

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

**ENGL 116-O**

**COLLEGE READING AND WRITING II**

© Sistema Universitario Ana G. Méndez, 2014  
Derechos Reservados.  
© Ana G. Méndez University System, 2014. All rights reserved

**TABLE OF CONTENTS**

|   | <b>PAGE</b> |
|---|-------------|
| STUDY GUIDE .....   | 4           |
| WORKSHOP ONE.....   | 19          |
| WORKSHOP TWO.....   | 29          |
| WORKSHOP THREE.....   | 35          |
| WORKSHOP FOUR .....   | 44          |
| WORKSHOP FIVE.....  | 51          |
| WORKSHOP SIX .....  | 59          |
| WORKSHOP SEVEN.....   | 66          |
| WORKSHOP EIGHT.....   | 72          |
| APPENDIX A NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION<br>.....              | 79          |
| APPENDIX B THE WRITING PROCESS SIX TRAIT ANALYTIC WRITING RUBRIC .....                      | 84          |
| APPENDIX C: LANGUAGE LAB AND E-LAB INFORMATION .....  | 93          |
| APPENDIX D LANGUAGE LAB/E-LAB DOCUMENTATION .....   | 96          |
| APPENDIX E PARAGRAPH CONSTRUCTION RUBRIC .....  | 100         |
| APPENDIX F TERM PAPER ASSIGNMENT.....   | 103         |
| APPENDIX G CHOOSING A TOPIC .....   | 105         |
| APPENDIX H FORM FOR REQUESTING PERMISSION TO START MY TERM PAPER<br>RESEARCH. ....          | 106         |
| APPENDIX I RESEARCH PAPERS.....   | 107         |
| APPENDIX J TEMPLATE FOR ANALYZING A WRITTEN SAMPLE OR ESSAY.....                            | 108         |
| APPENDIX K RUBRIC TO EVALUATE COMPLETION AND PRESENTATION OF THE<br>RESEARCH PAPER.....     | 110         |
| APPENDIX L SELF ASSESSMENT ON COMMUNICATION AND PROFESSIONAL SKILLS<br>.....                | 112         |
| APPENDIX M TERM PAPER FEEDBACK CHARTS .....   | 113         |
| APPENDIX N USING TABLES TO TAKE NOTES .....   | 116         |
| APPENDIX O BRAINSTORMING AND WRITING .....  | 120         |
| APPENDIX P RUBRIC DESIGN PROJECT FOR GRE EXAM .....   | 121         |
| APPENDIX Q K-W-H-L CHART.....   | 124         |
| APPENDIX R - K-W-H-L CHART-COMPLETED SAMPLE.....  | 125         |
| APPENDIX S FISHBONE CHART .....   | 126         |
| APPENDIX T DIY CHARTS .....   | 127         |
| APPENDIX U WRITING FACTORS. QUESTIONNAIRE.....  | 128         |
| APPENDIX V MEMORABLE DETAILS EXERCISE.....  | 129         |
| APPENDIX W RUBRIC TO EVALUATE CLASS PARTICIPATION .....                                     | 130         |
| APPENDIX X RUBRIC TO EVALUATE INDIVIDUAL/GROUP ORAL AND/OR<br>AUDIOVISUAL PRESENTATION..... | 134         |
| APPENDIX Y RUBRIC TO EVALUATE PRESENTATIONS AND ROLE PLAYING .....                          | 138         |

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

Juanita Munera, Module Development Specialist

Frances Rodríguez, English Language Specialist

Joe Hernández, Curriculum and Instructional Design

## Study Guide

**Title:** College Reading and Writing II

**Course Code:** English 116-O

**Time Length:** Eight weeks

**Credits:** 4

**Pre-requisites:** ENGL 115-O

This course is designed for English high intermediate level students (*Level 4 – Expanding*). It is the continuation of the first year English course, ENGL 115. An integrated language arts (listening, speaking, reading, and writing) approach is used in the course. The course focuses on strengthening paragraph construction conventions, content, organization, voice, vocabulary, fluency, grammar, and syntax of college technical writing at the high intermediate proficiency level. The course is intended to increase students' professional college reading and writing skills that are aligned to their degree program. Research projects will be developed through the responsible use of technology by individual, pairs, and group work activities. **This course requires the use of 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. Carry out a specific research project with a PowerPoint presentation in 8 weeks.
2. Plan research and bring it down to manageable portions.
3. Choose and narrow the subject and focus on one aspect of it.
4. Develop various drafts of the paper and share it with classmates/facilitator.
5. Take notes, evaluate information, and write a college-level persuasive term paper.
6. Undercut opposition and facilitate agreement to claim.

7. Develop graphic devices and tools to help with critical thinking.
8. Eliminate sentence, verb tense, and agreement errors.
9. Recruit companions and classmates to help with goal setting and motivation.

### **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 on how to improve their college-level English reading and writing skills 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 , daily life, or for the workplace on how to function as an effective “bilingual professional” in today’s changing world; use language to acquire new knowledge about college-level English reading and writing skills and learn to utilize simple techniques of handling information through traditional media and computer technology.

**Read:** Investigate, analyze, summarize, paraphrase, and understand information in English that has been obtained from a variety of media; improve college-level English reading and writing skills while also developing critical attitudes towards media messages; reflect 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 critical and creative point of view; use correct spelling and grammar, sentence coherence, and continue with emphasis on the requirements for effective and clear communication; use writing as a means of communication, and demonstrate improved college-level English reading and writing skills.

**APA Requirements (6<sup>th</sup> edition) to cite books used in the course:**

Use APA style (6<sup>th</sup> edition) to cite recommended books and resources.

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

**Recommended Books:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.  
(ISBN-10: 1433805618; ISBN-13: 978-1433805615)

Beebe, S. A. & Beebe, S.J. (2012). *Public Speaking: An audience-centered approach plus NEW My Communication Lab with eText -- Access Card Package* (8th Ed.). Boston, MA: Pearson/Allyn & Bacon. (ISBN-10: 0205917062; ISBN-13: 978-0205917068)

**Textbooks and Resources**

Zemach, D. & Stafford, L. (2008). *Writers at work -the essay*. Cambridge University Press.  
(ISBN-10: 0521693020)

Bitterlin, G. (2008). *Ventures Level 3*. Cambridge: Cambridge University Press.  
(ISBN: 9781107621879)

*Ventures Level 3: Workbook*. Cambridge University Press.

Langan, J. (2008). *College writing skills with readings*. Boston: McGraw-Hill.

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)

Vandermeay, 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**

Beebe, S. A. & Beebe, S.J. (2011). *Public speaking: An audience-centered approach* (8<sup>th</sup> ed.). [Print Replica] [Kindle Edition] Boston, MA: Pearson. Amazon Digital Services, Inc. (ISBN-10: 0205784623; ASIN: B008UFXF2M)

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)

**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/>

### **Overcoming Fear of Public Speaking, Speech Preparation and Delivery, Speech Types, Poems, and other Related Topics**

- <http://www.write-out-loud.com/>

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:

| <b>Criteria</b>  | <b>Workshops</b>                       | <b>Points</b>   | <b>Percentage</b> |
|--|--|---|-------------------|
| Attendance and Participation;<br>Language Lab and E-Lab  | 1 to 8                                 | 100   | 20%               |
| Written Works (Self-<br>reflections, Essays,<br>Paragraphs, Research Paper<br>and Others)                              | 1 to 8                                 | 100   | 20%               |
| Individual/Group Oral<br>Demonstration, Role Plays,<br>Speeches, Oral and<br>Audiovisual (PowerPoint)<br>Presentations | As Determined<br>by the<br>Facilitator | 100   | 20%               |
| Digital Portfolio  | 8                                      | 100   | 20%               |
| Two Partial Tests or One Final<br>Exam   | As Determined<br>by the<br>Facilitator | 100   | 20%               |
| <b>Totals</b>  |  | <b>500</b><br><b>(maximum</b><br><b>number of</b><br><b>points)</b> | <b>100%</b>       |

### 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 all 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™, 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](http://www.google.com)
  - [www.findarticles.com](http://www.findarticles.com)
  - [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
  - [www.eric.ed.gov/](http://www.eric.ed.gov/)
  - [www.flelibrary.org/](http://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)

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](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

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 Constructivism. 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, and
- 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 workshop's 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
- Incorporated Strategies

### B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

### CALLA Strategies (*Cognitive Academic Language Learning Approach*)

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

#### Names of the Strategies:

- |   |          |          |
|---|----------|----------|
| <input type="checkbox"/> Cognitive        | 1) _____ | 2) _____ |
| <input type="checkbox"/> Metacognitive    | 1) _____ | 2) _____ |
| <input type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

### C. Grouping Options

- Whole Group
- Small Group
- 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. Discuss the use of audience, purpose, and voice in college writing.
2. Anticipate the needs, benefits, and expectations of the audience.
3. Produce written work that demonstrates improved writing skills based on the six-traits of analytic writing.
4. Complete enough research and reflection to request tentative permission to proceed with the main course project and PowerPoint presentation.
5. Discuss types of paragraphs that deal with arguments, claims, evidence, and appeals.
6. Practice planning and writing persuasive paragraphs/essays.

### Specific Language Objectives

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

**Listen:** Listen to the facilitator's recommended videos and/or other resources about the *Media* and prepare to offer helpful feedback.

**Speak:** Record a one-minute self-introduction on Voice Board to share with classmates.

**Read:** Research information based on his/her topic of interest for the required term paper.

**Write:** Write a persuasive/argumentative essay about TV viewing habits and how the media affects our behavior (include positive and negative aspects). Include sufficient evidence and a prediction about the future of TV.

### Electronic Links:

#### Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

**Blogs in plain English. 3 min. intro to blogs. Do-it-yourself style. Do you blog?**

- <http://www.youtube.com/watch?v=NN2I1pWXjXI>

**Guess what a word means. 7 sensible steps. Is there such a thing as good guessing?**

**Value in becoming your own dictionary?**

- [http://www.ehow.com/how\\_2091258\\_guess-what-word-means.html](http://www.ehow.com/how_2091258_guess-what-word-means.html)

**Mind maps help you learn language. Can they? Who's Tony Buzan?**

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

**Short useful (and funny) intro to argument “How to win . . . arguments & debates.” Why?**

- <http://www.wikihow.com/Win-Informal-Arguments-and-Debates>

**Fact video on media. Sure to surprise you. Did it?**

- <http://www.youtube.com/watch?v=pMcfRLYDm2U&feature=related>

**Media professor's view on where new media's going. What do you think?**

- <http://www.youtube.com/watch?v=aqZNGYit3kY&feature=related>

**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.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](http://edhelper.com/teachers/graphic_organizers.htm)

**The Writing Process**

- <http://writing.pppst.com/writingprocess.html>
- <http://www.dailywritingtips.com/the-writing-process>

**Kinds of Sentences:**

- <http://www.towson.edu/ows/sentences.htm>

**Essays**

- <http://klivingston.tripod.com/essay/>
- <http://owl.english.purdue.edu/owl/resource/685/01/>
- [http://www.erraticimpact.com/cyberedit/lth\\_templates.html](http://www.erraticimpact.com/cyberedit/lth_templates.html)

- [http://www.erraticimpact.com/cyberedit/lth\\_outline.html](http://www.erraticimpact.com/cyberedit/lth_outline.html)
- <http://www2.mcdaniel.edu/English/writingcenter/essayformat.htm>

### **Topic Sentences**

- [http://www.eslbee.com/topic\\_sentences.htm](http://www.eslbee.com/topic_sentences.htm)
- <http://www.indiana.edu/~wts/pamphlets/paragraphs.shtml>

### **Writing a Persuasive (Argumentative) Essay**

- <http://www.youtube.com/watch?v=2ycSWL5zuAA>
- <http://www.youtube.com/watch?v=ZsyaXrQUfos>
- <http://www.youtube.com/watch?v=gBaPEDrqQuI>
- <http://writingcenter.unc.edu/handouts/argument/>

### **Additional Information on Writing**

- <http://www.brainpop.com/english/writing/typesofwriting/preview.weml>
- <http://www.brainpop.com/english/writing/>
- <http://www.brainpop.com/english/writing/writingprocess/preview.weml>

### **Six Traits of Writing**

- <http://educationnorthwest.org/resource/503>

**Important Instructions for Students:**

1. Carefully read the course module and its appendices, and familiarize yourself with the course content. Verify that you have access to the SUAGM accounts, including the electronic laboratory, electronic e-mail and Blackboard.
2. Prior to Workshop One, the facilitator will post announcements on Blackboard informing students of important dates and other information. In addition, reminders will be posted regarding assignments and the importance of the Language Lab/E-Lab.
3. During Workshop One, the facilitator will explain the *Digital Performance Portfolio Assessment Handbook* which can be found in Blackboard. This document contains all the important information needed to effectively complete the digital portfolio.
4. Use NetTutor to revise your written work prior to submitting it to the facilitator for evaluation. This tool revises your work and provides feedback. The facilitator will send students' written work to SafeAssign™ to detect plagiarism.
5. If you have any questions regarding assignments, activities or course content, use Voice E-mail to clarify them with the facilitator.
6. Students will evaluate or self-score pre-class assignments and participation using the appropriate rubrics found in the appendices.
7. Open a Tell Me More account and start working on the interactive exercises designed to develop/improve linguistic skills in English. 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. Fill out the Language Lab/E-Lab Documentation found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises. Submit this document on a weekly basis to

the facilitator. It will be part of the final grade and must be included in the digital portfolio.

8. Finally, it is very important that you understand the importance of mastering the learning topics. It is necessary that you regularly consult dictionaries and other helpful resources. Complete mastery and comprehension of the topics of each workshop are essential for understanding the next class. Pay attention to the language activities, and remember that 30% of your grade will depend on the language proficiency that you demonstrate in the English language, and 70% will depend on mastery of the course content.

### **Assignments to Be Completed Prior to the Workshop:**

1. Use Voice Board to engage in an oral discussion. Be sure to respond to colleagues' postings and follow all the guidelines determined by the facilitator.
2. Use the Virtual Library to conduct research on effective speaking skills. Create an outline including the most important information.
3. Follow the facilitator's instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.
4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.
5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.
6. Read the recommended URL's and other reference materials.
7. Check term paper assignment for completeness (see appendix section.)). Fill out general interest survey (see appendix section) and read background information in textbooks and on the Internet. **Use the Discussion Board in Blackboard to post the research plan.**
8. Facilitator and students will record and share a one-minute, self-introduction, through Voice E-mail.

