working on Language Lab/E-Lab activities and exercises.

Assessment:

1. **Individual**: Students will complete their journal entry and submit it to the facilitator electronically no later than 24 hours after the workshop.

2. **Group**: Students, in small groups, will explain one step of the writing process.

3. **Written**: Students will compose a descriptive paragraph.

Updated, 7/9/2013

4. **Oral**: Students will analyze the features of descriptive writing to participate in a round-table discussion

Lesson Wrap-Up:

1. **Individual:** Every student will turn to their peer and share one of the most important topics of the lesson.

2. **Group:** In small groups, students will prepare a news report to inform the audience about the content of the workshop.

WORKSHOP TWO

Specific Content Objectives

Analyze the reading-based writing approach and other approaches in writing.

1. Identify the six kinds of phrases in English: noun phrases, prepositional phrases, verb phrases, infinitive phrases, participial phrases, and gerund phrases.

2. Analyze the denotation and connotation of words.

3. Identify and apply the concepts of audience, tone, and mood in writing.

4. Examine the main parts of the essay: introduction, development, transition, and conclusion.

5. Apply techniques of descriptive writing: dominant impression, word choice, point of view, and order.

6. Apply the principles of the writer´s workshop to edit papers.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Compare and contrast the concepts of audience, tone, and mood in writing.

Speak: Explain the use of techniques of descriptive writing through formal conversations.

Read: Identify and summarize central ideas of a text.

Write: Compose a descriptive five-paragraph essay effectively.

Electronic Links (URLs):

Virtual Library

http://bibliotecavirtualut.suagm.edu/

Audience in Writing

http://writingcenter.unc.edu/handouts/audience/

http://writingcenter.tamu.edu/2005/composing-process/brainstorming-prewriting/audience-analysis/

http://www.umuc.edu/writingcenter/writingresources/writing_for_audiences.cfm

Denotation and Connotation

http://www.writingcentre.uottawa.ca/hypergrammar/conndeno.html

Descriptive Writing Techniques

http://kings-winchester.hants.sch.uk/wp-content/uploads/2010/12/KS3-Descriptive-Devices-Revision-Sheet.pdf

http://www.hoddereducation.co.uk/SiteImages/85/8584e709-1597-4138-9a72-761c765ba6b1.pdf

Main Parts of the Essay

http://owl.english.purdue.edu/engagement/index.php?category_id=2&sub_category_id=2&article_id=55

http://www.apsu.edu/sites/apsu.edu/files/academic-support-center/Essay_Parts_of_an_Essay_or_Research_Paper.pdf

Mood in Writing

http://mastereditsoftware.blogspot.com/2009/11/what-is-tonemood-in-writing.html

http://www.ehow.com/how_4867754_teach-mood-creative-writing.html

Tone in Writing

http://www.ehow.com/how_4867754_teach-mood-creative-writing.html

http://www.englishexercises.org/makeagame/viewgame.asp?id=2651

Writer´s Workshop

http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf

Assignments Due Prior to the Workshop:

1. Use Voice Board to engage in oral discussions on audience, tone, and mood in writing.

   Be sure to follow all the guidelines determined by the facilitator.

Updated, 7/9/2013

2. Use the Virtual Library to conduct research on descriptive writing techniques. Take notes, and be prepared to discuss in class.

3. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English at the Proficient – B1 level, as determined by the facilitator.

4. Access NetTutor to obtain additional help in the development of writing skills in English.

5. Define in English the academic core vocabulary of the workshop.

6. Complete a graphic organizer with the reading-based writing approach and other approaches in writing and be prepared to explain these approaches in class.

7. Summarize information on noun phrases, prepositional phrases, verb phrases, infinitive phrases, participial phrases, and gerund phrases using a six-column chart.

8. Compare and contrast denotation and connotation using a Venn diagram.

9. Search information on audience, tone, and mood in writing

10. Prepare a PowerPoint presentation on the main parts of the essay: introduction, development, transition, and conclusion.

11. Search and take notes of descriptive writing techniques such as dominant impression, word choice, point of view, and order. Be ready to explain the techniques.

12. Continue working with the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.

13. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook.*

Academic Core Vocabulary

1. Audience in writing

2. Connotation

3. Denotation

4. Dominant impression

5. Gerund phrases

6. Infinitive phrases

7. Mood in writing

8. Noun phrases

9. Participial phrases

10. Point of view

11. Prepositional phrases

12. Tone in writing

13. Verb phrases

14. Word choice

List of Supplementary Materials for the Workshop:

1. Advance/graphic organizers

2. Three column chart

3. Voice Board

SIOP Components (**S**heltered **I**nstruction **O**bservation **P**rotocol): The "X" on the line indicates the teaching strategies that will be used in each class to support and increase students' linguistic and academic performance.

A. **Lesson Preparation**

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

B. **Scaffolding**

 _X_ Modeling
 _X_ Guided Practice
 _X_ Independent Practice
 _X_ 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.

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

C. **Grouping Options**

 _X_ Whole Group
 _X_ Small Group
 _X_ Partners
 _X_ Independent Work

D. **Integration of Language Domains**

 _X_ Listening
 _X_ Speaking
 _X_ Reading
 _X_ Writing

E. **Learning Application**

 _X_ Dynamic
 _X_ Meaningful/Relevant
 _X_ Rigorous
 _X_ Linked to Objectives
 _X_ Promotes Engagement

Integrated Activities of Content and Language to achieve Content and Language Objectives:

1. Facilitator and students will use an advance/graphic organizer to review the major concepts covered in the previous workshop. Any doubts will be clarified.

2. Students will work in small groups and use their notes on the assigned research topic to create a graphic/advance organizer of their choice highlighting the most important concepts. A representative from each group will share with the whole class.

3. Students, in small groups, will discuss the reading-based writing approach and other approaches in writing. Each group will choose a representative to participate in a talk show. The facilitator will be the interviewer and the chosen students will be the panelists.

4. The facilitator will project a group comparative chart and ask students to complete it with the distinctive features of noun phrases, prepositional phrases, verb phrases, infinitive phrases, participial phrases, and gerund phrases.

5. Students, in small groups, will participate in a write-around activity on each phrase category from the previous item. Students will clear tables and complete a definition and examples on an assigned phrase category by circulating a paper inside each group. Then, groups will share what they wrote in their paper with the class. A class discussion will follow if needed.

6. Students, in working teams, will analyze and complete exercises with all combined phrase categories provided by the facilitator.

7. The facilitator will list at least ten words and request students to write connotation and denotation of each word. Students will share the outcome of their work with the class.

8. Students will participate in a Pop Corn activity to review audience, tone, and mood in writing. Students will answer questions on each reviewed item in a row.

9. The facilitator will introduce the main features of a descriptive essay by providing descriptive essay samples.

10. The facilitator will choose some students randomly to present the main parts of the essay: introduction, development, transition, and conclusion.

11. Students, in a whole group discussion circle, will explain descriptive writing techniques such as dominant impression, word choice, point of view, and order. The facilitator will provide clarification if needed.

12. Write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.

13. E-Lab: Continue working with the Tell Me More interactive exercises designed to develop/improve linguistic skills in English.

14. Submit the document found in **Appendix D** indicating the amount of time spent working on Language Lab/E-Lab activities and exercises.

15. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook.*

Assessment:

1. **Individual**: Students will complete their journal entry and submit it to the facilitator electronically no later than 24 hours after the workshop.

2. **Group**: Students, in small groups, will participate in a write-around activity to analyze noun phrases, prepositional phrases, verb phrases, infinitive phrases, participial phrases, and gerund phrases.

3. **Written**: Students will compose a descriptive five-paragraph essay.

4. **Oral**: Students will discuss the reading-based writing approach and other approaches in writing by means of a "talk show."

Lesson Wrap-Up:

1. **Individual:** Students will write about what they learned in this workshop for one minute and without stops. Then, they will share their writing with the class.

2. **Group:** In small groups, students will build a poster containing pictures and text about the content of this workshop.

WORKSHOP THREE

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Identify narrative patterns: situation, conflict, struggle, outcome, and meaning.

2. Distinguish between a phrase and a sentence clearly.

3. Use support details and thought patterns to find implied main ideas.

4. Embed adjectives, adverbs, and prepositional phrases in a sentence.

5. Use verb tenses and modal verbs in narrative writing correctly.

6. Apply figurative speech in narrative contexts effectively.

7. Use the Brandon guide for revising and editing: CLUESS and CGPS accurately.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Differentiate narrative patterns by means of short academic presentations.

Speak: Discuss the meaning of figurative speech in narrative writing.

Read: Find implied main ideas using supporting details and thought patterns.

Write: Compose a narrative paragraph using a step-by-step approach.