9. Define the terms **audience, purpose, and voice** and give an example of how each one can affect the following: journalists, ethical issues, shocking events, shameful situations, scandals, an aggressor, an embarrassing situation, the paparazzi, and propaganda (part of individual assessment).
10. Be ready to explain the term “claim” as used in academic writing and give an example.
11. Find a photo of a local news story. Is it propaganda? Why or why not? In a paragraph describe the photo and explain the impression it has on you (part of oral assessment)
12. **Special Assignment.** Read the newspaper and listen to the news. Begin a *Word Log* of terms new to you or because they are an important part of the readings for this course.

**Academic Core Vocabulary– must reflect the objectives and important concepts of the workshop:**

1. audience
2. purpose
3. voice
4. persuasive/argumentative essay
5. claim (fact, value, or policy)
6. journalists
7. ethical issues
8. shocking events
9. shameful situations
10. embarrassing situations
11. scandals
12. aggressor
13. paparazzi
14. propaganda



**List of Supplementary Materials for the Workshop:**

1. Use specific videos on YouTube and other web sites.
2. Integrate graphic/advanced organizers or charts.
3. Search for information in newspapers, magazines, books, or electronic resources.
4. Utilize other materials as indicated by the facilitator.

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

**A. Lesson Preparation**

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

**B. Scaffolding**

- Modeling  
 Guided Practice  
 Independent Practice  
 Comprehensible Input

**CALLA Strategies (Cognitive Academic Language Learning Approach)**

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

**Names of the Strategies:**

- |  |          |          |
|--|----------|----------|
| <input checked="" type="checkbox"/> Cognitive        | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Metacognitive    | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

**C. Grouping Options**

- Whole Group  
 Small Group  
 Partners  
 Independent Work

**D. Integration of Language Domains**

- Listening  
 Speaking  
 Reading  
 Writing

**E. Learning Application**

- Dynamic  
 Meaningful/Relevant  
 Rigorous  
 Linked to Objectives  
 Promote Engagement

**Integrated Content and Language Activities to Achieve the Objectives of the Workshop:**

1. The facilitator will decide on a starter activity of his/her choice for the students to participate in and also they will elect a class representative.

2. The facilitator will schedule an appointment with the Learning Resource Specialist to visit the Language Lab. Students will learn how to use the lab and to comply with the course demands. The aim is to have students utilizing all the resources that are available to them on a regular basis through the Language Lab/E-Lab.
3. Facilitator checks term paper assignment (see appendix section), pre-class assignments, assessment criteria, discusses course overview (see appendix section), rubrics, and Workshop One with its requirements.
4. Students explain their tentative plans for their term paper which they have already posted on **the Discussion Board in Blackboard**.
5. Students read passages about public figures and discuss them, pointing out main idea and summarizing principal details. They identify the claim involved (fact, value, or policy) and explain how it could be turned into another type of claim.
6. The facilitator will explain to the students how to use prediction techniques to guess the meaning of words from context. They will list, analyze, and classify them. They will also have to create new ones, using as many digital aids as possible.
7. Students skim and check a passage for textual changes (heads, subheads, quotation marks, italics, or bold face, etc.) and use these to help predict the main idea. Then they read the text again to see if they have missed targeting the main idea, chances to build new vocabulary, similar words, parallel situations, and other possibilities. They try to take advantage of possibilities for oral reading fluency and expression, and make tables to take notes.
8. Class reads an excerpt on a controversial issue. They discuss arguments for and against the claim. Then they write about what they've learned (part of group and written assessment).
9. In pairs or small groups, students read about TV viewing habits and how media affects behavior. They discuss positive and negative aspects of public forces on personal life and society. They plan a persuasive essay on this topic and raise questions about what kinds of evidence would best support possible claims.

10. Facilitator previews assignments, rubrics, and assessment for next workshop.
11. Students make, take, and check introductory quiz on critical reading and verbs  
Continue working on the Language Lab/E-Lab (Tell Me More) interactive exercises designed to develop/improve linguistic skills in English.
12. Continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

### Assessment

1. **Individual:** Define the terms **audience, purpose, and voice** and give an example of how each one can affect the following: journalists, ethical issues, shocking events, shameful situations, scandals, an aggressor, an embarrassing situation, the paparazzi, and propaganda.
2. **Group:** Class reads an excerpt on a controversial issue (for example, on gun control). They discuss arguments for and against the claim. Then they write about what they've learned (part of group and written assessment).
3. **Written:** See group assessment.
4. **Oral:** Find a photo of a local news story and discuss the following questions: Is it propaganda? Why or why not? In a paragraph describe the photo and explain the impression it has on you.

### Lesson Wrap-Up:

1. **Individual:** Facilitator will prepare beforehand index cards with a specific topic covered in this workshop written on each one and distribute them at random to the students. Each student will prepare on regular size paper a small version of a graphic/advance organizer of his/her choice explaining the topic given to him/her.
2. **Group:** One student from each group will explain his/her graphic/advance organizer responding to questions asked by colleagues and the facilitator.

## Workshop Two

### Specific Content Objectives:

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

1. Choose a research topic and start collecting sources for the term paper and a PowerPoint presentation.
2. Plan a project with questions and answers and post it to the course web site or group blog.
3. Subdivide inquiries using search engines and videos to find promising sources: references, questions, abstracts, and summaries.
4. Read intuitive evidence and opposition in order to evolve a claim.
5. Prepare organized notes for a research project.
6. Discuss/summarize preliminary research and term paper readings.

### Specific Language Objectives:

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

**Listen:** Watch and listen attentively to the videos/YouTube links recommended by the facilitator, or other related sources, in order to improve on how they focus on obtaining and organizing information.

**Speak:** Engage actively in feedback sessions with colleagues by asking relevant questions and showing appreciation for other's ideas.

**Read:** Research/read specific information that pertains to his/her research project (term paper topic), take notes, and prepare a **draft** following the facilitator's instructions.

**Write:** Create a *News Section* in your digital portfolio about topics such as: changes brought about by technology and the global world, family, culture, gender, crime, and environmental issues.

## Electronic Links

### External and internal things and tools for improving focus.

All work must have meaning.

- <http://www.youtube.com/watch?v=60lgXPPAIfM&feature=related>

“12 things I wish my Students Knew.” Clear, practical, easy to do.

- <http://www.youtube.com/watch?v=pXNfVs1pPQc&feature=related>

Baroque music for concentration. Restful, reliable, pleasant.

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

Learn to read with purpose and to speed read.

- <http://www.youtube.com/watch?v=cPOIZ6DGXWE&feature=related>

Writing assistant.

- <http://www.powa.org/>

### Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

### Assignments to Be Completed Prior to the Workshop

1. Use Voice Board to engage in oral discussion. Be sure to respond to colleagues' postings. Be sure to follow all the guidelines determined by the facilitator (part of oral assessment).
2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.
3. Define the academic vocabulary of the workshop.
4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.
5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.

6. Read the recommended URL's and other reference materials.
7. Find one article on a specific aspect of the subject you are most interested in. Use a KWHL chart (see appendix section) to write your notes.
8. Continue to read background materials, narrowing your topic, and phrasing it as a question. Bring all these to class.
9. Start a *News Section* in your digital portfolio about changes brought by technology and the global world to family, culture, gender, crime, and environmental issues (part of individual assessment).

**Academic Core Vocabulary – must reflect the objectives and important concepts of the workshop:**

1. references
2. abstracts
3. summaries
4. search engines
5. term paper

**(More words will be provided by the facilitator as needed.)**

**List of Supplementary Materials for the Workshop:**

1. Use specific videos on YouTube and other web sites.
2. Integrate graphic/advanced organizers or charts.
3. Search for information in newspapers, magazines, books, or electronic resources.
4. Utilize other materials as indicated by the facilitator.
5. Use index cards for note taking.

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

**A. Lesson Preparation**

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

**B. Scaffolding**

- Modeling  
 Guided Practice  
 Independent Practice  
 Comprehensible Input

**CALLA Strategies (Cognitive Academic Language Learning Approach)**

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

**Names of the Strategies;**

- |  |          |          |
|--|----------|----------|
| <input checked="" type="checkbox"/> Cognitive        | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Metacognitive    | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

**C. Grouping Options**

- Whole Group  
 Small Group  
 Partners  
 Independent Work

**D. Integration of Language Domains**

- Listening  
 Speaking  
 Reading  
 Writing

**E. Learning Application**

- Dynamic  
 Meaningful/Relevant  
 Rigorous  
 Linked to Objectives  
 Promote Engagement



**Integrated Content and Language Activities to Achieve the Objectives of the Workshop:**

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension, including the academic core vocabulary.
2. The facilitator will prepares constructivist activity to review the assignments completed by the students prior to the workshop and to ensure student comprehension. Students will have the opportunity to clarify doubts.
3. Students will practice prediction exercises that were previously explained by the facilitator.
4. Students will build vocabulary by working with unknown words.
5. The facilitator will preview assignments, rubrics, and assessments for Workshop Two.
6. Working in pairs, students will read passages and identify the main idea.
7. Using other texts, students will try to visualize or imagine what is being described.
8. Together with the facilitator, students will analyze the importance of note taking skills and list various skills (see appendix section).
9. The class discusses note taking and makes a chart of the techniques they can use.
10. Working in small groups, students will read and research information on traditional families vs. new family units in order to establish a comparison of both. Each group will prepare a Venn diagram to compare and contrast the family units. They will use the diagram to write a draft and then complete a 3-4 page group essay, APA style, where they will discuss the pros and cons that they found regarding this topic (part of assessment- group and written).
11. Students will complete the "L" on the KWHL chart that they started prior to the workshop.
12. Students will continue working on the Language Lab/E-Lab (Tell Me More) interactive exercises designed to develop/improve linguistic skills in English.
13. They will also continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

**Assessment:**

1. **Individual:** Start a *News Section* in your digital portfolio about changes brought by technology and the global world to family, culture, gender, crime, and environmental issues.
2. **Group:** Working in small groups, students will read and research information on traditional families vs. new family units in order to establish a comparison of both. Each group will prepare a Venn diagram to compare and contrast the family units. They will use the diagram to write a draft and then complete a 3-4 page group essay, APA style, where they will discuss the pros and cons that they found regarding this topic (part of assessment- group and written).
3. **Written:** Each student will direct the question they wrote to a colleague. If the colleague cannot answer the question, he/she will ask another student until it is finally answered. Facilitator will allot a determined amount of time for this activity, and the facilitator will take note of any questions, doubts, and any unanswered questions to be clarified in the next workshop.
4. **Oral:** Use Voice Board to engage in oral discussion. Be sure to respond to colleagues' postings. Be sure to follow all the guidelines determined by the facilitator.

**Lesson Wrap-Up:**

1. **Individual:** Each student will formulate and write a question on a topic he/she does not fully understand.
2. **Group:** Each student will direct the question they wrote to a colleague. If the colleague cannot answer the question, he/she will ask another student until it is finally answered. Facilitator will allot a determined amount of time for this activity, and the facilitator will take note of any questions, doubts, and any unanswered questions to be clarified in the next workshop.

## Workshop Three

### Specific Content Objectives:

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

1. Expand academic core vocabulary to include research and writing terminology.
2. Formulate claims as a question and collect details as evidence.
3. Discuss steps in the writing process: generating and organizing ideas, drafting, and revising.
4. Improve persuasive writing skills by following the writing process.
5. Practice writing general statements and specific details as a way to narrow topics.
6. Experiment with various ways to narrow a general subject and how to plan a point outline.
7. Write a preliminary college-level essay (draft that is based on the term paper topic) with a strong main idea, followed by specific details (the body), and a good conclusion (closing).

### Specific Language Objectives

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

**Listen:** Listen attentively to the news and take notes about any current news that is affecting the country at the present time. Answer the questions: **Who, What, Where, When, and How?**

**Speak:** Demonstrate effective speaking skills, including pronunciation and intonation, by sharing the information gathered from the completed survey with his/her classmates and facilitator, through a 3-minute Voice Board recording.

**Read:** Examine in depth the links that are suggested in the module and take appropriate notes, in order to be able to participate in class discussions and complete the activities.

**Write:** Practice writing different kinds of paragraphs according to the purpose (intent), as determined by the facilitator.

**Electronic Links:**

Six-Trait Writing Process

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson398/rubric-essay2.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson398/rubric-essay2.pdf)

Herbert E. Meyer. "How to Analyze Information." Use tables to take notes on this

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

Silence in Japan. What does Japan have to do with you?

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

Intercultural communication: do's & don'ts. Do you know how to communicate across cultures?

<http://www.youtube.com/watch?v=CIoAovc8JPI&feature=related>

How to create a market survey

[http://www.ehow.com/how\\_8597\\_create-market-survey.html](http://www.ehow.com/how_8597_create-market-survey.html)

[http://www.ehow.com/how\\_4495824\\_make-survey.html](http://www.ehow.com/how_4495824_make-survey.html)

<http://www.mathsisfun.com/data/survey-conducting.html>

[http://www.surveyworld.org/good\\_survey.php?t=4](http://www.surveyworld.org/good_survey.php?t=4)

DEA. What can you find here?

<http://www.justice.gov/dea/>

NCADO. Useful for you?

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

About Nelson Mandela's policy of forgiveness. Does forgiveness change people?

<http://www.spiritualityandpractice.com/films/films.php?id=19527>

A meditation on forgiveness & the freedom of letting

<http://www.youtube.com/watch?v=3D4VMZb8wLY>

**Virtual Library**

- <http://bibliotecavirtualut.suagm.edu/>

## Assignments Due Prior to the Workshop

1. Use Voice Board to engage in oral discussion. Be sure to respond to colleagues' postings. Be sure to follow all the guidelines determined by the facilitator.
2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.
3. Define the academic vocabulary of the workshop.
4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.
5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.
6. Read the recommended URL's and other reference materials.
7. Define culture, society, values, norms, mores, and law. Classify, arrange, outline.
8. Describe how people in your culture respond to stressful or conflictive situations, as opposed to persons in another group. Write a **narrative** paragraph.
9. Include articles, in the *News Section* of your digital portfolio, based on the main topics discussed in each workshop. Answer the following questions based on one of the articles:  
**Who, What, Where, Why, and How?**
10. Search for information about stimulants, sedatives, and hallucinogens. Find out how these are used in medicine to heal ailments, or how people use them for relaxation or recreational purposes, or even to restore their spiritual well-being.
  - Take notes and make a chart for a presentation to the Drug Enforcement Administration (DEA). Your presentation must show how you support or oppose the use of controlled substances for medicinal purposes.
11. What does forgiveness mean? Define and give examples from your own experience. Is it the same as to pardon? Explain your answer in class as you generate and organize ideas, draft and revise materials.
12. Conduct an **unscientific survey** with approximately 20-25 people via e-mail or by phone to find out **how many people support the death penalty and how many oppose it.**

- Create a chart, add up the results, and be prepared to report the results to your group.
13. Share the information gathered from your criminal penalty survey with your classmates and facilitator, through a three-minute Voice Board recording (part of oral assessment).
  14. Students' will continue working on their research paper.
  15. They will receive feedback from the facilitator regarding the appendix form they completed and the draft they wrote as per instructions given by the facilitator.
  16. Students will find keywords to include on their vocabulary list and bring in newspaper or magazine articles regarding new forms of crime and what is being done to control or eradicate them.
  17. Summarize (2-3 pages) the writing process steps, paragraph, and essay structure. You may also create a chart or table (follow facilitator's instructions).