Electronic Links (URLs):

Virtual Library

http://bibliotecavirtualut.suagm.edu/

Narrative Patterns

http://www.sandhills.edu/academic-departments/english/film/narrativearc.html

http://www.oregon.gov/DAS/LO/docs/leadershipstoryguidelines_denning2008.pdf

Phrase vs. Sentence

http://www.studyzone.org/testprep/ela4/g/phrasel.cfm

Updated, 7/9/2013

http://www.dailywritingtips.com/english-grammar-101-sentences-clauses-and-phrases/

Implied Main Ideas

http://wps.ablongman.com/long_mcwhorter_ersonline_1/0,2257,70193-,00.html

http://www.palmbeachstate.edu/slc/Documents/implied%20main%20idea%20hints.pdf

Adjectives, Adverbs, and Prepositional Phrases

http://www.grammarbook.com/grammar/adjAdv.asp

http://web2.uvcs.uvic.ca/elc/studyzone/200/grammar/adjadv.htm

http://www.chompchomp.com/terms/prepositionalphrase.htm

http://www.towson.edu/ows/prepositions.htm

Verb Tenses

http://www.towson.edu/ows/tenseconsistency.htm

http://www.perfect-english-grammar.com/verb-tenses.html

Modal verbs

http://www.englishpage.com/modals/modalintro.html

http://www.learnenglish.de/grammar/verbmodal.htm

Figurative Speech

http://grammar.about.com/od/rhetoricstyle/a/20figures.htm

http://languagearts.mrdonn.org/figurative.html

Narrative Writing

http://www.greatsource.com/iwrite/students/s_narrative.html

http://bowvalleycollege.ca/Documents/Learning%20Resource%20Services/Library%20Learning

%20Commons/E-Resources/Study%20guides/writing%20para_narr.pdf

Updated, 7/9/2013

Revising and Editing

http://books.google.com/books?id=0RD5zt9BjecC&pg=PP2&lpg=PP2&dq=CLUESS+and+CG

PS&source=bl&ots=eJJm3PuaD5&sig=kZujLDboIbo6_JYMwMP-fF

http://www.cengage.com/resource_uploads/downloads/1133309992_321581.pdf

Assignments Due Prior to the Workshop:

1. Use Voice Board to engage in oral discussions on figurative speech. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on narrative patterns. Take notes, and be prepared to discuss in class.

3. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English at the Proficient – B1 level, as determined by the facilitator.

4. Access NetTutor to obtain additional help in the development of writing skills in English.

5. Define in English the academic core vocabulary of the workshop.

6. Compare and contrast a phrase and a sentence using a T-chart. Be prepared to explain the difference.

7. Bring reading samples to find implied main ideas in class.

8. Prepare a PowerPoint presentation to introduce the concepts of adjectives, adverbs, and prepositional phrases. Be ready to make an effective presentation.

9. Design a poster that illustrates verb tenses in English.

10. Write sample sentences with modal verbs on sentence strips.

11. Prepare pictures that illustrate the denotation and connotation of figures of speech discussed online by using the Blackboard Collaborate tools.

12. Search for information on the Brandon guide for revising and editing: CLUESS and CGPS accurately. Take notes on index cards.

13. Continue working on the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.

14. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

Academic Core Vocabulary

1. Adjective

2. Adverb

3. Figurative speech

4. Modal verb

5. Narrative writing

6. Phrase

7. Prepositional phrase

8. Sentence

9. Thought patterns

10. Verb tense

List of Supplementary Materials for the Workshop:

1. Advance/graphic organizers

2. Three column chart

3. Blackboard Collaborate tools

4. Voice Board

SIOP Components (**S**heltered **I**nstruction **O**bservation **P**rotocol): The "X" on the line indicates the teaching strategies that will be used in each class to support and increase students' linguistic and academic performance.

A. **Lesson Preparation**   B. **Scaffolding**

_X_ Adaptation of Content   _X_ Modeling
_X_ Links to Background Knowledge   _X_ Guided Practice
_X_ Links to Past Learning   _X_ Independent Practice
_X_ Strategies Incorporated   _X_ 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.

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

C. **Grouping Options**   D. **Integration of Language Domains**

_X_ Whole Group   _X_ Listening
_X_ Small Group   _X_ Speaking
_X_ Partners   _X_ Reading
_X_ Independent Work   _X_ Writing

E. **Learning Application**

_X_ Dynamic
_X_ Meaningful/Relevant
_X_ Rigorous
_X_ Linked to Objectives
_X_ Promotes Engagement

Updated, 7/9/2013

Integrated Activities of Content and Language to achieve Content and Language Objectives:

1. Facilitator and students will use an advance/graphic organizer to review the major concepts covered in the previous workshop. Any doubts will be clarified.

2. Students will work in small groups and use their notes on the assigned research topic to create a graphic/advance organizer of their choice highlighting the most important concepts. A representative from each group will share with the whole class.

3. The facilitator will lead a brainstorming session to help students compare and contrast a phrase and a sentence clearly. Students will write a definition of a phrase and a sentence as an outcome of their discussion in class.

4. Students, in pairs, will make full sentences from phrases provided by the facilitator. Each pair will read aloud their sentences to the class to validate their work.

5. The facilitator will explain how to find implied main ideas from texts by means of a PowerPoint presentation.

6. Students will exchange their reading samples and make small groups to find implied main ideas. Each group will choose a representative to present the reading and the implied main idea with the help of the group members. A class discussion will follow.

7. The facilitator will choose three students randomly to present the concepts of adjectives, adverbs, and preposition phrases using a PowerPoint presentation.

8. Students, in small groups, will analyze the similarities and differences between adjectives, adverbs, and prepositional phrases using simultaneous round-table discussions. A different expert from the group of adjectives, adverbs, and prepositional phrases will rotate around the groups until all the students become an expert in these topics.

9. Students, in small groups, will complete some exercises on adjectives, adverbs, and prepositional phrases provided by the facilitator. Each group will read aloud their answers to validate their work.

10. The facilitator will introduce verb tenses in English using an outline.

11. Students, chosen at random, will explain at least one verb tense from the poster prepared prior to this workshop. The facilitator will clarify any doubts on the topic.

12. Students will participate in an activity known as Stations to explain a modal verb. Students will be grouped by modal verbs and make a station using the sentence strips prepared prior to this workshop and other reference materials. Students will rotate around the stations to learn about a specific modal verb. Students will share what they learned by the end of this activity.

13. The facilitator will present an outline with the main figures of speech used in writing.

14. Students, in small groups, will share their pictures illustrating the denotation and connotation of a figure of speech. Each group will choose the best work which will be presented to the class. A class discussion will follow.

15. The facilitator will explain the features of narrative writing and how to write an effective narrative paragraph by means of a PowerPoint presentation.

16. Students will complete a graphic organizer provided by the facilitator as a previous step to writing their narrative paragraph.

17. Each student will write a narrative paragraph.

18. Students, in discussion circles, will revise and edit their narrative paragraph using CLUESS and CGPS accurately.

19. Students will hand in their edited and revised narrative paragraph to the facilitator for evaluation.

20. Write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.

21. E-Lab: Continue working on the interactive exercises designed to develop/improve linguistic skills in English.

22. Submit the document found in **Appendix D** indicating the amount of time spent working on Language Lab/E-Lab activities and exercises.

23. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook.*

Assessment:

1. **Individual**: Students will complete their journal entry and submit it to the facilitator electronically no later than 24 hours after the workshop.

2. **Group**: Students will analyze the similarities and differences between adjectives, adverbs, and prepositional phrases using simultaneous round-table discussions.

3. **Written**: Students will compose a narrative paragraph.

4. **Oral**: Students will present the concepts of adjectives, adverbs, and preposition phrases using a PowerPoint presentation.

Lesson Wrap-Up:

1. **Individual:** Every student will turn to their peer next and share one of the most important topics of the lesson.

2. **Group:** Students will complete a cloze summary activity about the content of the

workshop.

WORKSHOP FOUR

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Combine simple sentences into a single compound sentence using three options for coordination effectively: using a comma plus a coordinating conjunction; using a semicolon, an adverbial conjunction, and a comma; and using only a semicolon (no conjunction).

2. Recognize details that effectively support the main idea or topic sentence in narrative writing.

3. Identify transitions commonly used in narration to show a shift in time.

4. Avoid wordiness in sentence writing: redundant expressions, wordy phrases, and overuse of the verb *to be*.

5. Use narration to make a point clearly.

6. Apply the concept of unity and coherence in narrative writing.

7. Use outlines as pre-writing activities for a narrative five-paragraph essay.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Differentiate the distinctive features of narrative writing effectively.

Speak: Debate the level of unity and coherence in a narrative essay through cooperative learning activities.

Read: Summarize information on how to combine sentences into a single compound sentence using coordination.

Write: Compose a narrative five-paragraph essay by means of a graphic organizer.

Electronic Links (URLs):

Virtual Library

http://bibliotecavirtualut.suagm.edu/

Coordination

http://grammar.ccc.commnet.edu/grammar/conjunctions.htm

http://www.une.edu.au/tlc/aso/students/factsheets/sentence-combining-coordination.pdf

Supporting Details

https://manoa.hawaii.edu/learning/PDFhandouts/StudySkills/MAIN%20IDEAS%20AND%20S

UPPORTING.pdf

http://grammar.about.com/od/rs/g/Supporting-Details.htm

Transitions Commonly Used in Narration to Show a Shift in Time

http://aelowans.webs.com/Documents/Transition_Words.pdf

Unity and Coherence in Writing

http://www.hartdistrict.org/saugus/writing/pages/Unity%20and%20Coherence%20in%20the%20

Composition.pdf

http://www.american.edu/ocl/asc/upload/Paragraph-Unity-and-Coherence.pdf

Narrative Writing

http://owl.english.purdue.edu/owl/resource/685/04/

http://bertsermind.com/English/narrative_aplangcomp_fallqtr2_2007.pdf

http://www.englishbiz.co.uk/extras/writingskillsunity.htm

Revising and Editing

http://books.google.com/books?id=0RD5zt9BjecC&pg=PP2&lpg=PP2&dq=CLUESS+and+CG

PS&source=bl&ots=eJJm3PuaD5&sig=kZujLDboIbo6_JYMwMP-fF

http://www.cengage.com/resource_uploads/downloads/1133309992_321581.pdf

Assignments Due Prior to the Workshop:

1. Use Voice Board to engage in oral discussions on unity and coherence in writing. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on narrative writing. Take notes, and be prepared to discuss in class.

3. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English at the Proficient – B1 level, as determined by the facilitator.

4. Access NetTutor to obtain additional help in the development of writing skills in English.

5. Define in English the academic core vocabulary of the workshop.

6. Prepare a three-column chart to differentiate the three options for coordination: using a comma plus a coordinating conjunction; using a semicolon, an adverbial conjunction, and a comma; and using only a semicolon (no conjunctions).

7. Bring narrative reading samples that may be used to identify supporting ideas.

8. Prepare a chart with transitions commonly used in narration to show a shift in time.

9. Search on the Internet for ways to avoid wordiness in sentence writing: redundant expressions, wordy phrases, and overuse of the verb *to be*. Take notes and be ready to explain them in class.

10. Prepare two PowerPoint slides to explain how narration can be used to make a point clearly.

11. Make a T-chart to illustrate the concept of unity and coherence using the outcome of your discussion using Blackboard Collaborate tools.

12. Continue working on the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.

13. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook.*

Academic Core Vocabulary

1. Coordination

2. Coordinating conjunction

3. Single compound sentence

4. Unity and coherence

5. Narrative writing

List of Supplementary Materials for the Workshop:

1. Advance/graphic organizers

2. Three column chart

3. Blackboard Collaborate tools

SIOP Components (**S**heltered **I**nstruction **O**bservation **P**rotocol): The "X" on the line indicates the teaching strategies that will be used in each class to support and increase students' linguistic and academic performance.

A. **Lesson Preparation**

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

B. **Scaffolding**

_X_ Modeling
_X_ Guided Practice
_X_ Independent Practice
_X_ 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.

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

C. **Grouping Options**

_X_ Whole Group
_X_ Small Group
_X_ Partners
_X_ Independent Work

D. **Integration of Language Domains**

_X_ Listening
_X_ Speaking
_X_ Reading
_X_ Writing

E. **Learning Application**

_X_ Dynamic
_X_ Meaningful/Relevant
_X_ Rigorous
_X_ Linked to Objectives
_X_ Promotes Engagement

Integrated Activities of Content and Language to achieve Content and Language Objectives:

1. Facilitator and students will use an advance/graphic organizer to review the major concepts covered in the previous workshop. Any doubts will be clarified.

2. Students will work in small groups and use their notes on the assigned research topic to create a graphic/advance organizer of their choice highlighting the most important concepts. A representative from each group will share with the whole class.

3. Students will make three small groups to analyze the three options for coordination using their three-column chart. Each group will choose an expert representative on the assigned coordination option and explain it to other groups. All of the students will have explained an option for coordination by the end of this activity.

4. Students will participate in a Three-Step Interview to review the three options for coordination. A class discussion will follow.

5. Students, in small groups, will complete exercises on the three options for coordination. They will read aloud their answers to validate their work.

6. The facilitator will explain how to identify ideas that support the topic sentence using a PowerPoint presentation.

7. Students, in small groups, will exchange their narrative reading samples and work on the identification of ideas that support the topic sentence. Each group will choose a representative to present the reading and the outcome of their work. A class discussion will follow if needed.

8. The facilitator will choose four students at random to present transitions commonly used in narration to show a shift in time using their chart prepared prior to the workshop.

9. Students will participate in a "talk show" to discuss different ways to avoid wordiness in writing: redundant expressions, wordy phrases, and overuse of the verb *to be*.

10. Three students, chosen at random, will explain how narration can be used to make a point clearly using two PowerPoint slides. The facilitator will clarify any doubts on the topic.

11. The facilitator will project a group T-chart and ask students to complete it with information searched on unity and coherence in writing.

12. Students will read some reading excerpts provided by the facilitator to identify and explain if unity and coherence exist in those excerpts. A class discussion will follow.

13. The facilitator and students will engage in an academic conversation on narrative writing. Students can use their notes taken during their research of the topic.

14. The facilitator will explain how to use an outline as a previous step to writing a narrative essay.

15. Students will write a narrative five-paragraph essay on a topic of their choice.

16. Students, in discussion circles, will revise and edit their narrative essay using CLUESS and CGPS accurately.

17. Students will hand in their edited and revised narrative essay to the facilitator for evaluation.

18. Write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.

19. E-Lab: Continue working on the Tell Me More interactive exercises designed to develop/improve linguistic skills in English.

20. Submit the document found in **Appendix D** indicating the amount of time spent working on Language Lab/E-Lab activities and exercises.

21. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook.*

Assessment:

1. **Individual**: Students will complete their journal entry and submit it to the facilitator electronically no later than 24 hours after the workshop.

2. **Group**: Students will participate in a "talk show" to discuss different ways to avoid wordiness in writing: redundant expressions, wordy phrases, and overuse of the verb *to be*.

3. **Written**: Students will compose a narrative five-paragraph essay.

4. **Oral**: Students will participate in a *Three-Step Interview* to review the three options for coordination.

Lesson Wrap-Up:

1. **Individual**: Students will participate in an activity known as *Autobiographical Reflections*. Students will limit their autobiographies to the experiences they lived during this session. After writing their one-paragraph autobiographic reflections, students will share them with the class.

2. **Group**: Students will participate in an activity known as *Jigsaw*. The facilitator will develop a list of topics studied in this workshop and divide the information into parts/segments to facilitate learning/mastery. Either through teacher assignment or by interest areas, students will form groups charged with developing expertise on a particular topic then work in these expert groups to master the topic. They will also

determine ways to help others learn the material, exploring possible explanations, examples, illustrations, and applications. After expert groups have developed their expertise and pedagogical strategies, students will move from their expert group to a new jigsaw group in which each student serves as the only expert on a specific topic studied in this week. In jigsaw groups, experts teach the material and lead the discussion on their particular topic. Finally, students will return to their expert groups, debrief, and the whole class will reflect on the group discoveries in a closure activity.

WORKSHOP FIVE

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Use the two options for combining an independent clause with a dependent clause that begins with a subordinating conjunction and with a relative pronoun.

2. Avoid wordiness in sentence writing: unnecessary repetition of the same word; unnecessary use of *there is* or *there are*; flowery or pretentious language; and apologetic, tentative expressions.

3. Compare and contrast fact and opinion statements in expository writing.

4. Differentiate the comparison and contrast thought pattern, the cause and effect thought pattern, and the classification thought pattern.

5. Analyze the structure of expository paragraphs: comparison/contrast, cause and effect, and classification.

6. Improve coherence by using transitional phrases common to comparison/contrast, cause and effect, and classification.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Recognize distinctive features of the comparison and contrast thought pattern, the cause and effect thought pattern, and the classification thought pattern through formal presentations.

Speak: Debate fact vs. opinion statements by means of formal discussions.

Read: Analyze texts in terms of wordiness accurately.

Write: Compose a basic expository paragraph: comparison/contrast, cause and effect, or classification

Electronic Links (URLs):

Virtual Library

http://bibliotecavirtualut.suagm.edu/

Subordinating conjunctions

http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/subcon.htm

http://www.englishclub.com/grammar/conjunctions-subordinating.htm

http://www.englishforeveryone.org/PDFs/Subordinating%20Conjunctions.pdf

Wordiness

http://www2.gsu.edu/~accerl/wordiness/WO.html

http://leo.stcloudstate.edu/style/wordiness.html

Comparison/Contrast Paragraph

http://lrs.ed.uiuc.edu/students/fwalters/compcont.html

http://www.pearsonhighered.com/showcase/henry1e/assets/WFL_P_to_E_2e_ch09.pdf

Cause and Effect Paragraph

http://lrs.ed.uiuc.edu/students/fwalters/cause.html

http://e-book.ram.edu/e-book/e/EN305(41)/en305-6.pdf

Classification Paragraph

http://www.une.edu.au/tlc/aso/students/factsheets/paragraph-class.pdf

http://www2.actden.com/writ_den/tips/paragrap/classify.htm

Assignments Due Prior to the Workshop:

1. Use Voice Board to engage in oral discussions on how to avoid wordiness in sentence writing (unnecessary repetition of the same word; unnecessary use of *there is* or *there are*; flowery or pretentious language; and apologetic, tentative expressions). Be sure to follow all the guidelines determined by the facilitator.