### **Academic Core Vocabulary**

1. culture
2. society
3. values
4. norms
5. mores
6. law

**(More words will be provided by the facilitator as needed.)**

### **List of Supplementary Materials for the Workshop:**

1. Use specific videos on YouTube and other web sites.
2. Integrate graphic/advanced organizers or charts.
3. Bring newspapers, magazines, books, or electronic resources.
4. Have chart paper available.

5. Use index cards for note taking.

6. Utilize other materials as indicated by the facilitator.

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

A. Lesson Preparation

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

B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies (*Cognitive Academic Language Learning Approach*)

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

Names of the Strategies:

- |  |          |          |
|--|----------|----------|
| <input checked="" type="checkbox"/> Cognitive        | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Metacognitive    | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

C. Grouping Options

- Whole Group
- Small Group
- Partners
- Independent Work

D. Integration of Language Domains

- Listening
- Speaking
- Reading
- Writing

E. Learning Application

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



**Integrated Content and Language Activities to Achieve the Objectives of the Workshop:**

1. **The** facilitator will check the pre-class assignments and evaluation criteria, then he/she will introduce the Six-Trait Writing Rubric (see appendix section).
2. Small groups will discuss the grading score used for the **Graduate Record Exam (GRE)** and work on designing a simple constructivist rubric similar to the Six-Trait Writing Rubric model (see appendix section).
3. Working in pairs or small groups, students will discuss how their culture has influenced their lives. They will research information about audience analysis and consider how it affects the arguments presented in their term papers.
4. Students will remain in their small groups and practice organizing a large, complex topic into small areas in order to consciously synthesize ideas into their own vocabularies and projects. After they look at a passage about cultural variation and change, they will ask each other to explain what the reading was about? They will reread parts and again ask each other what the passage was about. This will allow them to work together with the text and to go deeper and deeper into the reading. They will use their own *Decision Trees* to discuss a personal project (see appendix section).
5. Students **isolate, list, and analyze** key terms from the articles they have located.
6. Facilitator previews assignments, rubrics, and assessment for Workshop Four.
7. Group uses context and diagrams to decipher words they may not know.
8. They go from what they know to what they don't know or understand yet.
9. Students in pairs or small groups prepare quizzes on topic sentences, kinds of paragraphs, and words they don't know. They find, classify, and analyze them, then guess their meanings.
  - For example, topic sentences summarize the details that follow (and support) them. Paragraphs can describe, narrate, explain, and persuade. Words can be

certain parts of speech or serve certain functions. From such analysis, meanings can often be located, linked to other materials, or even guessed.

10. Students will write a preliminary college-level **persuasive essay (draft)** based on the criminal penalty survey they have conducted (part of assessment.)
11. Class discusses **forgiveness and new terms** in the global and digital world.
12. Groups choose articles about crimes, especially the newest wave of crimes, discuss them, and then ask the class for feedback.
13. In small groups, students compare assigned summaries and discuss their value and advantages and disadvantages.
14. Students read silently an article about current ways of controlling crime; they will analyze the article's structure, highlight areas, take notes, and discuss interesting details as well as the best ways to take notes.
15. Groups discuss various internal and external controls society imposes on behavior.
16. Different groups are assigned to read articles about prisons, penalties, and drugs and to take notes. They skim for the main idea, various ways to recognize word "families," finding significant details, reading critically in general and for opinions and facts, building vocabulary and interesting use of figurative language.
17. Students will continue working on the Language Lab/E-Lab (Tell Me More) interactive exercises designed to develop/improve linguistic skills in English.
18. They will also continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

### Assessment

1. **Individual:** Each student will evaluate or self-score pre-class assignments and participation using the rubrics that appear in the Appendix Section.
2. **Group:** Students read silently an article about current ways of controlling crime; as a

group they will analyze the article's structure, highlight areas, take notes, and discuss interesting details as well as the best ways to take notes.

3. **Written:** Each student writes a persuasive essay based on the criminal penalty survey/research that they conducted.
4. **Oral:** Students will do a three-minute Voice Board recording in order to share the information gathered from their criminal penalty survey with their classmates and facilitator,

### **Lesson Wrap-Up:**

1. **Individual:** Students answer and turn in responses to these questions.
  - a. What did you understand best from your experience in Workshop Three?
  - b. What did you have most trouble with?
  - c. How can you overcome any difficulty you may have had in this lesson?
2. **Group:** Students will use readings provided by the facilitator to play guessing games to locate topic sentences and kinds of paragraphs. They will list the different kinds of paragraphs, giving examples.

## Workshop Four

### Specific Content Objectives:

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

1. Complete preliminary reading and show improvement in reading comprehension.
2. Write a tentative term paper outline and demonstrate improved note-taking skills.
3. Acquire specialized knowledge of the subject and increase his/her vocabulary.
4. Summarize and synthesize ideas and use them to support term paper claim.
5. Recognize and use cause and effect statements correctly when writing different types of essays.
6. Demonstrate development of faster and more purposeful reading skills.

### Specific Language Objectives

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

**Listen:** Listen attentively and analyze cause and effect statements read by the facilitator and/or colleagues.

**Speak:** Demonstrate effective speaking skills, including pronunciation and intonation, when presenting the documentation they have for their term paper

**Read:** Examine in depth the links indicated in the module and take appropriate notes, in order to be able to participate in class discussions and complete all assigned activities.

**Write:** Write a persuasive or narrative essay following the guidelines found in the appendix section on a topic of his/her choice, or one provided by the facilitator, using correct Standard English.

### Electronic Links

Dictionary.com

<http://www.dictionary.reference.com>.

Purdue Online Writing Lab

<http://www.owl.English.purdue.edu/>

Empathy. What do you think of this?

<http://www.youtube.com/watch?v=yOjL6baOwu0&feature=related>

Sexism, strength & dominance: masculinity in Disney films. What difference does this make to you?

<http://www.youtube.com/watch?v=8CWMct35oFY&NR=1>

Gender stereotyping: shows fathers as dim witted. Is this valid?

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

### **Virtual Library**

- <http://bibliotecavirtualut.suagm.edu/>

### **Assignments Due Prior to the Workshop**

1. Use Virtual Board to engage in oral discussion. Be sure to respond to colleagues' postings. Be sure to follow all the guidelines determined by the facilitator.
2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.
3. Define the academic vocabulary of the workshop.
4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.
5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.
6. Read the recommended URL's and other reference materials.
7. How has heredity and environment influenced you and your life? Make a list. Personal, physical, intellectual features? Attitudes? Feelings? Organize a table showing cause and effect.

8. Describe how family, peers, and school socialize children. Do a fishbone chart showing cause and effect.
9. Find and bring in articles on gender issues.
10. Chart differences between the way boys and girls are brought up. Explain these.
11. List strategies for writing persuasive and narrative essays.
12. Bring in an article about hurtful stereotypes for girls or boys. Explain responses to it.
13. Finish and turn in your term paper outline and draft of the first part of the term paper segment.
14. Interview a male and a female for their opinions on gender roles. Explain your results through a Voice Board three-minute discussion.
15. Continue the News Section in your digital portfolio. Include materials from this workshop.
16. Include an article in the *News Section* of your digital portfolio on the main topic in each workshop.
17. Write a persuasive/narrative paragraph on one article.

### **Academic Core Vocabulary**

- 1. summarize**
- 2. synthesize**
- 3. preliminary**
- 4. term paper**
- 5. cause and effect**
- 6. Fishbone Chart**
- 7. persuasive essay**
- 8. narrative essay**

**(Facilitator will add more words as needed.)**

**List of Supplementary Materials for the Workshop:**

1. Use specific videos on YouTube and other web sites.
2. Integrate graphic/advanced organizers or charts.
3. Bring newspapers, magazines, books, or electronic resources as needed.
4. Have chart paper available.
5. Use index cards for note taking.
6. Utilize other materials as indicated by the facilitator.

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

**A. Lesson Preparation**

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

**B. Scaffolding**

- Modeling  
 Guided Practice  
 Independent Practice  
 Comprehensible Input

**CALLA Strategies (Cognitive Academic Language Learning Approach)**

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

**Names of the Strategies:**

- |  |          |          |
|--|----------|----------|
| <input checked="" type="checkbox"/> Cognitive        | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Metacognitive    | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

**C. Grouping Options**

- Whole Group  
 Small Group  
 Partners  
 Independent Work

**D. Integration of Language Domains**

- Listening  
 Speaking  
 Reading  
 Writing

**E. Learning Application**

- Dynamic  
 Meaningful/Relevant  
 Rigorous  
 Linked to Objectives  
 Promotes Engagement



**Integrated Content and Language Activities to Achieve the Objectives of the Workshop:**

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension, including the academic core vocabulary.
2. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and to ensure student comprehension. Students will have the opportunity to clarify doubts.
3. Facilitator checks assignment, rubrics, and term paper progress.
4. Students report research progress and discuss tentative term paper outline. They discuss cause and effect as well as persuasive paragraphs and essay written as assignments. (Part of *Oral Assessment*.)
5. They work with linking words and context clues.
6. Students individually write compare and contrast paragraphs. (Part of *Individual Assessment*.)
7. In pairs or small groups, students examine graphics about gender gaps in academic achievement and current points of view about gender roles. (Part of *Group Assessment*.)
8. Facilitator previews assignments, rubrics, and assessment for Workshop Four.
9. Class discusses documentation and practices using quotations, paraphrases, abstracts, and short summaries.
10. Group discusses speed reading techniques.
11. Students will continue working on the Language Lab/E-Lab (Tell Me More) interactive exercises designed to develop/improve linguistic skills in English.
12. They will also continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

**Assessment**

1. **Individual:** Students individually write, compare, and contrast paragraphs.
2. **Group:** In pairs or small groups, students examine graphics about gender gaps in academic achievement and current points of view about gender roles.
3. **Written:** Students will complete some exercises or take a test (this could be the **midterm test** depending on the decision made by the facilitator) on vocabulary, writing (sentences, paragraphs, and essays) and reading comprehension.
4. **Oral:** Students report on their research progress and discuss their tentative term paper outline. They discuss cause and effect, as well as persuasive paragraphs, and any essay written as an assignments.

**Lesson Wrap-Up:**

**1. Individual:** Students will respond to the following statements:

- a. Name your best experience/activity regarding this workshop.
- b. Name what you considered the most difficult part of the workshop (if any).

**2. Group:** In small groups, students will discuss:

- a. How were you able to overcome any type of difficulty you may have had in this lesson (based on your answer to #1)?

## Workshop Five

### Specific Content Objectives:

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

1. Identify three general purposes for writing and play with preferences and reasons.
2. Demonstrate how to use general and specific statements and how to do so purposefully.
3. Practice working on emphasis, voice, and style in revising.
4. Practice where and how to use concrete, memorable, and interesting details.
5. Write paragraphs that show rather than tell.
6. Identify the topic and supporting sentences in paragraphs.

### Specific Language Objectives

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

**Listen:** Demonstrate effective listening skills by paying close attention to their colleagues' discussions/presentations on how to use concrete, memorable, and/or interesting details when writing.

**Speak:** Demonstrate effective speaking skills when presenting information on different types of crimes and their corresponding punishments.

**Read:** Examine in depth articles and other materials related to types of crimes that will be useful in the preparation of a graphic organizer.

**Write:** Create a graphic organizer that defines and explains the terms/techniques needed for solving crimes.

### Electronic Links

#### Digital natives' blog:

“Youth, privacy, and reputation, literature review.”

How youth, reputation, and privacy intersect online. Does this matter?

- <http://blogs.law.harvard.edu/digitalnatives/>

Howard Gardner's article about 3 forms of learning you won't want to ignore: niche knowledge, skill development, and liberal understanding. Short, basic, and indispensable. What do you think?

- <http://selfmadescholar.com/b/2009/06/08/the-3-forms-of-learning-why-you-wont-want-to-ignore-any-of-them/>

Discusses Howard Gardner's book *Five Minds for the Future*. Will this affect you?

- <http://selfmadescholar.com/b/2009/07/15/5-minds-for-the-future-cultivating-thinking-skills/>

Grade school demo of 4 steps of conflict resolution. Useful?

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

William Kamkawamba, African boy who built his own wind generator from garbage, using pictures in books in English, a language he didn't know. Could you?

- <http://www.youtube.com/watch?v=arD374MFk4w&feature=>

Google Reader in plain English. 1 min. intro. Is this of value?

- [http://www.youtube.com/watch?v=VSPZ2Uu\\_X3Y&NR=1](http://www.youtube.com/watch?v=VSPZ2Uu_X3Y&NR=1)

Abstract: short and profound. Learn from, not just about things. True?

- <http://www.questia.com/googleScholar.qst;jsessionid=Mr9PhvKtnYNgHgCnLYIIL48xC38hMy2R1mpJnWZ5hx9WvmzgZGS4!1566849592!1380883283?docId=5001999639>

Ideas for adaptation, survey, and invaluable bibliography.

- <http://ascilite.org.au/ajet/ajet20/williams.html>

Some scientists say fast pace of social networking tools like Twitter could numb our sense of morality & make us indifferent to suffering. Would that matter?

- <http://www.cnn.com/2009/TECH/ptech/04/14/twitter.study/>

Demo of digital tools police use for surveillance in fighting crime. Did you know this?

- <http://www.youtube.com/watch?v=fA0VIW-V5II&feature=related>

Technology for security & law enforcement. Do you care about this?

- [http://www.youtube.com/watch?v=ctZhK\\_5Ys08](http://www.youtube.com/watch?v=ctZhK_5Ys08)

Bruce Hoffman, counter-terrorism expert, talks on aims of terrorists.

- <http://www.youtube.com/watch?v=y8kPb9nKEpI>

Tips on writing a good survey questionnaire. How good are yours?

- <http://www.accesswave.ca/~infopoll/tips.htm>

How to do blog surveys that will jumpstart your blog. Could you have one?

- <http://archos.kewego.com/video/iLyROoafJywo.html>

FBI on fighting cybercrime. What can you learn from this?

- [http://www.youtube.com/watch?v=Exr-cOJ\\_4Fw&NR=1](http://www.youtube.com/watch?v=Exr-cOJ_4Fw&NR=1)

### **Virtual Library**

- <http://bibliotecavirtualut.suagm.edu/>

### **Assignments Due Prior to the Workshop**

1. Use Virtual Board to engage in oral discussion. Be sure to respond to colleagues' postings. Be sure to follow all the guidelines determined by the facilitator.
2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.
3. Define the academic vocabulary of the workshop.
4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.
5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.

6. Read the recommended URL's and other reference materials.
7. Working in pairs, choose one of the following questions and write an essay (descriptive, narrative, or expository). Exchange papers with your partner. You will revise each other's draft.
  - a. What is the most important technological development of the past 50 years?
  - b. Has the cell phone changed how people interact and relate to each other?
  - c. Where do influences on youth culture come from?
  - d. What is globalization?
8. Tell us what the word "culture" suggests to you.
9. Find, bring in, and share a controversial article about global issues.
10. Do Memorable Detail and Decision Tree exercises (see appendix section) and prepare to discuss them in class.
11. Define and explain the following terms: crime, high tech crime, deviant behavior, identity theft, fraud, terrorism, and tax evasion.
12. List types of crime and corresponding punishments for criminals. Present as a chart.
13. Use Google Scholar to locate articles, summaries, or abstracts about a specific form of crime. Prepare to discuss, assess, and evaluate the situation: give your own verdict.
14. Conduct a survey about how technology changes our ideas of what is right and wrong.
15. Write your questions and the results and bring them to workshop five.
16. As a review, compare these two sources for information on supporting main idea and topic sentences. Be prepared to discuss them in class. Are graphic organizers helpful?
  - a. <http://www.essay.tv/page/6/>
  - b. <http://owl.english.purdue.edu/engagement/engagementprint/2/>

**Academic Core Vocabulary**

1. culture
2. emphasis
3. voice
4. concrete details
5. memorable details
6. style
7. survey
8. crime
9. high tech crime
10. deviant behavior
11. identity theft
12. fraud
13. terrorism
14. tax evasion
15. Google Scholar

**(More words will be provided by the facilitator as needed.)**

**List of Supplementary Materials for the Workshop:**

1. Use index cards for note taking.
2. Integrate graphic/advanced organizers or charts.
3. Bring newspapers, magazines, books, or electronic resources.
4. Have chart paper available.
5. Use specific videos on YouTube and other web sites.
6. Utilize other materials as indicated by the facilitator.

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

**A. Lesson Preparation**

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

**B. Scaffolding**

- Modeling  
 Guided Practice  
 Independent Practice  
 Comprehensible Input

**CALLA Strategies (Cognitive Academic Language Learning Approach)**

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

**Names of the Strategies:**

- |  |          |          |
|--|----------|----------|
| <input checked="" type="checkbox"/> Cognitive        | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Metacognitive    | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

**C. Grouping Options**

- Whole Group  
 Small Group  
 Partners  
 Independent Work

**D. Integration of Processes**

- Listening  
 Speaking  
 Reading  
 Writing

**E. Learning Application**

- Dynamic  
 Meaningful/Relevant  
 Rigorous  
 Linked to Objectives  
 Promote Engagement



**Integrated Content and Language Activities to Achieve the Objectives of the Workshop:**

1. The facilitator will check assignments and the progress of the term paper. Then the class will be divided into small groups to discuss the Memorable Detail and Decision Tree exercises (see appendix section).
2. See Appendix P to complete a scoring scale exercise for a GRE test.
3. Punctuation marks are important signals. Students will work individually on exercises they design to eliminate verb, sentence, and agreement errors from their editing.
4. Group works in pairs using descriptive words from their Word Log to build vocabulary. They may want to concentrate on a text about global communications. (Part of *Group Assessment*.)
5. Students discuss their definitions and explanations of crime, criminals, and technical terms.
6. Students write chronological and spatially organized paragraphs about texts related to crime and criminals.
7. Students work in pairs or groups on how to prepare and conduct a survey about the influence of computer technology on their ideas of what is right and wrong.
8. Students interact with facilitator to self-score and assess their presentations.
9. Students will continue working on the Language Lab/E-Lab (Tell Me More) interactive exercises designed to develop/improve linguistic skills in English.
10. They will also continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

**Assessment**

1. **Individual:** Students work individually on exercises they design to eliminate verb, sentence, and agreement errors from their editing.
2. **Group:** Working in pairs, students will use descriptive words from their Word Log to build

vocabulary. They may want to concentrate on a text about global communications.

3. **Written:** Based on the student's research on techniques for solving crimes, they will complete a table with behaviors that relate to issues discussed in class (create a graphic organizer for crime concepts).
4. **Oral:** Students will share their opinions on *Voice Board*.

### **Lesson Wrap-Up:**

1. **Individual:** Students will ask questions/clarification or make comments related to their definitions and explanations of crime, criminals, and technical terms.
2. **Group:** In small groups, students report what they have learned reviewing the concept of support as it functions in paragraphs and in essays.

## Workshop Six

### Specific Content Objectives:

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

1. Demonstrate acquired writing skills when preparing persuasive essays.
2. Debate ideas, develop, and clarify a personal position regarding a global issue.
3. Initiate preparation of a PowerPoint presentation where he/she will summarize, paraphrase, cite, and document evidence pertaining to the criminal survey that is part of the final term paper project.
4. Write bibliographical entries and annotations.
5. Preview, write, and discuss headings and subheads.
6. Focus on reading for specific purposes and design purposeful questions.

### Specific Language Objectives

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

**Listen:** Listen attentively to **global issues** (on television, the radio etc.) and be prepared for class discussions/debates.

**Speak:** Record on Voice Board two to three global issues and why they are important.

**Read:** Read and research information pertaining to the image portrayed of men and women in the media.

**Write:** Revise the draft that will be submitted to the facilitator for final approval of the term paper project.

### Electronic Links

#### American Psychological Association

<http://www.apa.org>

#### Free online dictionary

<http://www.m-w.com>

Dacher Keltner. Is technology changing our brains? What do you say?

<http://www.youtube.com/watch?v=6Xp9lat8t6s>

Laughter yoga. Exercises to combat stress. Is this important?

<http://www.youtube.com/watch?v=ahhN3Ryw4O4&feature=related>

Do you have the heroic gene? Paul Ekman, psychiatrist, on instant acting in an emergency.

Would you?

[http://www.youtube.com/watch?v=UEMWk\\_yvTjw&feature=channel](http://www.youtube.com/watch?v=UEMWk_yvTjw&feature=channel)

Asian / American Stereotypes. How important is Asia today?

<http://www.youtube.com/watch?v=n2Y9oALKb88&feature=related>

Spider map. Helps organize several ideas with supporting details. Can you organize?

<http://www.thinkport.org/1145da55-c922-4716-828c-7ff0e4e1bf5c.asset?>

### **Virtual Library**

- <http://bibliotecavirtualut.suagm.edu/>

### **Assignments Due Prior to the Workshop:**

1. Use Voice Board to engage in oral discussions. Be sure to respond to colleagues' postings.  
Be sure to follow all the guidelines determined by the facilitator.
2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.
3. Define the academic vocabulary of the workshop.
4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.
5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.
6. Read the recommended URL's and other reference materials.

7. Find information about gender roles in the media. Bring in 2 cartoons showing images of men and women. What does each person do? How does each relate to the other?
8. Examine cause and effect as well as effect and cause.
9. Women prepare to debate “Balancing Home and Work.” Men prepare to debate, “It’s Not So Easy Being a Male.” Write one APA bibliographical entry and one example of an in-text citation.
10. Continue the digital portfolio News Section. Include materials in this workshop and write a persuasive essay taking one side of the debate.
11. Define the vocabulary words/terms.
12. Facilitator will post a question on the *Discussion Board* related to a particular crime and possible types of punishments. The students will discuss their opinions or findings on the topic. They will also respond to two of their colleagues.

### **Academic Core Vocabulary**

1. global issues
2. media
3. biographical entries
4. annotations
5. preview
6. debate
7. image
8. balancing
9. purposeful
10. in-text citation

**List of Supplementary Materials for the Workshop:**

1. Bring newspapers, magazines, books, or electronic resources as needed.
2. Integrate graphic/advanced organizers or charts.
3. Use index cards for note taking.
4. Have chart paper available.
5. Use specific videos on YouTube and other web sites.
6. Utilize other materials as indicated by the facilitator.

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

**A. Lesson Preparation**

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

**B. Scaffolding**

- Modeling  
 Guided Practice  
 Independent Practice  
 Comprehensible Input

**CALLA Strategies (Cognitive Academic Language Learning Approach)**

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

**Names of the Strategies:**

- |  |          |          |
|--|----------|----------|
| <input checked="" type="checkbox"/> Cognitive        | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Metacognitive    | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

**C. Grouping Options**

- Whole Group  
 Small Group  
 Partners  
 Independent Work

**D. Integration of Processes**

- Listening  
 Speaking  
 Reading  
 Writing

**E. Learning Application**

- Dynamic  
 Meaningful/Relevant  
 Rigorous  
 Linked to Objectives  
 Promote Engagement

### **Integrated Content and Language Activities to Achieve the Objectives of the Workshop:**

1. Facilitator will bring in articles for practice in predicting the topic, finding key words, reading for details, and summarizing. (Part of *Individual Assessment*.)
2. Students will practice objecting to positions taken or asking for clarification by means of a classroom debate.
3. The facilitator will divide the class with men on one side and the women on another side.
4. Men will debate, “It’s Not So Easy Being Male” to the ladies. (Part of *Oral Assessment*.)
5. Women will debate, “Balancing Home and Work” to the men. (Part of *Oral Assessment*.)
6. The facilitator suggests questions to debate ideas presented to the class.
7. Afterwards, working in pairs or small groups, students will write a persuasive essay based on one of the ideas debated in class. They use APA References page and in-text citation for information used. They will also discuss and use heads and subheads to show different sections of the essay. (Part of *Group Assessment*.)
8. This group exercise will reinforce the writing skills that they have been developing in order to complete their term paper.
9. Students must continue preparing their **PowerPoint presentation** that will also **be part of their term paper.**
10. Students will continue working on the Language Lab/E-Lab (Tell Me More) interactive exercises designed to develop/improve linguistic skills in English.
11. They will also continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

### **Assessment:**

1. **Individual:** Facilitator will bring in articles for practicing making predictions. Students will predict the topic, finding key words, reading for details, and summarizing.
2. **Group:** Students will brainstorm about these questions as they prepare to write their essay.



- a. What was the strongest argument presented in this workshop?
  - b. How would you add to it?
  - c. How would you refute it or add something that undercuts its conclusion?
3. **Written:** In pairs or small groups, students write a persuasive essay based on one of the ideas debated in class.
4. **Oral:** Men debate, “It’s Not So Easy Being Male.”  
Women debate, “Balancing Home and Work.”

### **Lesson Wrap-Up:**

1. **Individual:** Students will have one minute to draw/illustrate one of the most important things they learned from their colleagues’ presentations or their own research.
2. **Group:** Students will show their one-minute drawings to the class, and colleagues will guess what it represents. A whole group discussion will follow. Students will have the opportunity to ask questions regarding upcoming assignments and any topic covered thus far.

## Workshop Seven

### Specific Content Objectives:

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

1. Draft, proofread, and edit segments of his/her term paper.
2. Finalize the PowerPoint presentation.
3. Develop a direct, concise style.
4. Enhance credibility and exploit emphasis.
5. Debate issues, develop, and clarify his/her position.
6. Practice reading for special purposes, target details, and stay on track.

### Specific Language Objectives

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

**Listen:** Listen to the facilitator's explanations and instructions on how to proofread their partner's term paper.

**Speak:** Debate their position regarding a specific topic regarding the media.

**Read:** Review final articles and complete research on the topic selected for his/her term paper.

**Write:** Complete essay writing following the facilitator's guidelines and the PowerPoint presentation.

### Electronic Links

Short animated comic strip on climate change. Value?

<http://www.youtube.com/watch?v=I9tCenQh3Rw&feature=related>

Wide-ranging, well-done account of damage done the earth by humans. Scary.

<http://jblaque.livejournal.com/tag/fish%20populations%20crash>

A wealth of graphic organizers with information on how to use them.

[http://www.cast.org/publications/ncac/ncac\\_go.html](http://www.cast.org/publications/ncac/ncac_go.html)

“Bone Hunter” by Loren Eiseley, 20th century ecologist. What’s the earth for?

<http://www.youtube.com/watch?v=EC1CGr1qoUE>

Worksheet for performance and video note-taking. Can you use this?

[http://www.louisianavoices.org/Unit6/edu\\_unit6w\\_video\\_notetaking.html](http://www.louisianavoices.org/Unit6/edu_unit6w_video_notetaking.html)

Double fishbone diagram. Helps brainstorm multiple effects or causes. Do you like these?

<http://www.thinkport.org/2965e349-5ab3-4c68-a52e-a4ec6e75f81d.asset?>

### **Virtual Library**

- <http://bibliotecavirtualut.suagm.edu/>

### **Assignments Due Prior to the Workshop**

1. Use Voice Board to engage in oral discussion. Be sure to respond to colleagues’ postings. Be sure to follow all the guidelines determined by the facilitator.
2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.
3. Define the academic vocabulary of the workshop.
4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.
5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.
6. Read the recommended URL’s and other reference materials.
7. Find information about different types of advertising in the news media and bring it to class.
8. “Advertising is a necessary evil.” Do you agree? Why or why not? Show evidence to support your opinion.

9. Using the previous quote, write a two-page explanatory essay about the opinion that you support.
10. Write a TV commercial about a new product. Decide on the product, target audience, length of commercial, and strategies to use to sell the product.
11. Develop and rehearse the commercial, then be prepared to present it to the class. Explain the reasoning behind what you chose to do.
12. Record your commercial on Voice Board, and share it with your classmates and facilitator. The recordings will be shared during class as well.
13. Continue the *News Section* in your digital portfolio. Include a newspaper, magazine, or TV report on each topic in this workshop and write a persuasive paragraph.