Updated, 7/9/2013

2. Use the Virtual Library to conduct research on structure of expository paragraphs (comparison/contrast, cause and effect, and classification). Take notes, and be prepared to discuss in class.

3. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English at the Proficient – B1 level, as determined by the facilitator.

4. Access NetTutor to obtain additional help in the development of writing skills in English.

5. Define in English the academic core vocabulary of the workshop.

6. Prepare a two-column chart to differentiate the two options for combining an independent clause with a dependent clause that begins with a subordinating conjunction and with a relative pronoun.

7. Design a PowerPoint presentation (no longer than nine slides) to explain ways to avoid wordiness in writing: (unnecessary repetition of the same word; unnecessary use of *there is* or *there are*; flowery or pretentious language; and apologetic, tentative expressions) using the outcome of their discussion on Voice Board.

8. Write fact statement and opinion statements on sentence strips and bring them to class. Be ready to explain the differences between fact and opinion statements.

9. Elaborate a three-column chart to define the comparison and contrast thought pattern, the cause and effect thought pattern, and the classification thought pattern.

10. Design a chart with transitional phrases common to comparison/contrast, cause and effect, and classification.

11. Study for the mid-term exam of the course. Focus on the content of Workshops 1 to 4.

12. Bring a graphic organizer sample for each of the following expository paragraphs: comparison/contrast, cause and effect, and classification.

Updated, 7/9/2013

13. Continue working on the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.

14. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook.*

Academic Core Vocabulary

1. Apologetic expressions

2. Dependent clause

3. Independent clause

4. Relative pronoun

5. Subordinating conjunction

6. Wordiness

List of Supplementary Materials for the Workshop:

1. Advance/graphic organizers

2. Three column chart

3. Voice Board

SIOP Components (**S**heltered **I**nstruction **O**bservation **P**rotocol): The "X" on the line indicates the teaching strategies that will be used in each class to support and increase students' linguistic and academic performance.

A. **Lesson Preparation**

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

B. **Scaffolding**

  _X_ Modeling
  _X_ Guided Practice
  _X_ Independent Practice
  _X_ 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.

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

C. **Grouping Options**

  _X_ Whole Group
  _X_ Small Group
  _X_ Partners
  _X_ Independent Work

D. **Integration of Language Domains**

  _X_ Listening
  _X_ Speaking
  _X_ Reading
  _X_ Writing

E. **Learning Application**

  _X_ Dynamic
  _X_ Meaningful/Relevant
  _X_ Rigorous
  _X_ Linked to Objectives
  _X_ Promotes Engagement

Integrated Activities of Content and Language to achieve Content and Language Objectives:

1. Facilitator and students will use an advance/graphic organizer to review the major concepts covered in the previous workshop. Any doubts will be clarified.

2. Students will work in small groups and use their notes on the assigned research topic to create a graphic/advance organizer of their choice highlighting the most important concepts. A representative from each group will share with the whole class.

3. Students will make two groups to analyze the differences between the two options for combining an independent clause with a dependent clause that begins with a subordinating conjunction and with a relative pronoun.

4. Each group will perform a personification exercise on one of the two options for subordination. Groups will pretend to be an independent clause with a dependent cause that begins with a subordinating conjunction or with a relative pronoun and explain what changes they experience when subordinated. A class discussion will follow.

5. Students, in small groups, will complete exercises on the two options for subordination. They will read aloud their answers to validate their work.

6. Four students, chosen at random, will explain ways to avoid wordiness in writing: (unnecessary repetition of the same word; unnecessary use of *there is* or *there are*; flowery or pretentious language; and apologetic, tentative expressions) by means of a PowerPoint presentation.

7. Students will participate in Walk-About activity to reinforce ways to avoid wordiness in writing presented in the previous item. The facilitator will write a couple of questions on how to avoid wordiness on chart four chart papers that will be posted on the walls of the

classroom. Students, in four small groups, will rotate around the papers and write their answers. Students will paraphrase their peers´ answers by the end of the activity.

8. Students, in pairs, will correct wordiness from sentences provided by the facilitator. Pairs will read aloud the edited sentences. A class discussion will follow.

9. Students will post the sentence strips containing fact and opinion statements on the board. The facilitator will ask students to read all the statements in silence and separate fact from opinion statements.

10. Students, in small groups, will complete exercises on fact vs. opinion statements in class. Students will read aloud their answers to validate their work.

11. The facilitator will project a group three-column chart and request students to complete it with the definition of the following thought patterns: comparison and contrast, cause and effect, and classification.

12. Students, in pairs, will complete exercises on the thought patterns defined in the previous item. Students will read aloud their answers to validate their work.

13. Three students, chosen at random, will present transitional phrases common to comparison/contrast, cause and effect, and classification using their charts prepared prior to the workshop.

14. The facilitator will explain the components and characteristics of expository writing by means of a PowerPoint presentation.

15. Students will engage in a formal discussion on the structure of the following expository paragraphs: comparison/contrast, cause and effect, and classification.

16. Students, in pairs, will identify specific expository paragraph structures from reading excerpts provided by the facilitator. A class discussion will follow.

17. Students will complete a graphic organizer to develop a specific kind of expository paragraph.

18. Students will write an expository paragraph on the topic of their choice.

19. Students, in discussion circles, will revise and edit their expository paragraph using CLUESS and CGPS accurately.

20. Students will hand in their edited and revised expository paragraph to the facilitator for evaluation.

21. Students will take the mid-term exam in Spanish that will cover the content of workshops 1 to 4.

22. Write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.

23. E-Lab: Continue working on the Tell Me More interactive exercises designed to develop/improve linguistic skills in English.

24. Submit the document found in **Appendix D** indicating the amount of time spent working on Language Lab/E-Lab activities and exercises.

25. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook.*

Assessment:

1. **Individual**: Students will take the mid-term exam in Spanish and complete their journal entry and submit it to the facilitator electronically no later than 24 hours after the workshop.

2. **Group**: Students will make two groups to analyze the differences between the two options for subordination.

3. **Written**: Students will compose an expository paragraph.

4. **Oral**: Students will engage in a formal discussion on the structure of the following expository paragraphs: comparison/contrast, cause and effect, and classification.

Lesson Wrap-Up:

1. **Individual**: Every student will turn to the classmate on their left and share something they learned in this workshop.

2. **Group**: Students will participate in an activity known as Simultaneous Round Table. Divided in small groups, each student will receive a paper and a pencil. The papers are labeled with a team number (rather than students' own names) because the paper will be passed around the group. The teacher will read aloud a topic covered in this workshop. Students will be given two minutes to respond in writing to the teacher's prompt and then they will pass the papers to each group member four or five times. Each time the paper is passed to a student, he or she must read what is already on the list and then add additional ideas.

WORKSHOP SIX

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Make valid inferences and avoid invalid conclusions accurately.

2. Correct fragments and run-on sentences while editing papers.

3. Avoid language inappropriate for formal writing: slang, clipped language, sexist language, and trite expressions (clichés).

4. Differentiate the process analysis thought pattern and the definition thought pattern.

5. Analyze the structure of expository paragraphs: process analysis and definition.

6. Improve coherence by using transitional phrases common to process analysis and definition.

7. Do a brief literature review of an expository topic.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Identify valid inferences from different kinds of statements by means of formal presentations.

Speak: Discuss the structure of process analysis and definition expository paragraphs.

Read: Summarize research-based information on a specific topic.

Write: Compose an expository five-paragraph essay.

Electronic Links (URLs):

Virtual Library

http://bibliotecavirtualut.suagm.edu/

Making Valid Inferences

http://wps.ablongman.com/long_henry_mrup_1/33/8661/2217289.cw/index.html

Updated, 7/9/2013

https://www.msu.edu/~marianaj/DedInd.htm?iframe=true&width=95%&height=95%

Fragments and Run-On Sentences

http://writingcenter.unc.edu/handouts/fragments-and-run-ons/

http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/fragments_quiz.htm

http://writingcenter.waldenu.edu/728.htm

Slang, Clipped Language, Sexist Language, and Trite Expressions (Clichés)

http://www.cf.edu/departments/instruction/lsc/Writing_docs/Capstone/Inappropriate%20Use%20of%20Language%20in%20Formal%20Writing.pdf

http://wps.ablongman.com/wps/media/objects/2942/3012900/transparenciesandppt/effectivewords.pdf

Literature Review

http://writingcenter.unc.edu/handouts/literature-reviews/

http://writing.wisc.edu/Handbook/ReviewofLiterature.html

Expository writing

http://www.stanford.edu/~arnetha/expowrite/info.html

http://owl.english.purdue.edu/owl/resource/685/02/

http://www.sbcc.edu/clrc/files/wl/downloads/StructureofaGeneralExpositoryEssay.pdf

http://www.studygs.net/wrtstr3.htm

Assignments Due Prior to the Workshop:

1. Use Voice Board to engage in oral discussions on how to make valid inferences. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on the structure of expository paragraphs: process analysis and definition. Take notes, and be prepared to discuss in class.

Updated, 7/9/2013

3. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English at the Proficient – B1 level, as determined by the facilitator.

4. Access NetTutor to obtain additional help in the development of writing skills in English.

5. Define in English the academic core vocabulary of the workshop.

6. Design a poster containing hints on how to make valid inferences using the information shared in the oral discussion in Voice Board.

7. Build a T-chart to differentiate fragments and run-on sentences.

8. Prepare a PowerPoint presentation containing ways to avoid language inappropriate for formal writing: slang, clipped language, sexist language, and trite expressions (clichés). Be prepared to explain.

9. Elaborate a two-column chart to differentiate the process analysis thought pattern and the definition thought pattern.

10. Search on the Internet for graphic organizers to develop expository paragraphs: process analysis and definition.

11. Prepare a chart containing transitional phrases common to elaborate expository paragraphs: process analysis and definition.

12. Bring the literature done on an expository topic.

13. Continue working on the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.

14. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook.*

Academic Core Vocabulary

1. Clipped language

2. Comma splice

Updated, 7/9/2013

3. Run-on sentence

4. Sexist language

5. Slang

6. Trite expressions (clichés)

List of Supplementary Materials for the Workshop:

1. Advance/graphic organizers

2. Three column chart

3. Voice Board

SIOP Components (**S**heltered **I**nstruction **O**bservation **P**rotocol): The "X" on the line indicates the teaching strategies that will be used in each class to support and increase students' linguistic and academic performance.

A. **Lesson Preparation**

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

B. **Scaffolding**

_X_ Modeling
_X_ Guided Practice
_X_ Independent Practice
_X_ 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.

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

C. **Grouping Options**

_X_ Whole Group
_X_ Small Group
_X_ Partners
_X_ Independent Work

D. **Integration of Language Domains**

_X_ Listening
_X_ Speaking
_X_ Reading
_X_ Writing

E. **Learning Application**

_X_ Dynamic
_X_ Meaningful/Relevant
_X_ Rigorous
_X_ Linked to Objectives
_X_ Promotes Engagement

Integrated Activities of Content and Language to achieve Content and Language Objectives:

1. Facilitator and students will use an advance/graphic organizer to review the major concepts covered in the previous workshop. Any doubts will be clarified.

2. Students will work in small groups and use their notes on the assigned research topic to create a graphic/advance organizer of their choice highlighting the most important concepts. A representative from each group will share with the whole class.

3. The facilitator will lead a brainstorming session on how to make valid inferences. Students will use their posters for this activity. A class discussion will follow.

4. The facilitator will project a group T-chart and ask students to complete it with information on fragments vs. run-on sentences.

5. Students, in pairs, will complete exercises on fragments and run-on sentences provided by the facilitator. Pairs will read aloud their answers to the exercises to validate their work.

6. Four students, chosen at random, will explain ways to avoid language inappropriate for formal writing: slang, clipped language, sexist language, and trite expressions (clichés) by means of a PowerPoint presentation.

7. Students will review ways to avoid language inappropriate for formal writing by participating in Pop Corn activity. The facilitator will ask questions on the topic and students will provide immediate brief answers in a row.

8. The facilitator will project sentences containing language inappropriate for formal writing. Students, in small groups, will revise those sentences and read them aloud to validate their work. A class discussion will follow.

9. Students, in small groups, will analyze the structure of the analysis thought pattern and the definition thought pattern.

10. Student will identify the process analysis and the definition thought patterns after reading brief passages provided by the facilitator.

11. Two students, chosen at random, will explain how to use transitional phrases common to elaborate expository paragraphs: process analysis and definition.

12. The facilitator will provide copies of cloze exercises and ask students fill in the blanks with transitional phrases correctly. Students will read aloud their answers to validate their work.

13. The facilitator will compare and contrast the structure of the process analysis and definition expository paragraphs.

14. Students, in a whole group discussion circle, will share their research on an expository topic.

15. Students will complete a graphic organizer to develop an expository paragraph/essay on the topic of their choice.

16. Students, in discussion circles, will revise and edit their expository paragraph/essay using CLUESS and CGPS accurately.

17. Students will hand in their edited and revised expository paragraph/essay to the facilitator for evaluation.

18. Write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.

19. E-Lab: Continue working on the Tell Me More interactive exercises designed to develop/improve linguistic skills in English.

20. Submit the document found in **Appendix D** indicating the amount of time spent working on Language Lab/E-Lab activities and exercises.

21. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook.*

Assessment:

1. **Individual**: Students will complete their journal entry and submit it to the facilitator electronically no later than 24 hours after the workshop.

2. **Group**: Students, in discussion circles, will revise and edit their expository paragraph/essay using CLUESS and CGPS accurately.

3. **Written**: Students will compose an expository five-paragraph essay.

4. **Oral**: Students will explain ways to avoid language inappropriate for formal writing: slang, clipped language, sexist language, and trite expressions (clichés) by means of a PowerPoint presentation.

Lesson Wrap-Up:

1. **Individual**: Students will participate in an activity known as *Letters*. Students will assume the identity of an important or famous person in their discipline and write a letter explaining their thoughts on an issue, theory, or controversial topic discussed in the class this week to another important or famous person who holds a different perspective. The letter can be to a contemporary person or it can be an imaginative juxtaposition between people of different disciplines.

2. **Group**: Divided in triads, students will summarize the content of the course and identify specific parts of the course content that have impacted them. Finally, students will share their findings with the class in a whole class discussion.

WORKSHOP SEVEN

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Identify the attitude of the effective arguer.

2. Apply techniques for developing arguments effectively.

3. Compare and contrast two arguments with opposing viewpoints accurately.

4. Apply commonly used transitions to help achieve coherence in argumentative/persuasive writing.

5. Paraphrase, quote, and document sources in writing.

6. Apply the rules for titles, capitalization, and numbers in writing.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Recognize the steps to elaborate effective arguments by through brief lectures.

Speak: Debate the opposing viewpoints of an argument accurately.

Read: Summarize techniques for developing arguments.

Write: Compose a basic argumentative/persuasive paragraph.

Electronic Links (URLs):

Virtual Library

http://bibliotecavirtualut.suagm.edu/

Development of arguments

http://depts.washington.edu/clue/downloads/developinganargument.pdf

http://writingcenter.unc.edu/handouts/argument/

http://owl.english.purdue.edu/owl/resource/659/01/

Transitions in argumentative/persuasive writing

http://classroom.nbisd.org/webs/skasberg/upload/basic_transition_words.pdf

http://am003.k12.sd.us/Moege%20files/nonfiction/argument/Persuasive%20Transition%20Words%20%20and%20Phrases.pdf

http://grammar.ccc.commnet.edu/grammar/transitions.htm

Paraphrase, quote, and document sources

http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page350378

http://owl.english.purdue.edu/owl/resource/563/1/

Rules for titles, capitalization, and numbers in writing

http://web.cn.edu/kwheeler/documents/Punctuating_Titles_chart.pdf

http://www.dailywritingtips.com/rules-for-capitalization-in-titles/

http://owl.english.purdue.edu/owl/resource/593/01/

http://www.sdc.uwo.ca/writing/handouts/Rules%20for%20Numbers%20in%20Writing.pdf

Argumentative/Persuasive writing

http://www.excellent-proofreading-and-writing.com/argumentative-paragraph.html#axzz2aB8bxa7D

http://www.mesacc.edu/~paoih30491/Refutationpgphs.html

Assignments Due Prior to the Workshop:

1. Use Voice Board to engage in oral discussions on the attitude of the effective arguer. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on how to develop effective arguments. Take notes, and be prepared to discuss in class.

Updated, 7/9/2013

3. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English at the Proficient – B1 level, as determined by the facilitator.

4. Access NetTutor to obtain additional help in the development of writing skills in English.

5. Define in English the academic core vocabulary of the workshop.

6. Elaborate a concept map on the attitude of the effective arguer using the information shared in the oral discussion on Voice Board.

7. Compose an outline containing techniques for developing arguments effectively.

8. Complete a Venn diagram to compare and contrast two arguments with opposing viewpoints accurately.

9. Prepare a chart to illustrate commonly used transitions to help achieve coherence in argumentative/persuasive writing.

10. Build a three-column chart to define paraphrase, quote, and document sources in writing.

11. Design a three-fold brochure to present the rules for titles, capitalization, and numbers in writing.

12. Students, in a whole group discussion circle, will share their research on argumentative/ persuasive topic.

13. Students will complete a graphic organizer to develop an argumentative/persuasive paragraph on the topic of their choice.

14. Students, in discussion circles, will revise and edit their argumentative/persuasive paragraph using CLUESS and CGPS accurately.