### **Academic Core Vocabulary**

1. Facilitator will review any of the vocabulary words/terms discussed in class up to this point.
2. Facilitator will introduce more words as needed.

### **List of Supplementary Materials for the Workshop:**

1. Materials to prepare a commercial/ad.
2. Each student will bring all the necessary materials/audiovisuals/resources that they need to complete their PowerPoint presentation.

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

**A. Lesson Preparation**

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

**B. Scaffolding**

- Modeling  
 Guided Practice  
 Independent Practice  
 Comprehensible Input

**CALLA Strategies (Cognitive Academic Language Learning Approach)**

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

**Names of the Strategies:**

- |  |          |          |
|--|----------|----------|
| <input checked="" type="checkbox"/> Cognitive        | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Metacognitive    | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

**C. Grouping Options**

- Whole Group  
 Small Group  
 Partners  
 Independent Work

**D. Integration of Processes**

- Listening  
 Speaking  
 Reading  
 Writing

**E. Learning Application**

- Dynamic  
 Meaningful/Relevant  
 Rigorous  
 Linked to Objectives  
 Promote Engagement

**Integrated Content and Language Activities to Achieve the Objectives of the Workshop:**

1. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and to ensure student comprehension.
2. Students will have the opportunity to clarify doubts and/or ask questions about the academic core vocabulary/terms.
3. The facilitator will provide an article about **media advertising** along with other references.
4. Students will provide as many references as they can (Google).
5. With partners or in small groups, students will discuss this kind of research and the confidence they have in the references.
6. Students construct an essay from data provided by the facilitator (part of assessment).
7. They use pronouns to refer to people, things or ideas in a previous sentence.
8. Working in groups, students will decide which of the TV commercials that each one developed as a pre-class assignment will be presented to the class (part of group assessment).
9. Facilitator will share the Voice Board recorded commercials.
10. Students will continue working on the Language Lab/E-Lab (Tell Me More) interactive exercises designed to develop/improve linguistic skills in English.
11. They will also continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

**Assessment:**

1. **Individual:** Each student evaluates or self-scores pre-class assignments and participation using the rubrics found in the appendix section.
2. **Group:** Working in groups, students will decide which of the TV commercials that each one developed as a pre-class assignment will be presented to the class.

3. **Oral:** Facilitator will share with the class the Voice Board recorded commercials made by the students. The student selected from each group will present his/her commercial to the class.
4. **Written:** Students will construct an essay from data provided by the facilitator.

### **Lesson Wrap-Up:**

1. **Individual:** Students respond to the following questions and turn in their paragraphs.
  - a. Which part of this workshop did you find the easiest to understand?
  - b. Was there anything you did you not understand about the materials in this workshop?
  - c. How can you overcome any future difficulties related to the course materials if any should arise? Respond in writing.
2. **Group:** In pairs, discuss which of the commercials presented in class were your favorite and which is your all-time favorite TV commercial. Explain why (could be an old or recent TV commercial).

## Workshop Eight

### Specific Content Objectives:

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

1. Complete the term paper following the guidelines stipulated.
2. Review/proofread his/her entire college-level research term paper and reflect on it.
3. Scrutinize/proofread the final PowerPoint presentation that will complete the term paper requirements.
4. Discuss/review writing strategies and paragraph/essay structure.
5. Practice and apply shortcuts in planning and writing any type of college-level research papers.

### Specific Language Objectives

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

**Listen:** Listen to the PowerPoint presentations and take notes to provide feedback to his/her peers.

**Speak:** Conduct a PowerPoint presentation following the guidelines established by the facilitator.

**Read:** Support the PowerPoint presentation with current articles/or online information related to the term paper topic.

**Write:** Write a reflection pertaining to your experience on writing and completing your term paper.

### Electronic Links

Sensory/Descriptive. Good examples of “show don’t tell.” Does this matter to you?

<http://www.writedesigonline.com/assignments/shownottell.html>



To empathize is to civilize. 10 min animated comic strip: did you enjoy it

<http://www.youtube.com/watch?v=17AWnfFRc7g>

Stephen Denning, management expert, advocates using stories to persuade.

<http://vimeo.com/3178750>

Designer Tim Brown uses integrative (design) thinking as answer to big problems.

[http://www.ted.com/talks/lang/eng/tim\\_brown\\_urges\\_designers\\_to\\_think\\_big.html](http://www.ted.com/talks/lang/eng/tim_brown_urges_designers_to_think_big.html)

Food network: community supported agriculture. What difference does this make?

[http://www.youtube.com/watch?v=DUBf\\_a3EtQU&feature=related](http://www.youtube.com/watch?v=DUBf_a3EtQU&feature=related)

“Class of the future,” a short video on computers in the classroom 10 years from now

<http://www.pbs.org/wgbh/pages/frontline/digitalnation/learning/schools/class-in-10-years.html?play>

### **Virtual Library**

- <http://bibliotecavirtualut.suagm.edu/>

### **Assignments Due Prior to the Workshop:**

1. Use Voice Board to engage in oral discussions. Be sure to respond to colleagues' postings. Be sure to follow all the guidelines determined by the facilitator.
2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.
3. Define the academic vocabulary of the workshop.
4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.
5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.

6. Read the recommended URL's and other reference materials.
7. Complete your *Word Log*.
8. Final versions of the term paper and PowerPoint due to the facilitator.
9. Prepare to do a five-minute Power Point Presentation to the class as determined by the facilitator.
10. Choose **one** of the following topics:
  - a. Compare and contrast urban and rural life. Focus on 3 or 4 aspects, for example: entertainment, employment, friendships, social life, and/or other.
  - b. Create a small brochure to encourage people to protect their local environment. (Include a list of things they could do at home, at work, at school, and/or in the community.)
  - c. Write a narrative paragraph about what you think life will be like in the next 50 years. Use evidence encountered in this course to support your view.

### **Academic Core Vocabulary**

Students will complete their word log.

### **List of Supplementary Materials for the Workshop**

Any audiovisual resources needed for the student's PowerPoint presentations.

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

**A. Lesson Preparation**

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

**B. Scaffolding**

- Modeling  
 Guided Practice  
 Independent Practice  
 Comprehensible Input

**CALLA Strategies** (*Cognitive Academic Language Learning Approach*)

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

**Names of the Strategies**

- |  |          |          |
|--|----------|----------|
| <input checked="" type="checkbox"/> Cognitive        | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Metacognitive    | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

**C. Grouping Options**

- Whole Group  
 Small Group  
 Partners  
 Independent Work

**D. Integration of Processes**

- Listening  
 Speaking  
 Reading  
 Writing

**E. Learning Application**

- Dynamic  
 Meaningful/Relevant  
 Rigorous  
 Linked to Objectives  
 Promote Engagement

## **Integrated Content and Language Activities to Achieve the Objectives of the Workshop:**

During the last day of this course:

1. A student representative conducts the *Course Evaluation*.
2. Students report notes on research assigned and share what each has learned from their research and from the way the facts were presented.
3. Students do their Power Point presentations as part of their term paper and *prior to class* preparation/assignment (part of *individual assessment*).
4. Students react orally to implied ideas in statements presented by the facilitator on topics discussed during previous workshops. Class works in groups on developing a direct, interesting, precise style (see appendix section).
5. Class turns in assignments (Word Log, term paper, PowerPoint presentation, and E-Lab document), and then self-score with rubrics.
6. Students will complete the final activities and exercises in the Language Lab as determined by the facilitator and hand in the required document found in **Appendix D**.
7. Students will submit their digital portfolios, as previously determined by the facilitator, insuring that they have complied with all the guidelines specified in the *Digital Performance Portfolio Assessment Manual*.
8. Students will complete the course evaluation.
9. Students will take final exam or final assessment (second mid-term) in English as per the facilitator's instructions.
10. Overview of activities, achievements, and closing remarks.

**Assessment:**

1. **Individual:** Students do their PowerPoint presentations as required and part of their term paper project.
2. **Group:** Students will take notes and then prepare a group summary with feedback on the presentations which the facilitator will collect.
3. **Written:** Students will take a final exam or final assessment (second mid-term) in English as per the facilitator's instructions.
4. **Oral:** Students will record their reactions to the experiences lived throughout the course.

**Lesson Wrap-Up**

1. **Individual:** Each student will write an end-of-course reflection addressing the following:
  - Explain your most significant learning experience from this course.
  - Did the learning experience fit into your personal learning objectives? Explain.
  - How will you apply this experience in your profession?
2. **Group:** Students will share their end-of-course reflections. They will also have the opportunity to ask questions for clarification of ideas and concepts covered during the duration of the course.

**APPENDIX SECTION**

**APPENDIX A**

**NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION**

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

### “Can Do” Listening Rubric

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



## “Can Do” Speaking Rubric

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

## “Can Do” Reading Rubric

| National Proficiency Lev | Criteria  |
|--------------------------|---|
| Starting                 | <ul style="list-style-type: none"> <li>● Lacks comprehension of a wide array of written material (not developed)</li> <li>● Lacks ability to interpret graphs, charts, tables, and forms in textbooks (not developed)</li> <li>● Struggles with use of pre-reading and reading skills (not developed)</li> <li>● Lacks ability to apply reading strategies in order to guess meanings of unfamiliar words from context (not developed)</li> <li>● 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)</li> </ul>  |
| Emerging                 | <ul style="list-style-type: none"> <li>● 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.)</li> <li>● Demonstrates correct interpretation of basic graphs, charts, tables and forms in textbooks</li> <li>● 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)</li> <li>● 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</li> <li>● 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)</li> <li>● Applying successful reading skills (as listed above) are still emerging</li> </ul> |
| Developing               | <ul style="list-style-type: none"> <li>● Comprehends a wide array of written material (as listed above)</li> <li>● Interprets basic graphs, charts, tables and forms</li> <li>● Applies correctly pre-reading and reading skills (as listed above)</li> <li>● Applies correct use of reading strategies to guess meanings of unfamiliar words from context (as listed above)-evidence of emerging.</li> <li>● Understands the relationship between ideas (as listed above)-evidence of emerging..</li> <li>● Uses strategic reading skills (as listed above) that are evident.</li> </ul>   |
| Expanding                | <ul style="list-style-type: none"> <li>● Comprehends a wide array of level-appropriate written materials (as listed above) with mature accuracy</li> <li>● Interprets increasingly complex graphs, charts, tables, and forms accurately</li> <li>● Applies pre-reading and reading skills (as listed above) very strongly</li> <li>● Applies strategies to guess meanings of unfamiliar words from context (as listed above) which is clearly evident</li> <li>● Identifies signal words to understand the relationship between ideas (as listed above), and reading patterns to identify literary genres (as listed above)- emerging strongly</li> <li>● Understands the relationship between ideas (as listed above)-strongly evident.</li> <li>● Uses strategic reading skills (as listed above) with mature accuracy</li> </ul>   |
| Bridging                 | <ul style="list-style-type: none"> <li>● Comprehends various types and lengths of level appropriate written materials (as listed above)-fully developed</li> <li>● Interprets complex graphs, charts, tables, and forms accurately</li> <li>● Applies pre-reading and reading skills (as listed above)-fully developed</li> <li>● Applies reading strategies to determine the meaning of unfamiliar words in a text (as listed above) with accuracy</li> <li>● Understands the relationship between ideas (time, logical order, comparison/contrast, cause/effect)</li> <li>● Demonstrates fully developed strategic reading skills (as listed above)</li> </ul>  |

## “Can Do” Writing Rubric

| National Proficiency Levels | Criteria   |
|-----------------------------|--|
| Starting                    | <ul style="list-style-type: none"> <li>● Lacks clear writing and focus. Details are limited or unclear. There’s no clear distinction to what is important and what is supported.</li> <li>● Lacks engaging and drawing a conclusion. Paper simply starts and ends. Lack of transitions make it difficult to understand the paper.</li> <li>● 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.</li> <li>● Rambles- use of incomplete sentences that are too long to understand. Sentences follow a simple structure and or style.</li> <li>● Struggles with spelling, punctuation capitalization and other writing conventions. This makes it very difficult to understand the writing.</li> <li>● 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.</li> </ul> |
| Emerging                    | <ul style="list-style-type: none"> <li>● 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.</li> <li>● Attempts to write an introduction and or conclusion. Use of transitions helps, but paper is in need of more details.</li> <li>● 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.</li> <li>● Attempts to create a style of sentence structure here and there; although, for the most part it sticks to one style.</li> <li>● 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.</li> <li>● Demonstrates emerging strategic writing skills.</li> </ul>  |
| Developing                  | <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Selects and uses words appropriately; however, they are not higher level and need more vigor.</li> <li>● Formulates well-written sentences; however, style and structure of sentences are repetitious.</li> <li>● Demonstrates control of spelling, punctuation, capitalization, and other writing conventions. However, the writing could read and sound better by improving conventions.</li> <li>● Utilizes strategic writing skills properly (now evident).</li> </ul>  |
| Expanding                   | <ul style="list-style-type: none"> <li>● 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.</li> <li>● Uses a proper introduction and conclusion, however, some improvement is needed. Needs to continue using transitional words are properly in order to allow the proper flow of ideas.</li> <li>● Selects and uses vocabulary words that are much more livelier and appropriate. Some common wording can be improved.</li> <li>● Writes with a definite style, and sentence structure is “catchy” with few mistakes.</li> <li>● Demonstrates good control of spelling, punctuation, capitalization, and other writing conventions. Mistakes are few and nothing distracts from the writing.</li> <li>● Applies mature strategic writing skills.</li> </ul>  |
| Bridging                    | <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing.</li> <li>● 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.</li> <li>● Excellent control of spelling, punctuation capitalization and other writing conventions.</li> <li>● Strategic writing skills are fully developed.</li> </ul>   |

**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/>**

**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 written work done by the student in English. Please refer to the trait that you are evaluating (i.e., Ideas and Content) and write the score in the appropriate box. Select the criteria per level (6= highest, 1=lowest) that best reflects the student's writing ability.