15. Students will hand in their edited and revised argumentative/persuasive paragraph to the facilitator for evaluation.

16. Continue working on the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.

17. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook.*

Academic Core Vocabulary

1. Argument

2. Arguer

3. Argumentative writing

4. Paraphrase

5. Quote

6. Persuasive writing

7. Viewpoints

List of Supplementary Materials for the Workshop:

1. Advance/graphic organizers

2. Three column chart

3. Voice Board

SIOP Components (**S**heltered **I**nstruction **O**bservation **P**rotocol): The "X" on the line indicates the teaching strategies that will be used in each class to support and increase students' linguistic and academic performance.

A. **Lesson Preparation**

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

B. **Scaffolding**

_X_ Modeling
_X_ Guided Practice
_X_ Independent Practice
_X_ 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.

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

C. **Grouping Options**

_X_ Whole Group
_X_ Small Group
_X_ Partners
_X_ Independent Work

D. **Integration of Language Domains**

_X_ Listening
_X_ Speaking
_X_ Reading
_X_ Writing

E. **Learning Application**

_X_ Dynamic
_X_ Meaningful/Relevant
_X_ Rigorous
_X_ Linked to Objectives
_X_ Promotes Engagement

Integrated Activities of Content and Language to achieve Content and Language Objectives:

1. Facilitator and students will use an advance/graphic organizer to review the major concepts covered in the previous workshop. Any doubts will be clarified.

2. Students will work in small groups and use their notes on the assigned research topic to create a graphic/advance organizer of their choice highlighting the most important concepts. A representative from each group will share with the whole class.

3. Four students, chosen at random, will explain their concept map on the attitude of the effective arguer. A class discussion will follow.

4. The facilitator will introduce the concept of argument by means of a PowerPoint presentation.

5. The facilitator will lead a brainstorming session on techniques for developing arguments effectively using the outlines prepared prior to the workshop.

6. Students, in small groups, will elaborate an argument on a topic of their choice. Groups will share their arguments in a whole-group discussion.

7. The facilitator will project a group Venn diagram and ask students to complete it with similarities and differences of two arguments with opposing viewpoints accurately.

8. Students will analyze different kinds of arguments provided by the facilitator and identify and explain opposing viewpoints. A class discussion will follow.

9. Two students, chosen at random, will explain how to apply commonly used transitions to help achieve coherence in argumentative/persuasive paragraph writing.

10. Students will fill in blanks with commonly used transitions in argumentative/persuasive paragraph writing cloze exercises.

11. Students will participate in a Walk-About activity to discuss and analyze paraphrase, quote, and document sources in writing. Students will summarize what they learned from the activity by the end of it.

12. The facilitator will provide reading excerpts and ask students to paraphrase their content. A class discussion will follow.

13. Students will participate in an activity known as Stations. Students will display their three-fold brochures on the rules for titles, capitalization, and numbers in writing. Students will circulate around tables for the rules of each category and summarize what they learned by the end of the activity.

14. The facilitator will explain the elements and characteristics of argumentative/persuasive paragraph writing.

15. Students will complete a graphic organizer to develop an argumentative paragraph on the topic of their choice.

16. Students, in discussion circles, will revise and edit their argumentative paragraph using CLUESS and CGPS accurately.

17. Students will hand in their edited and revised argumentative paragraph to the facilitator for evaluation.

18. Write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.

19. E-Lab: Continue working on the Tell Me More interactive exercises designed to develop/improve linguistic skills in English.

20. Submit the document found in **Appendix D** indicating the amount of time spent working on Language Lab/E-Lab activities and exercises.

21. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook.*

Assessment:

1. **Individual**: Students will complete their journal entry and submit it to the facilitator electronically no later than 24 hours after the workshop.

2. **Group**: Students, in small groups, will elaborate an argument on a topic of their choice and share it in a whole-group discussion.

3. **Written**: Students will compose an argumentative/persuasive paragraph.

4. **Oral**: Students will participate in a Walk-About activity to discuss and analyze paraphrase, quote, and document sources in writing.

Lesson Wrap-Up:

1. **Individual:** Students will write a one-minute paper on what they learned in the course.

2. **Group:** The facilitator will initiate a group review by giving a topic previously discussed in class as one student will start to explain the topic and another student will jump in with examples. Another topic will start again, and they will continue the exercise.

WORKSHOP EIGHT

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Evaluate referenced words in academic reading.

2. Apply the rules for clear and concise sentence writing.

3. Analyze the structure of an argumentative/persuasive essay.

4. Apply a list of guidelines for writing an effective argumentative/persuasive five-

    paragraph essay.

5. Evaluate an effective/persuasive essay using a checklist or rubric.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Recognize the parts and/or components of an argumentative/persuasive essay through

brief lectures.

Speak: Debate the two opposing viewpoints of an argument by means of formal discussions.

Read: Synthesize ideas from reading selections accurately.

Write: Compose an argumentative/persuasive five-paragraph essay.

Electronic Links (URLs):

Virtual Library

http://bibliotecavirtualut.suagm.edu/

Clear and Concise Sentence Writing

http://writing.wisc.edu/Handbook/CCS_wordyphrases.html

Structure of an argumentative/persuasive essay

http://owl.english.purdue.edu/owl/resource/685/05/

http://www.studygs.net/wrtstr4.htm

http://www.criticalthinkeracademy.com/how-to-write-a-good-argumentative-essay.html

Assignments Due Prior to the Workshop:

1. Use the Blackboard Collaborate tools to engage in oral discussions on the two opposing viewpoints of an argument. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on argumentative/persuasive writing. Take notes, and be prepared to discuss in class.

3. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English at the Proficient – B1 level, as determined by the facilitator.

4. Access NetTutor to obtain additional help in the development of writing skills in English.

5. Define in English the academic core vocabulary of the workshop.

6. Bring formal reading excerpts (e.g., expository and argumentative/persuasive texts) for analysis of referenced words in class.

7. Build a chart containing the rules for clear and concise sentence writing.

8. Search graphic organizers for argumentative/persuasive essay writing on the Internet or textbooks.

9. Design a PowerPoint presentation (no longer than 6 slides) on guidelines for writing an effective argumentative/persuasive essay.

10. Study for the second partial exam that will be in English and cover the content of workshops 5-8.

11. Complete the portfolio following the guidelines found in the *Digital Performance Portfolio Assessment Manual*, as well as those determined by the facilitator.

12. Wrap-up the interactive activities in the Language Lab; fill out the required document found in **Appendix D** indicating hours completed in the Language Lab.

13. Be prepared to take the second partial exam for this course.

Academic Core Vocabulary

1. Checklist

2. Rubric

3. Argumentative/Persuasive essay.

4. Synthesize

List of Supplementary Materials for the Workshop:

1. Advance/graphic organizers

2. PowerPoint presentation

3. Reading excerpts

SIOP Components (**S**heltered **I**nstruction **O**bservation **P**rotocol): The "X" on the line indicates the teaching strategies that will be used in each class to support and increase students' linguistic and academic performance.

A. **Lesson Preparation**

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

B. **Scaffolding**

  _X_ Modeling
  _X_ Guided Practice
  _X_ Independent Practice
  _X_ 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.

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

C. **Grouping Options**

  _X_ Whole Group
  _X_ Small Group
  _X_ Partners
  _X_ Independent Work

D. **Integration of Language Domains**

  _X_ Listening
  _X_ Speaking
  _X_ Reading
  _X_ Writing

E. **Learning Application**

  _X_ Dynamic
  _X_ Meaningful/Relevant
  _X_ Rigorous
  _X_ Linked to Objectives
  _X_ Promotes Engagement

Updated, 7/9/2013

Integrated Activities of Content and Language to achieve Content and Language Objectives:

1. Facilitator and students will use an advance/organizer to review the major concepts covered in the previous workshop. Any doubts will be clarified.

2. Students will work in small groups and use their notes on the assigned research topic to create a graphic/advance organizer of their choice highlighting the most important concepts. A representative from each group will share with the whole class.

3. The facilitator will introduce the concept of referenced words by means of a PowerPoint presentation.

4. Students, in small groups, will identify the referenced words from their reading excerpts brought to class. A class discussion will follow.

5. Four students, chosen at random, will explain at least two guidelines for writing clear and concise sentences from their charts elaborated prior to the workshop.

6. The facilitator will project sentences in pairs: one containing vague and imprecise vocabulary; the other written with clear and concise wording.

7. Students will analyze the paired sentences provided by the facilitator and identify what sentences are write clearly and concisely.

8. Students will revise the vague and imprecise sentences to make them clear and concise. A class discussion will follow.

9. The facilitator will introduce and explain the structure of an argumentative/persuasive five-paragraph essay by means of a PowerPoint presentation.

10. Students, in small groups, will share the graphic organizers brought to class.

11. Four students, chosen at random, will explain at least two guidelines for writing an effective argumentative/persuasive essay using their PowerPoint presentation designed prior to the workshop.

12. Students, in discussion circles, will revise and edit their argumentative/persuasive essay using CLUESS and CGPS accurately.