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

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

Final Score: \_\_\_\_\_

**Scoring Scale: (36-0)**

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

## Six Trait Analytic Writing Rubric

### Trait #1: Idea and Content

#### Criteria per Level

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

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

**Trait #2: Organization**

## Criteria per Level

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

Source: Arizona Department of Education. Retrieved from:

<http://www.azed.gov/standards-development-assessment/six-traits/>



**Trait #3: Voice**

## Criteria per Level

|   |   |
|---|---|
| 6 | <p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• 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.).</li> <li>• 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.</li> <li>• a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.</li> </ul> |
| 5 | <p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• 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.).</li> <li>• 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.</li> <li>• a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.</li> </ul>                                    |
| 4 | <p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a questionable or inconsistent level of closeness to or distance from the audience.</li> <li>• 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.</li> <li>• liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.</li> </ul>  |
| 3 | <p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a limited sense of audience; the writer’s awareness of the reader is unclear.</li> <li>• 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.</li> <li>• a limited ability to shift to a more objective voice when necessary.</li> </ul>  |
| 2 | <p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical.</li> <li>• a voice that is likely to be overly informal and personal.</li> <li>• a lack of audience awareness; there is little sense of “writing to be read.”</li> <li>• little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.</li> </ul>  |
| 1 | <p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• no engagement of the writer; the writing is flat and lifeless.</li> <li>• a lack of audience awareness; there is no sense of “writing to be read.”</li> <li>• 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.</li> </ul>   |

Source: Arizona Department of Education. Retrieved from:

<http://www.azed.gov/standards-development-assessment/six-traits/>

**Trait #4: Word Choice**

## Criteria per Level

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

Source: Arizona Department of Education. Retrieved from:

<http://www.azed.gov/standards-development-assessment/six-traits/>

**Trait #5: Sentence Fluency**

## Criteria per Level

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

Source: Arizona Department of Education. Retrieved from:

<http://www.azed.gov/standards-development-assessment/six-traits/>

**Trait #6: Conventions****Criteria per Level**

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

Source: Arizona Department of Education. Retrieved from:

<http://www.azed.gov/standards-development-assessment/six-traits/>

## **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:** \_\_\_\_\_



|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <b>Blackboard Collaborate Tools</b>              |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  | <b>Internet-Based Research (Virtual Library)</b> |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  | <b>English Websites Activities</b>               |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Total number of hours:** \_\_\_\_\_

**APPENDIX E**  
**PARAGRAPH CONSTRUCTION RUBRIC**

**APPENDIX E: PARAGRAPH CONSTRUCTION RUBRIC**

| Evaluation Areas   | SCORE: GRADE**:  |   |  |
|--|--|---|--|
|  | 3 Points Each  | 2 Points Each   | 1 Point Each   |
| <b>Topic Sentence</b>                                    | 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.  |
| <b>Explanation of Topic Sentence (Supporting Ideas)</b>  | 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.  |
| <b>Evidence for Topic Sentence (Elaborating Details)</b> | 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.  |
| <b>Conclusion Sentence</b>                               | 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.   |
| <b>Fragments and Run-on Sentences</b>                    | 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.   |
| <b>Use of Transition Words*</b>                          | 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.  |
| <b>Grammar</b>   | Paragraph has no errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns. | Paragraph has two errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns. | 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. |
|  | <b>Legible</b>   | <b>Marginally Legible</b>   | <b>Not legible</b>   |

*\*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**

## Appendix F

### Term Paper Assignment (the facilitator must approve your topic)

Write a term paper on changes brought about by technology and the global world and choose one of the following topics: **family, culture, gender, crime, or the environment**. You will have to research how these changes have affected the topic that you chose above. Your paper has to be persuasive and you must discuss a controversial issue pertaining to the subject that you chose. That means that some intelligent, informed readers will disagree with you. You will write to persuade them in order to get them to agree with you.

#### You are required to:

- (1) find a topic you would enjoy going into more deeply
- (2) do enough background reading to narrow the topic,
- (3) phrase it as a question (both sides of which you will investigate).
- (4) explore the readers' probable response to the evidence you uncover,
- (5) think about how you will handle their needs, benefits, and expectations so that you can
- (6) structure a paper that causes them to change their minds and end by agreeing with you.
- (7) Use APA style.
- (8) Finally, prepare a PowerPoint presentation based on any/all the research, readings, findings, social media resources, laws, surveys, interviews, etc., that will help you in supporting your research topic.

**Note:** The final document will be submitted to [SafeAssign™](#) to detect plagiarism.

**Length:** 1200 to 1500 words (in parts of about 400 words)

**Due:** draft of one part Workshop 2, ENGL. 116

**Final form:** Workshop 8, ENGL. 116

**References:** 6 to 10 sources

Your term paper requires a lot of research and the amount of writing it involves can be challenging, but it can also be exhilarating if you approach it in the right way. Brainstorm a bit. Talk to friends. Try Google. You will also have to tackle several questions (see the appendix that follows).



## Appendix G

### Choosing a Topic

#### (Example of the questions and possible answers.)

Here are examples of the questions that you will need to ask and answer with details - based on research, in order to complete your term paper following all the requirements that have been discussed.

#### 1. Which of the five recommended subjects do you like the best? Why?

---

The family. The reason is that I specifically want to research what makes families dysfunctional.

#### 2. How have modern technology and other global changes affected the subject that you are researching?

---

The subject of parenting comes to my mind. I will do more research on this subject and find out how parenting has changed. Name them and explain with details.

#### 3. Which controversial issue have you found regarding this subject?

The subject of spanking children.

#### 4. Which area of this issue is especially divided in popular opinion?

Should spanking be used to discipline children?

#### 5. Which side of the controversial issue do you favor? Why?

---

I favor not spanking because there are other ways to punish children without using physical force.

#### 6. What evidence can you use in order to persuade others to agree with you?

---

Read about cases that involve parents being arrested for physically hurting their children; articles from psychology sources that discuss the harm that spanking can cause; other resources.

#### 7. Where can you easily and quickly find reliable sources that will sustain your argument?

Conduct an Internet search (you can use Google) for articles/books and laws that are specific to any of the following subjects: Effective Parenting, Laws That Protect Children, Spanking Controversy, Psychological Effects of Spanking,

**Appendix H**  
**(Due Date: Week 2)**

**FORM FOR REQUESTING PERMISSION TO START MY TERM PAPER RESEARCH. (Please complete this form and return to your facilitator.)**

**Name (student)** \_\_\_\_\_ **Class** \_\_\_\_\_ **Date** \_\_\_\_\_

**1. Topic Selected:** \_\_\_\_\_

**(I find it interesting because :)** \_\_\_\_\_

**2. Term Paper Title: (subject to change if necessary)** \_\_\_\_\_

**3. Writing Style: Persuasive Essay with a controversial question or statement.** \_\_\_\_\_

**4. Importance:** \_\_\_\_\_

**5. Relevance:**  
\_\_\_\_\_

**6. Sensory Details Involved:**

**7. Plan of Action:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. Tentative Bibliography: (Resources I will need/use)**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**9. Introduction:**  
\_\_\_\_\_  
\_\_\_\_\_

**10. Question (Claim):**  
\_\_\_\_\_

**11. Conclusion:**  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX I

### Research Papers

Since a research paper can take a considerable amount of time to develop, it is important to create a personal plan to accomplish this task efficiently and accurately. The student needs to start planning from Week One in order to complete the draft, revisions and final copy by the end of the course.

For additional information, refer to: <http://owl.english.purdue.edu/owl/resource/658/02/>.

#### A. Argumentative Research Paper

In this type of paper, the writer introduces the topic and takes a stance on the subject. This is expressed in the thesis statement, which should be debatable or controversial.

*Example: Certain non-legal drugs may be beneficial for certain health conditions (such as treating cancer), but the risks outweigh the benefits.*

#### B. Analytical Research Paper

In this type of paper, the writer may begin with a question for which he has taken a stance, but it is not necessarily posing a controversial or debatable topic. The writer may be exploring or considering a different perspective or point of view.

*Example: How should the government handle the banks' financial crisis?*

**C. Planning and Organizing the Research Paper** – Go online to research ways to organize a research paper and sample outlines.

*Outline: Examples may vary according to the type of research paper.*

*I. Write an outline*

*II. Select a topic*

*A. Research the topic*

*B. Narrow the topic*

*C. Limit the scope of your research*

*D. Select various resources – i.e., books, online, e-books, journals, interviews, etc.*

*III. Write a statement of the problem (topic)*

*IV. Organize the parts of the research paper*

*A. The introduction*

*B. The body – multiple paragraphs and pages*

*C. Conclusion – summarize your findings, recommendations, suggestions, etc.*

**APPENDIX J      Template for Analyzing a Written Sample or Essay**

[http://www.erraticimpact.com/cyberedit/lth\\_outline.html](http://www.erraticimpact.com/cyberedit/lth_outline.html)

**I. Introduction**

---

---

**II. Body**

A. Paragraph 1:

1. Supporting Point #1

---

---

2. Evidence for Supporting Point #1: Analysis of example to show how it supports the topic sentence and thesis.

---

---

B. Paragraph 2:

1. Supporting Point #2

---

---

2. Evidence for Supporting Point #2

---

---

C. Paragraph 3:

1. Supporting Point #3

---

---

2. Evidence for Supporting Point #3

---

---

---

**III. Conclusion**

---

---

---

---

## APPENDIX K

### Rubric to Evaluate Completion and Presentation of the Research Paper

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Work: \_\_\_\_\_

**Instructions:**

- Please refer to each criterion listed below in order to evaluate the completion and presentation of the research paper (synopsis).
- Apply the points that best reflect the completion of the research paper and the presentation of its synopsis as follows: (**1 = Lowest, 4 = Highest**)
- Write the number of points that apply for each criterion in the **Points** column.
- To obtain the **Final Total Score**, add the corresponding numbers down.
- Use the **Scoring Scale** to apply the final grade.
- Feel free to write any comments in the section provided below.

|                          | <b>Criteria</b>  |  |  |  | <b>Points</b> |
|--------------------------|--|--|--|--|---------------|
|                          | 1  | 2  | 3  | 4  |               |
| <b>Organization</b>      | Audience cannot understand presentation because there is no sequence of information.                             | Audience has difficulty following presentation because student jumps around.                     | Student presents information in a logical sequence which the audience can follow.          | Student presents information in a logical, interesting sequence which the audience can follow.   | —             |
| <b>Content Knowledge</b> | Student does not have grasp of information; student cannot answer questions about the topic.                     | Student is uncomfortable with information and is able to answer only rudimentary questions.      | Student is at ease with the content, but fails to elaborate.                               | Student demonstrates full knowledge (more than required) providing explanations and elaboration. | —             |
| <b>Visuals</b>           | Student uses no visuals.   | Student uses visuals that rarely support the text and presentation.                              | Some visuals are related to the text and presentation.                                     | Student uses visuals to reinforce the screen text and presentation.                              | —             |
| <b>Mechanics</b>         | Presentation has four or more spelling errors and/or grammatical mistakes.                                       | Presentation has three misspellings and/or grammatical mistakes.                                 | Presentation has no more than two misspellings and/or grammatical mistakes.                | Presentation has no misspellings or grammatical mistakes.  | —             |
| <b>Delivery</b>          | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student incorrectly pronounces terms; audience members have difficulty hearing the presentation. | Student's voice is clear; student pronounces most words correctly and can be heard by all. | Student uses a clear voice and correct, precise pronunciation of terms.                          | —             |
|                          |  |  |  | <b>Final Total Score</b>   | —             |

**Scoring Scale: (0-20)**

**A = 18-20**

**B = 16-17**

**C = 14-15**

**D = 12-13**

**F = 0-11**

**Facilitator's Comments:** \_\_\_\_\_

---

---

---

---

---

---

---

---

## APPENDIX L

**Self-Assessment on Communication and Professional Skills**Adapted from: [pdp.bournemouth.ac.uk/.../u-transferable\\_skills-self\\_assessment.doc](http://pdp.bournemouth.ac.uk/.../u-transferable_skills-self_assessment.doc).

|       |  | Yes | No |
|-------|--|-----|----|
| 1     | I can select and present ideas, arguments, or evidence clearly.  |     |    |
| 2     | I regularly use a variety of modern communication tools.   |     |    |
| 3     | I know and understand my own strengths and weaknesses.   |     |    |
| 4     | I can express myself and ideas clearly, concisely, and logically in speech and writing.                              |     |    |
| 5     | I seek support to develop or use new communication strategies.   |     |    |
| 6     | I accept and act on provided feedback.   |     |    |
| 7     | I regularly evaluate my own performance and make changes.  |     |    |
| 8     | I can influence others and gain agreement or acceptance on a plan, idea, or activity.                                |     |    |
| 9     | I understand other viewpoints and appreciate cultural differences.   |     |    |
| 10    | I adjust how I communicate to suit the understanding of my target audience.  |     |    |
| 11    | I usually evaluate how well my message is received.  |     |    |
| 12    | I can select, summarize, and interpret information to draw meaningful conclusions.                                   |     |    |
| 13    | I respect feelings, views and values of others, taking on board other people's opinions.                             |     |    |
| 14    | I create effective presentations using graphics packages, e.g. PowerPoints.  |     |    |
| 15    | I am able to interpret and explain numerical information using spreadsheets, graphs, charts, tables and diagrams.    |     |    |
| 16    | I know the employability attributes that employers in my chosen field are looking for in a leader or public speaker. |     |    |
| 17    | I feel completely comfortable speaking in public.  |     |    |
| 18    | I am able to stand in front of a group and speak knowledgeably about any topic I have prepared for.                  |     |    |
| Total |  |     |    |

How many: yes \_\_\_\_\_ no \_\_\_\_\_

What are some of my strengths when communicating to a group?

---



---

What are some weaknesses I have noticed about communicating to a group?

---



**APPENDIX M****TERM PAPER FEEDBACK CHARTS**

(Use as a checklist to plan, organize, and revise your term paper. Also use to do peer evaluations.)

**Planning & Research**

|  |  |
|--|--|
| <b>Thesis statement</b>                            | <i>Clear<br/>Focused on major idea</i>                     |
| <b>Intent &amp; purpose</b>                        | <i>Clearly expressed</i>                                   |
| <b>Target audience</b>                             | <i>Clearly defined</i>                                     |
| <b>Scope</b>                                       | <i>Appropriate for project</i>                             |
| <b>Information</b>                                 | <i>Sufficient</i>  |
| <b>Other perspectives &amp; possible questions</b> | <i>Taken into consideration</i>                            |
| <b>Facts &amp; opinions</b>                        | <i>Explained &amp; supported<br/>by convincing details</i> |

**APPENDIX M (continued)****Organizing and Drafting**

|                          |   |
|--------------------------|---|
| <b>Controlling ideas</b> | <i>Sufficiently developed?</i>  |
| <b>Major ideas</b>       | <i>Clearly defined<br/>Logically sequenced<br/>According to purpose</i> |
| <b>Minor ideas</b>       | <i>Support major ideas</i>  |
| <b>Introduction</b>      | <i>Announces thesis &amp; controlling ideas</i>                         |
| <b>Conclusion</b>        | <i>Returns to controlling idea<br/>Reviews the major ideas</i>          |

How to get feedback?