13. Students will hand in their edited and revised argumentative/persuasive essay to the facilitator for evaluation.

14. Write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.

15. Students will submit their portfolios, as previously determined by the facilitator, insuring that they have complied with all the guidelines specified in the *Digital Performance Portfolio Assessment Manual.*

16. Students will complete the final Tell Me More activities and exercises in the Language Lab as determined by the facilitator and hand in the required document found in **Appendix D**.

17. Students will write a one-page summary using correct Standard English explaining how the Language/E-Lab activities contributed to and benefitted the acquisition, improvement, and/or enhancement of their English language skills.

18. Students will complete the course evaluation.

19. Students will take the final exam.

Assessment:

1. **Individual**: Students will take the second partial exam in English. Then they will complete their journal entry and submit it to the facilitator electronically no later than 24 hours after the workshop. Students will take the final exam.

2. **Group**: Students, in small groups, will identify the referenced words from their reading excerpts brought to class.

3. **Written**: Students will compose an argumentative/persuasive five-paragraph essay.

4. **Oral**: Students, chosen at random, will explain at least two guidelines for writing an effective argumentative/persuasive essay using their PowerPoint presentation.

Lesson Wrap-Up:

1. **Individual:** Every student will turn to their peer and share one of the most important topics of the lesson.

2. **Group:** In small groups, students will prepare a news report to inform the audience about the content of the workshop.

APPENDICES

APPENDIX A

NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION

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

Updated, 7/9/2013

"Can Do" Listening Rubric

National Proficiency Levels	Criteria
Starting	• 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	• 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	• Understands more details of spoken language • Needs limited or no repetition and slow speech • Understands basic academic vocabulary which is frequently used in class discussion • Understands class discussions with some difficulty • Understands most of what was said
Expanding	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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)

Updated, 7/9/2013

"Can Do" **Writing Rubric**

National Proficiency Levels	Criteria
Starting	• Lacks clear writing and focus. Details are limited or unclear. There's no clear distinction to what is important and what is supported. • Lacks engaging and drawing a conclusion. Paper simply starts and ends. Lack of transitions makes it difficult to understand the paper. • Writes with limited use of vocabulary or specific words to transmit meaning of the essay. Misuse of parts of speech makes it difficult to understand the writing. • Rambles- use of incomplete sentences that are too long to understand. Sentences follow a simple structure and or style. • Struggles with spelling, punctuation capitalization and other writing conventions. This makes it very difficult to understand the writing. • Lacks strategic writing skills (e. g., knowledge of the writing process; declarative, procedural and conditional knowledge; and strategies for inquiry drafting [such as investigating genre, considering audience, and responding to purpose], and for product revision) that are clearly not developed.
Emerging	• 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	• 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 repetitive. • 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	• 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 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	• 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

THE WRITING PROCESS

SIX TRAIT ANALYTIC WRITING RUBRIC

Source: Arizona Department of Education. Retrieved from:
http://www.azed.gov/standards-development-assessment/six-traits/

Updated, 7/9/2013

APPENDIX B

Six Trait Analytic Writing Rubric

Student's name: _____ Date: _____

Facilitator's name: _____ Course: _____

Assignment: _____

Instructions: **This rubric will be used to evaluate all <u>written work </u>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 <u>all</u> the Appendix B sheets that describe, in detail, all the <u>writing traits</u> 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 Trait Analytic Writing Rubric

Trait #1: Idea and Content

Criteria per Level

6	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 • 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	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 • 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	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 • 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	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 • 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	Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by • 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	The writing lacks a central idea or purpose. The writing is characterized by • 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.

Updated, 7/9/2013

Trait #2: Organization

Criteria per Level

6	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 • 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	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. • 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	Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by • 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	An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by • 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	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 • 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	The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by • 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. Retrieved from:
http://www.azed.gov/standards-development-assessment/six-traits/

Updated, 7/9/2013

Trait #3: Voice

Criteria per Level

6	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 • 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	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 • 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	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 • 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	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 • 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	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 • 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	The writing seems to lack a sense of involvement or commitment. The writing is characterized by • 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. Retrieved from:
http://www.azed.gov/standards-development-assessment/six-traits/

Trait #4: Word Choice

Criteria per Level

6	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 • 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	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 • 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	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 • 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	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 • 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	Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by • 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	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 • 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.

Updated, 7/9/2013

Trait #5: Sentence Fluency

Criteria per Level

6	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 • 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	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 • 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	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 • 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	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 • 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	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 • 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	The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by • 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. Retrieved from:
http://www.azed.gov/standards-development-assessment/six-traits/

Trait #6: Conventions

Criteria per Level

6	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 • 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	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 • 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	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 • 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	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 • 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	The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by • 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	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 • 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.

APPENDIX C

LANGUAGE LAB AND E-LAB INFORMATION

Language Lab and E-Lab Information

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

The Language Lab also offers a package of several carefully selected English for Speakers of Other Languages (ESOL) websites, as well as other Spanish web pages designed to meet the students' needs. Additionally, the Language Lab and E-Lab provide other software applications, such as Tell Me More, NetTutor and Blackboard Collaborate, that promote language and academic content learning.

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

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

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

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

Blackboard Collaborate is an electronic tool that, among other aspects, promotes the use of voice online, allowing students and the facilitator to interact and to develop academic content. Students use Blackboard Collaborate to participate in oral online discussion forums, prepare oral presentations, send voice e-mails, and complete other assignments. The main voice application is Voice Authoring which includes the following tools:

- **Voice Board:** allows participants to post and listen to voice messages on discussion boards and to post oral and written comments.
- **Voice E-mail:** allows participants to send voice and written messages via e-mail.
- **Voice Podcaster**: facilitates the creation and distribution of participants' voice messages.

APPENDIX D

LANGUAGE LAB/E-LAB DOCUMENTATION

APPENDIX D

LANGUAGE LAB/E-LAB DOCUMENTATION

Each student will complete this form and give it to the facilitator to be included as part of the assessment criteria for the class.

Ana G. Méndez University System

Language Lab/E-Lab
Attendance Log

Student's Name: _____

Student's ID Number: _____

Course Requiring Lab Hours (e.g. ENGL 050, MANA 501 _____

Facilitator's Name: _____

Semester: _____   **PT:** _____

CONTINUATION OF APPENDIX D

Language Lab/E-Lab Documentation

Each student should complete this form and submit it weekly to the facilitator as part of the class evaluation.

AREAS OF IMPROVEMENT AND/OR SUGGESTED BY FACILITATOR	DATE	ELECTRONIC RESOURCES USED AND TASKS COMPLETED	AGM CLASSROOM LAB. (L) OFF-CAMPUS PRACTICE (O)	STAFF/FACULTY SIGNATURE
		Tell Me More		
		NetTutor		

Updated, 7/9/2013

		Blackboard Collaborate Tools		
		Internet-Based Research (Virtual Library)		
		English and/or Spanish Websites Activities		

Total number of hours: _____

Updated, 7/9/2013

APPENDIX E

PARAGRAPH CONSTRUCTION RUBRIC

APPENDIX E: PARAGRAPH CONSTRUCTION RUBRIC

Evaluation Areas	SCORE:	GRADE**:	
	3 Points Each	**2 Points Each**	**1 Point Each**
Topic Sentence	Topic sentence is clear as it relates to the assigned topic, and it is correctly placed as the first sentence.	Topic sentence is either unclear as to the assigned topic, or it is incorrectly placed.	There is no evident topic sentence. It is unrelated to the assigned topic, and/or it is incorrectly placed.
Explanation of Topic Sentence (Supporting Ideas)	There are three sentences explaining topic sentence related to the assigned topic.	There are only two sentences explaining topic sentence, or the explanation is too general.	There is only one or no sentence explaining the topic sentence related to the assigned topic.
Evidence for Topic Sentence (Elaborating Details)	Evidence for all three explanation sentences related to the assigned topic is provided.	Evidence for two explanation sentences related to the assigned topic is provided, or evidence is too general. There is no specificity.	Only one or no evidence sentence related to the assigned topic is provided.
Conclusion Sentence	Conclusion sentence rephrases the topic sentence related to the assigned topic, and it explains its importance.	Conclusion sentence rephrases the topic sentence, but it doesn't explain its importance.	There is no conclusion sentence, or conclusion sentence is unrelated to the topic.
Fragments and Run-on Sentences	There are no fragments or run-on sentences.	There is one fragment or run-on sentence.	There are two or more fragments or run-on sentences.
Use of Transition Words*	Transition words are used effectively throughout the written work.	Transitions are used throughout, but one transition word is used incorrectly. It is missing one or two transition words.	Transition words are not used, are all incorrectly used, or five or more transitions are missing.
Grammar	Paragraph has no errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns. **Legible**	Paragraph has two errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns. **Marginally Legible**	Paragraph has more than three errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or use of personal pronouns that make understanding difficult. **Not legible**

*__What are transitions words and how they are used in effective writing?__ Transition words: are phrases or words used to connect one idea to the next; are used by the writer to help the reader progress from one significant idea to the next; show the relationship within a paragraph (or within a sentence) between the main idea and the support the writer gives for those ideas. Different transition words have different functions. Refer to: (https://www.msu.edu/user/jdowell/135/transw.html).