Ask those around you:

Your facilitator, “How does it sound?” “Can you see where it’s going?”  
 Classmates, friends, family who know about the subject. “What do you think?”  
 People who don’t know the subject. “Can you follow it? “How does it strike you?”  
 “How can I make it more interesting?” They’ll know and they’ll tell you. Appreciate them.

How can you use feedback?

It helps you to revise your work.

How important is it to revise?

It’s crucial. You have to revise with a steady mind and you have to do it many times. As you continue to do it, you’ll begin to see that you’re improving.

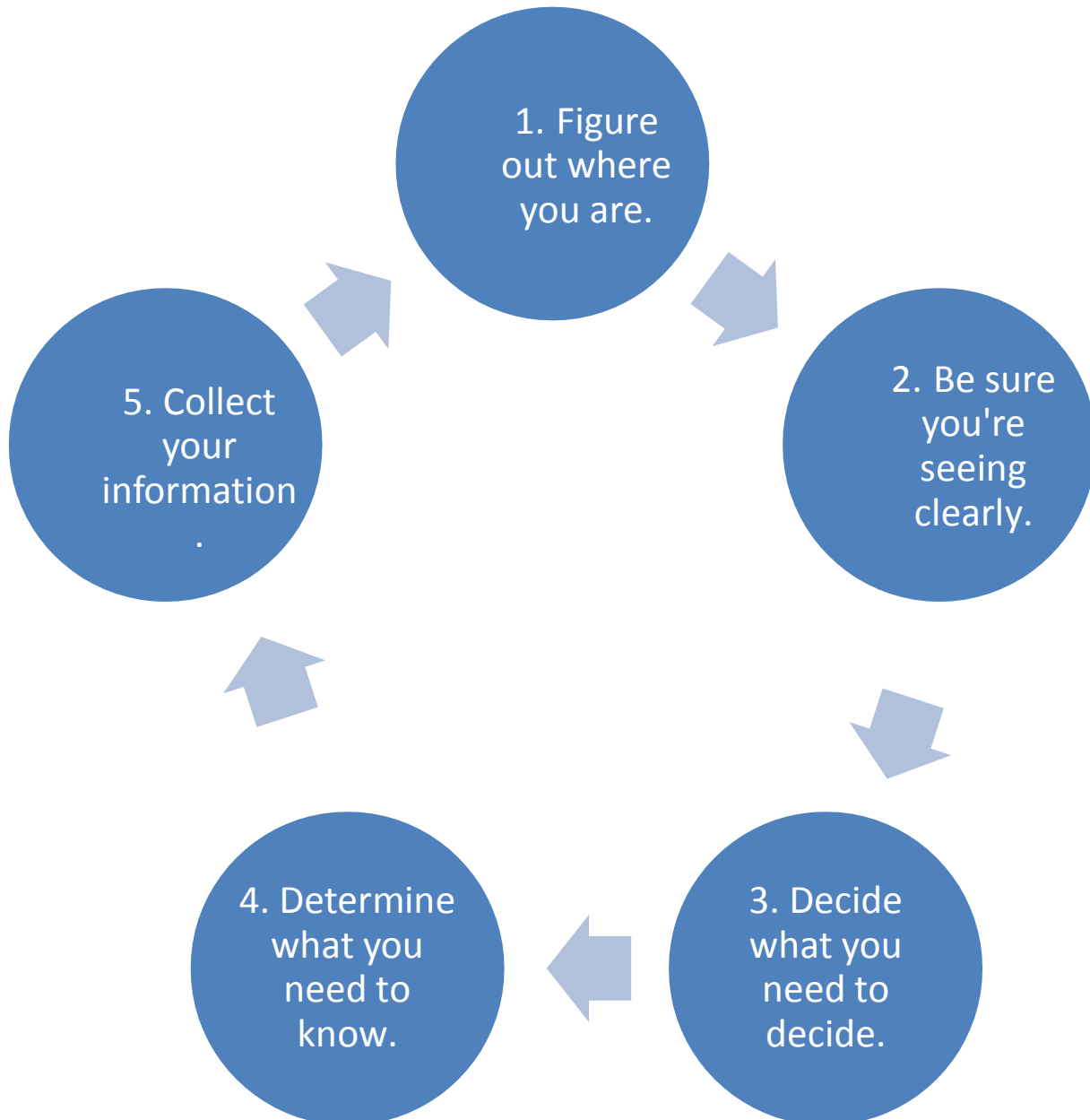
**APPENDIX M (Continued)****Revising**

|                                    |   |
|------------------------------------|---|
| <b>Transitions</b>                 | <b>Act as verbal signals</b>                |
| <b>Connections &amp; summaries</b> | <b>Used when necessary</b>                  |
| <b>Mechanical errors</b>           | <b>That need to be corrected</b>            |
| <b>Format</b>                      | <b>Makes for quick, clear understanding</b> |
| <b>Graphics</b>                    | <b>Clarify the text</b>                     |

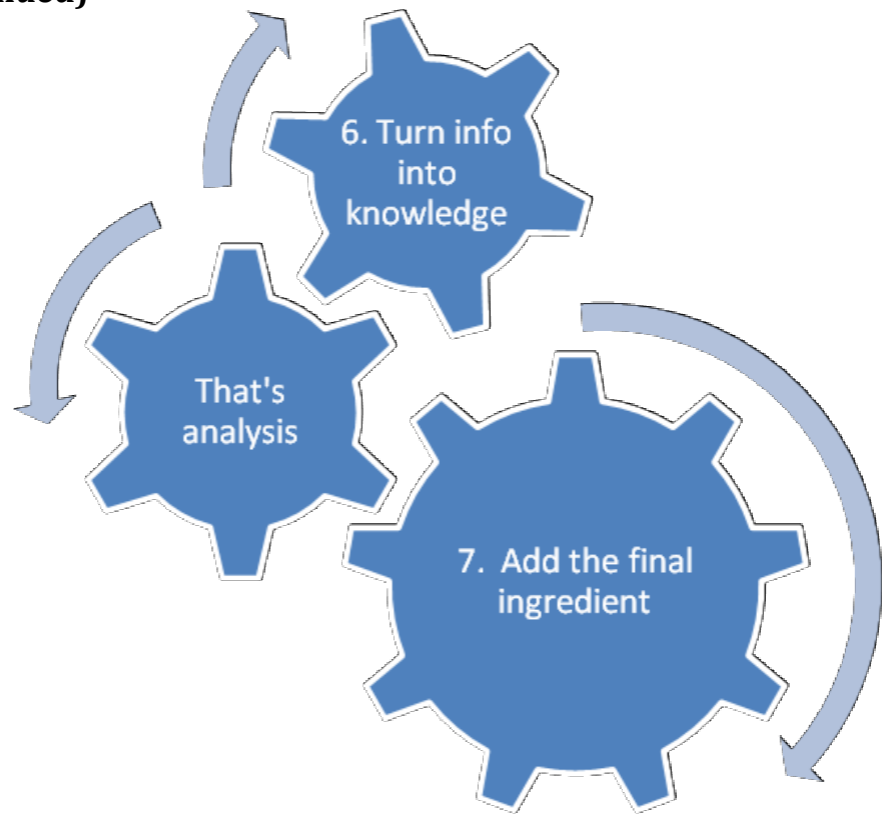
## APPENDIX N

**USING TABLES TO TAKE NOTES.** From Herbert E. Meyer (2007). "How to Analyze Information: A Step-by-Step Guide to Life's Most Vital Skill."

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



**APPENDIX N (Continued)**



**APPENDIX N (Continued)**



1. Divide the whole into parts.
2. Summarize each part.
3. Make a chart of each part.
4. Arrange all the parts.
5. Diagram whole and parts.

Taken from Herbert Meyer (2007). "How to Analyze information. Storm King Press.  
Retrieved from <http://www.howtoanalyzeinformation.com/>.



## APPENDIX O

### Brainstorming and Writing

Answer these questions about yourself on a piece of paper.

- How old are you?
- What do you look like?
- What kind of clothes do you wear? Why?
- What kind of job do you do? Do you like it?
- What are your favorite hobbies? Why do you like them?
- Where do you live?
- Do you like living there? Why or why not?

#### Writing Exercise I

Now that you have the information about yourself ready, fill in the blanks to complete this descriptive paragraph about yourself.

I am \_\_\_\_\_ years old, I \_\_\_\_\_ (your looks). I wear \_\_\_\_\_ because \_\_\_\_\_. I am a \_\_\_\_\_. I like / don't like my job because \_\_\_\_\_. I enjoy \_\_\_\_\_. I often \_\_\_\_\_ (describe how often you do your hobby). I also like \_\_\_\_\_ (write about another hobby) because \_\_\_\_\_. I live in \_\_\_\_\_. People in \_\_\_\_\_ are \_\_\_\_\_. I enjoy / don't enjoy living in \_\_\_\_\_ because \_\_\_\_\_.

Answer the following questions:

1. What's the most essential characteristic of a happy home?
2. Who are the most interesting people on earth?
3. Society can most benefit by the difference between women and men. How?
4. Technology and the global world's changes challenge crime resolution. Why?
5. Where does the salvation of the earth come from?



## APPENDIX P

### Rubric Design Project for (Graduate Record Examination) GRE Exam

- <http://owl.english.purdue.edu/engagement/engagementprint/2/>
- <http://www.ets.org/gre/general/scores/how/argument/essays#benchmark1>

Samples of argument and discussion of criteria used to score GRE exam

**Task: Use the information below to design a simple rubric for the GRE test. This is a scoring rubric similar to the Six-Traits model.**

#### *Score of 6*

A 6 paper presents a cogent, well-articulated critique of the argument and conveys meaning skillfully.

A typical paper in this category:

- clearly identifies important features of the argument and analyzes them insightfully
- develops ideas cogently, organizes them logically and connects them with clear transitions
- effectively supports the main points of the critique
- demonstrates control of language, including appropriate word choice and sentence variety
- demonstrates facility with the conventions (i.e., grammar, usage and mechanics) of standard written English but may have minor errors

Open the following link to see an example of an "[Argumentative Essay](#)" that earns a score of 6.

#### *Score of 5*

A 5 paper presents a generally thoughtful, well-developed critique of the argument and conveys meaning clearly.

A typical paper in this category:

- clearly identifies important features of the argument and analyzes them in a generally perceptive way
- develops ideas clearly, organizes them logically and connects them with appropriate transitions
- sensibly supports the main points of the critique
- demonstrates control of language, including appropriate word choice and sentence variety
- demonstrates facility with the conventions of standard written English, but may have minor errors

See an example of an "[Argumentative Essay](#)" that earns a score of 5.

***Score of 4***

A 4 paper presents a competent critique of the argument and conveys meaning adequately.

A typical paper in this category:

- identifies and analyzes important features of the argument
- develops and organizes ideas satisfactorily, but may not connect them with transitions
- supports the main points of the critique
- demonstrates sufficient control of language to express ideas with reasonable clarity
- generally demonstrates control of the conventions of standard written English, but may have some errors

See an example of an ["Argumentative Essay"](#) that earns a score of 4.

***Score of 3***

A 3 paper demonstrates some competence in its critique of the argument and in conveying meaning, but is obviously flawed.

A typical paper in this category exhibits **one or more** of the following characteristics:

- does not identify or analyze most of the important features of the argument, although some analysis of the argument is present
- mainly analyzes tangential or irrelevant matters, or reasons poorly
- is limited in the logical development and organization of ideas
- offers support of little relevance and value for points of the critique
- lacks clarity in expressing ideas
- contains occasional major errors or frequent minor errors in grammar, usage or mechanics that can interfere with meaning

See an example of an ["Argumentative Essay"](#) that earns a score of 3.

***Score of 2***

A 2 paper demonstrates serious weaknesses in analytical writing.

A typical paper in this category exhibits **one or more** of the following characteristics:

- does not present a critique based on logical analysis, but may instead present the writer's own views on the subject
- does not develop ideas or is disorganized and illogical
- provides little if any relevant or reasonable support
- has serious problems in the use of language and in sentence structure that frequently interfere with meaning
- contains serious errors in grammar, usage or mechanics that frequently obscure meaning

See an example of an ["Argumentative Essay"](#) that earns a score of 2.

### *Score of 1*

A 1 paper demonstrates fundamental deficiencies in analytical writing.

A typical paper in this category exhibits **one or more** of the following characteristics:

- provides little or no evidence of the ability to understand and analyze the argument
- provides little or no evidence of the ability to develop an organized response
- has severe problems in language and sentence structure that persistently interfere with meaning
- contains pervasive errors in grammar, usage or mechanics that result in incoherence

See an example of an ["Argumentative Essay"](#) that earns a score of 1.

### *Score of 0*

A typical paper in this category is:

- off topic (i.e., provides no evidence of an attempt to respond to the assigned topic), is in a foreign language, merely copies the topic, consists of only keystroke characters, or is illegible or nonverbal

## APPENDIX Q

### K-W-H-L Chart

Use this chart to help you gather information, solve a problem, or think through a research topic. Fill in this chart with NOTES, CALCULATIONS, and IDEAS, rather than complete sentences. Use this sheet to help you think through your problem.

1. What is your topic or problem?

---



---

2. What do you hope to prove or discover about it? What is your goal?

---



---

3. What is your central research question or problem?

---



---

(NOTE: Make sure that everything you write below will help you answer this question.)

| <b>K</b><br><br><b>What I <u>K</u>now</b> | <b>W</b><br><br><b>What I <u>W</u>ant to Know<br/>or<br/>What I Want to Solve</b> | <b>H</b><br><br><b>How will I find information?<br/>(Which resources, web<br/>pages, texts, formulas,<br/>methods, etc.)</b> | <b>L</b><br><br><b>What I <u>L</u>earned</b> |
|---|---|--|--|
|   |   |  |  |
|   |   |  |  |
|   |   |  |  |
|   |   |  |  |

## APPENDIX R

### K-W-H-L Chart-Completed Sample

Use this chart to help you gather information, solve a problem, or think through a research topic. Fill in this chart with NOTES, CALCULATIONS, and IDEAS, rather than complete sentences. Use this sheet to help you think through your problem.