GRADE BASED ON SCORES:
A: All Green   **B**: 20 Points (Green/Yellow)   **C**: All Yellow Scores   **D**: 13 Points (Yellow/Red)   **F**: All Red Score

Updated, 7/9/2013

APPENDIX F
RUBRIC TO EVALUATE CLASS PARTICIPATION

**NOTE: Students and facilitators are required to use
this rubric to evaluate class participation.**

Student's name: _____ **Date:** _____

Topic_____**Workshop Number:** _____

Instructions:
- Please refer to each criterion listed below in order to evaluate **class participation.**
- Apply the points that best reflect the student's participation in class as follows:
  (5 = Highest, 1 = Lowest)
- Place an "X" in the box that applies for each criterion and feel free to write any comments.
- To obtain the *Final Total Score*, add the corresponding numbers down and then across.
- Use the *Grading Scale* to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (Optional)
Criteria	**Content**					
1. **Participation in Class or Online with Tools/Resources** Participates actively in all class activities, including the Blackboard Collaborate Tools and the Discussion Board.						
2. **Initiative and Creativity** Demonstrates initiative and creativity in class activities.						
3. **Discussions and Oral/Written Comments** Demonstrates interest in class discussions by posting relevant written and oral comments in a timely manner.						
4. **Uploads and Feedback** Uploads required work in a timely manner, allowing for sufficient time for feedback.						
5. **Additional Information** Contributes to class with additional material and information.						
6. **Attention and Empathy**						

Demonstrates attention and empathy towards classmates' opinions and contributions.						
7. Respectful and Non-judgmental Shows respect towards classmates' questions and expositions.						

Language

8. Proper Use of Academic and Technical Vocabulary Contributes **frequently** to class discussions in English using proper and correct academic and technical vocabulary.						
9. Formulating and Responding to Questions Formulates and/or responds to questions pertinent to the class topic correctly and consistently in English.						
10. Expressiveness/ Articulation Speaks clearly with no grammatical errors and pronounces all terms correctly and precisely.						
Subtotals **(70% for Content and 30% for Language**						**Total** **Points:** _____

Writing Criteria (70%)	Subtotals per Criteria
Participation in Class or Online with Tools/Resources	
Initiative and Creativity	
Discussions and Oral/Written Comments	
Uploads and Feedback	
Additional Information	
Attention and Empathy	
Respectful and Non-judgmental	
Language Criteria (30%)	
Proper Use of Academic and Technical Vocabulary	
Formulating and Responding to Questions	
Expressiveness/Articulation	
TOTAL (Add all the totals to obtain the final score and grade.)	**Final Score: ___/50** **Grade =**

Scoring Scale: (0-50)
Outstanding: **45-50 points = A**
Very Good: **40-44 points = B**
Satisfactory: **35-39 points = C**
Fair: **30-34 points = D**
Poor: **0-29 points = F**

Facilitator's Signature: _____Date:_____

APPENDIX G

RUBRIC TO EVALUATE INDIVIDUAL/GROUP ORAL AND/OR AUDIOVISUAL PRESENTATION

**NOTE: Students and facilitators are required to use
this rubric to evaluate oral and audiovisual presentations.**

Student's Name: _____ **Date:** _____

Topic: _____ **Workshop Number**_____

Instructions:
- Please refer to each criterion listed below in order to evaluate **individual/group oral/audiovisual presentations.**
- Apply the points that best reflect the student's presentations as follows:
  (5 = Highest, 1 = Lowest).
- Place an "X" in the box that applies for each criterion and feel free to write any comments.
- To obtain the *Final Total Score*, add the corresponding numbers down and then across.
- Use the *Grading Scale* to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (Optional)
Criteria	**Content**					
1. Objectives, Ideas, and Principles Presents an effective introduction to the theme identifying the objectives, ideas, and principles that are included in the oral/audiovisual presentation.						
2. Coherence and Clarity Presentation is organized and coherent and can be easily followed; presentation projects the concepts in a comprehensible manner and reflects a clear and consistent focus.						
3. Content Mastery Demonstrates mastery of the theme or subject of discussion and properly explains the content without incurring in errors.						
4. Resources Support Presentation						

Updated, 7/9/2013

Ideas and arguments of the oral/audiovisual presentation are well-supported by the resources presented or discussed in class.						
5. Captivated Audience Captures the attention and interest of the audience and promotes their participation, if applicable.						
6. High Level of Comprehension Demonstrates a clear understanding of significant ideas and projects at a high level of comprehension.						
7. Text Format and Visual Design Text and visual design effectively fulfill their purpose and are appropriate for the audience.						
Language						
8. Oral and Written Proficiency Demonstrates excellent oral and written linguistic skills in English, including syntax and flow of ideas.						
9. Academic/Technical Vocabulary Applies academic/technical vocabulary effectively and correctly to convey the message.						
10. Conventions Uses proper and correct grammar; text is free of errors.						
Subtotals **(70% for Content and 30% for Language)**						**Total Points**

Content Criteria (70%)	Subtotals per Criteria
Objectives, Ideas, and Principles	
Coherence and Clarity	
Content Mastery	
Resources Support Presentation	
Captivated Audience	
High Level of Comprehension	
Text Format and Visual Design	
Language Criteria (30%)	
Oral and Written Proficiency	
Academic Vocabulary	
Conventions	

Updated, 7/9/2013

TOTAL (Add all the subtotals to obtain the final score and grade.)	Final Score: ___/50_ Grade =

Grading Scale: **(0-50)**
Outstanding:	**45-50 points = A**
Very Good:	**40-44 points = B**
Satisfactory:	**35-39 points = C**
Fair:	**30-34 points = D**
Poor:	**0-29 points = F**

Facilitator's Signature: _____**Date:**_____

APPENDIX H

RUBRIC TO EVALUATE PRESENTATIONS AND ROLE PLAYING

Student/Group's Name: _____**Date:**_____

Topic: _____ **Workshop Number**_____

**NOTE: Students and facilitators are required to use
this rubric to evaluate presentations and role playing.**

Instructions:
- Please refer to each criterion listed below when evaluating the student.
- Apply the points that best reflect the student's presentation/role playing as follows:
  (5 = Highest, 1 = Lowest)
- Place an "X" in the box that applies for each criterion and feel free to write any comments.
- To obtain the *Final Total Score*, add the corresponding numbers down and then across.
- Use the *Grading Scale* to apply the final grade.

Scale: **5 = Highest** **1 = Lowest**	5	4	3	2	1	**Comments** **(Optional)**
Criteria			**Content**			
1. Objectives and Concepts Introduces the objectives effectively through a presentation, modeling, or role playing that clearly demonstrates the concepts in a comprehensible manner.						
2. Captivated Audience Captures the attention and interest of the English Language Learner (ELL) at the introduction of the lesson and maintains it throughout the duration of the lesson.						
3. Coherence and Clarity Presents the lesson in an organized, logical, and coherent manner that can be easily understood by the ELL.						
4. Mastery of Content and Performance Demonstrates mastery of the theme or subject of discussion by effectively demonstrating knowledge of content without incurring in errors; appears relaxed, well-prepared, self-confident, and does not refer to notes.						

5. Interaction and Evidence of Educational Activities ELLs are the center of the lesson; interaction among the students and between students is meaningful and effective at all times during the lesson; communicative activities demonstrated in the lesson are authentic, relevant, and effective.					
6. Strategies, Procedures, Projection, and Techniques Implements meaningful, grade and age-appropriate strategies and task-based assessment procedures; demonstrates effective personal projection, corporal posture, and effective classroom presentation/management techniques that keep the students on task at all times, if applicable.					
7. Audiovisual Aids and Technology Uses audiovisual aids and technology properly and effectively during the demonstration.					
Language					
8. Linguistic Skills Demonstrates linguistic skills in the language of the workshop, including vocabulary, syntax, and flow of ideas. Applies academic vocabulary effectively to convey the message.					
9. Voice Uses correct pronunciation and intonation and projects his/her voice clearly and precisely.					
10. **Conventions** Uses proper and correct grammar.					

Writing Criteria (70%)	**Subtotals per Criteria**
Objectives and Concepts	
Captivated Audience	
Coherence and Clarity	
Mastery of Content and Performance	

Updated, 7/9/2013

Interaction and Evidence of Educational Activities	
Strategies, Procedures, Projection, and Techniques	
Audiovisual Aids and Technology	
Language Criteria (30%)	
Linguistic Skills	
Voice	
Conventions	
TOTAL (Add all the totals to obtain the final score and grade.)	**Final Score: ___/50_** **Grade =**

Grading Scale: (0-50)
Outstanding: **45-50 points = A**
Very Good: **40-44 points = B**
Satisfactory: **35-39 points = C**
Fair: **30-34 points = D**
Poor: **0-29 points = F**

Facilitator's Signature: _____