**1. What is your topic or problem?**

Mentoring as a project to develop parenting skills. Who does it? How successful is it? What does it cost? Are there any local programs of this type? What do experts in this field think of it?

---



---

**2. What do you hope to prove or discover about it? What is your goal? How it compares to other types of programs.**

I'd like to prove that at least for the children involved it can make immense educational difference.

---



---

**3. What is your central research question or problem?**

How mentoring works as an agent of social change and what difference it makes.

---



---

(NOTE: Make sure that everything you write below will help you answer this question.)

## APPENDIX S

### Fishbone Chart

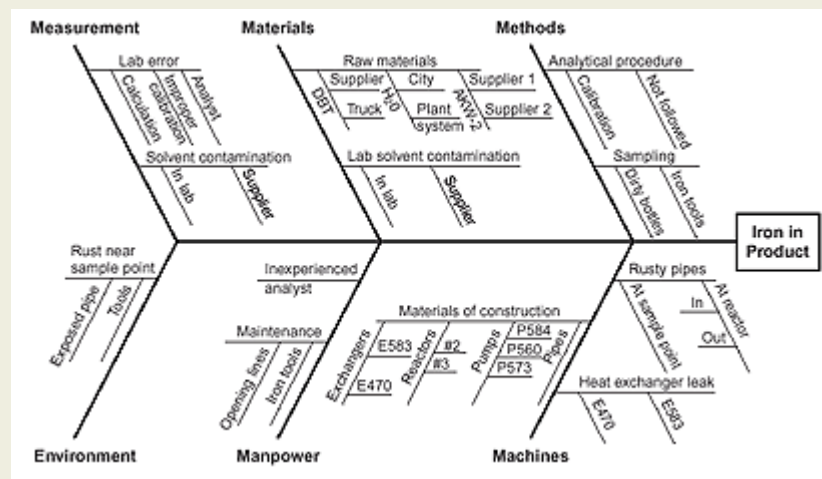
Search the internet for interactive fishbone charts. Note use for cause and effect paragraphs in persuasive papers.

[https://www.google.com/webhp?sourceid=chrome-instant&rlz=1C1KMZB\\_enUS595US595&ion=1&espv=2&ie=UTF-8#q=fishbone%20charts%20templates](https://www.google.com/webhp?sourceid=chrome-instant&rlz=1C1KMZB_enUS595US595&ion=1&espv=2&ie=UTF-8#q=fishbone%20charts%20templates)

<http://asq.org/learn-about-quality/cause-analysis-tools/overview/fishbone.html>

### Fishbone Diagram Example

This fishbone diagram was drawn by a manufacturing team to try to understand the source of periodic iron contamination. The team used the six generic headings to prompt ideas. Layers of branches show thorough thinking about the causes of the problem.



Fishbone Diagram Example

For example, under the heading “Machines,” the idea “materials of construction” shows four kinds of equipment and then several specific machine numbers.

Note that some ideas appear in two different places. “Calibration” shows up under “Methods” as a factor in the analytical procedure, and also under “Measurement” as a cause of lab error. “Iron tools” can be considered a “Methods” problem when taking samples or a “Manpower” problem with maintenance personnel.

Excerpted from Nancy R. Tague’s *The Quality Toolbox*, Second Edition, ASQ Quality Press, 2004, pages 247–249.

## **APPENDIX T**

### **DIY CHARTS**

Design your own tables and charts. It takes a little time to learn, but that's the best way to build into your mind and thinking the need for order and structure in recalling information. It will improve your memory. For example, you can display 10 circles by making 2 circles of 5's, placing the second row outside and between the circles in the first row. This forces you to summarize and then emphasize the 10 parts of a whole article.

## APPENDIX U

### Writing Factors. Questionnaire.

What in your surroundings helps you write?

Directions: As you prepare to write an assignment, which of the following environmental factors do you prefer? Which are important for you? For each factor, (a) circle the answer(s) that you prefer, or (b) write another answer on the lines, or (c) circle NI (Not Important). Please answer the survey quickly; that is, do not reflect, just answer. Be ready to bring your results to class and to discuss with classmates.

#### Place

formal (desk, straight-backed chair, \_\_\_\_\_) NI  
 informal (bed, floor, soft chair, \_\_\_\_\_) NI  
 Surroundings clean messy \_\_\_\_\_ NI  
 Time morning (early, late)  
 afternoon (early, late) evening (early, late) NI

#### Tools

pencil pen yellow pad spiral notebook computer \_\_\_\_\_ NI  
 Clothing formal informal \_\_\_\_\_ NI  
 Light bright soft dark \_\_\_\_\_ NI

**Temperature** warm cool \_\_\_\_\_ NI

**Sound** quiet noisy radio television music \_\_\_\_\_ NI

**Sustenance** food (specify) \_\_\_\_\_  
 drink (specify) \_\_\_\_\_ NI

**Rewards** Do you promise yourself a reward for getting started? If so what?

\_\_\_\_\_

Do you promise yourself a reward for finishing? If so what? \_\_\_\_\_

\_\_\_\_\_

**Other.** What other “rituals” do you have that make your writing more comfortable or effective?

\_\_\_\_\_

\*Taken from Reid, 2000.



## APPENDIX V

### Memorable Details Exercise

Here are some sources for using graphic organizers in elementary school. Read the examples and ask yourself these questions:

- . How good are they?
- . Why do they impress you as they do?
- . What can you as an adult learn from the examples and the method?

Reflect a while on them. You may also want to explore the rest of the website.

[http://www.writingfix.com/PDFs/Pic\\_Book\\_Prompt\\_Worksheets/Important\\_Book\\_3rd\\_samples.pdf](http://www.writingfix.com/PDFs/Pic_Book_Prompt_Worksheets/Important_Book_3rd_samples.pdf)

### Decision Tree Exercise

<http://www.decision-making-confidence.com/decision-trees-examples.html>

**Decision trees are predictive models that can be used for many purposes. Draw your own and/or combine them with other tools (practical & creative) to calculate, evaluate, assess, and create.**

Explore this web site and see how the diagrams can help you with your own work or study.

Here are some good sources for information on developing an effective writing style.

[http://www.esc.edu/esconline/across\\_esc/writerscomplex.nsf/0/336aa1a4426e652a852569c3006c815d?opendocument](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/336aa1a4426e652a852569c3006c815d?opendocument)

Style seminar from N.Y.'s Empire State College, State University of N.Y.

<http://owl.english.purdue.edu/owl/resource/652/1/>

Subordinates other elements of style into general group of tone

<http://www.bartleby.com/141/strunk5.html>

William Strunk's Elementary Principles of Composition. General agreement: best single guide to style.

<http://www.learnnc.org/lp/editions/few/684>

Article on style as one of the 5 basic features of effective style. Worth reading & thinking about.

<http://www.onextrapixel.com/2010/07/07/writing-for-the-web-improve-your-skills-in-9-easy-steps/>

## APPENDIX W

### 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       | 4 | 3 | 2 | 1 | Comments   |
|--|---------|---|---|---|---|------------|
| 5 = Highest  |         |   |   |   |   | (Optional) |
| 1 = Lowest   |         |   |   |   |   |            |
| Criteria   | Content |   |   |   |   |            |
| <b>1. Participation in Class or Online with Tools/Resources</b><br>Participates actively in all class activities, including the Blackboard Collaborate Tools and the Discussion Board. |         |   |   |   |   |            |
| <b>2. Initiative and Creativity</b><br>Demonstrates initiative and creativity in class activities.   |         |   |   |   |   |            |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <p><b>3. Discussions and Oral/Written Comments</b><br/>Demonstrates interest in class discussions by posting relevant written and oral comments in a timely manner.</p> |  |  |  |  |  |  |
| <p><b>4. Uploads and Feedback</b><br/>Uploads required work in a timely manner, allowing for sufficient time for feedback.</p>  |  |  |  |  |  |  |
| <p><b>5. Additional Information</b><br/>Contributes to class with additional material and information.</p>  |  |  |  |  |  |  |
| <p><b>6. Attention and Empathy</b><br/>Demonstrates attention and empathy towards classmates' opinions and contributions.</p>   |  |  |  |  |  |  |
| <p><b>7. Respectful and Non-judgmental</b><br/>Shows respect towards classmates' questions and expositions.</p>   |  |  |  |  |  |  |

**Language**

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <p><b>8. Proper Use of Academic and Technical Vocabulary</b></p> |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

|  |  |  |  |  |  |  |                               |
|--|--|--|--|--|--|--|-------------------------------|
| Contributes <b>frequently</b> to class discussions in English using proper and correct academic and technical vocabulary.  |  |  |  |  |  |  |                               |
| <b>9. Formulating and Responding to Questions</b><br>Formulates and/or responds to questions pertinent to the class topic correctly and consistently in English. |  |  |  |  |  |  |                               |
| <b>10. Expressiveness/ Articulation</b><br>Speaks clearly with no grammatical errors and pronounces all terms correctly and precisely.                           |  |  |  |  |  |  |                               |
| <b>Subtotals</b><br><b>(70% for Content and 30% for Language)</b>  |  |  |  |  |  |  | <b>Total Points:</b><br><hr/> |

|   |                               |
|---|-------------------------------|
| <i>Writing Criteria (70%)</i>                         | <b>Subtotals per Criteria</b> |
| 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  |   |
| <b><i>Language Criteria (30%)</i></b>                                  |   |
| Proper Use of Academic and Technical Vocabulary                        |   |
| Formulating and Responding to Questions                                |   |
| Expressiveness/Articulation  |   |
| <b>TOTAL (Add all the totals to obtain the final score and grade.)</b> | <b>Final Score:</b><br><u>      /50      </u><br><br><b>Grade =</b> |

**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 X

**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       | 4 | 3 | 2 | 1 | Comments   |
|--|---------|---|---|---|---|------------|
| 5 = Highest  |         |   |   |   |   | (Optional) |
| 1 = Lowest   |         |   |   |   |   |            |
| Criteria   | Content |   |   |   |   |            |
| <b>1. Objectives, Ideas, and Principles</b><br>Presents an effective introduction to the theme identifying the objectives, ideas, and principles that are included in the oral/audiovisual presentation. |         |   |   |   |   |            |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <p><b>2. Coherence and Clarity</b><br/>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.</p> |  |  |  |  |  |  |
| <p><b>3. Content Mastery</b><br/>Demonstrates mastery of the theme or subject of discussion and properly explains the content without incurring in errors.</p>   |  |  |  |  |  |  |
| <p><b>4. Resources Support Presentation</b><br/>Ideas and arguments of the oral/audiovisual presentation are well-supported by the resources presented or discussed in class.</p>                                      |  |  |  |  |  |  |
| <p><b>5. Captivated Audience</b><br/>Captures the attention and interest of the audience and promotes their participation, if applicable.</p>  |  |  |  |  |  |  |
| <p><b>6. High Level of Comprehension</b><br/>Demonstrates a clear understanding of significant ideas and projects at a high level of comprehension.</p>  |  |  |  |  |  |  |
| <p><b>7. Text Format and Visual Design</b><br/>Text and visual design effectively fulfill their purpose and are appropriate for the audience.</p>  |  |  |  |  |  |  |
| <b>Language</b>  |  |  |  |  |  |  |

|   |  |  |  |  |  |                            |
|---|--|--|--|--|--|----------------------------|
| <p><b>8. Oral and Written Proficiency</b><br/>Demonstrates excellent oral and written linguistic skills in English, including syntax and flow of ideas.</p> |  |  |  |  |  |                            |
| <p><b>9. Academic/Technical Vocabulary</b><br/>Applies academic/technical vocabulary effectively and correctly to convey the message.</p>                   |  |  |  |  |  |                            |
| <p><b>10. Conventions</b><br/>Uses proper and correct grammar; text is free of errors.</p>  |  |  |  |  |  |                            |
| <p><b>Subtotals</b><br/><b>(70% for Content and 30% for Language)</b></p>   |  |  |  |  |  |                            |
|   |  |  |  |  |  | <p><b>Total Points</b></p> |

| <i>Content Criteria (70%)</i>         | <b>Subtotals per Criteria</b> |
|---------------------------------------|-------------------------------|
| Objectives, Ideas, and Principles     |                               |
| Coherence and Clarity                 |                               |
| Content Mastery                       |                               |
| Resources Support Presentation        |                               |
| Captivated Audience                   |                               |
| High Level of Comprehension           |                               |
| Text Format and Visual Design         |                               |
| <b><i>Language Criteria (30%)</i></b> |                               |
| Oral and Written Proficiency          |                               |



|   |   |
|---|---|
| Academic Vocabulary   |   |
| Conventions   |   |
| <b>TOTAL (Add all the subtotals to obtain the final score and grade.)</b> | <b>Final Score:</b><br><u>      /50      </u><br><br><b>Grade =</b> |

**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 Y**

**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       | 4 | 3 | 2 | 1 | Comments<br>(Optional) |
|--|---------|---|---|---|---|------------------------|
| 5 = Highest  |         |   |   |   |   |                        |
| 1 = Lowest   |         |   |   |   |   |                        |
| Criteria   | Content |   |   |   |   |                        |
| <b>1. Objectives and Concepts</b><br>Introduces the objectives effectively through a presentation, modeling, or role playing that clearly demonstrates the concepts in a comprehensible manner.      |         |   |   |   |   |                        |
| <b>2. Captivated Audience</b><br>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. |         |   |   |   |   |                        |
| <b>3. Coherence and Clarity</b><br>Presents the lesson in an organized, logical, and coherent manner that can be easily understood by the ELL.   |         |   |   |   |   |                        |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <p><b>4. Mastery of Content and Performance</b><br/>                 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.</p>   |  |  |  |  |  |  |
| <p><b>5. Interaction and Evidence of Educational Activities</b><br/>                 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.</p>   |  |  |  |  |  |  |
| <p><b>6. Strategies, Procedures, Projection, and Techniques</b><br/>                 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.</p> |  |  |  |  |  |  |
| <p><b>7. Audiovisual Aids and Technology</b><br/>                 Uses audiovisual aids and technology properly and effectively during the demonstration.</p>   |  |  |  |  |  |  |
| <b>Language</b>   |  |  |  |  |  |  |
| <p><b>8. Linguistic Skills</b><br/>                 Demonstrates linguistic skills in the language of the workshop, including vocabulary, syntax, and flow of ideas. Applies academic vocabulary effectively to convey the message.</p>   |  |  |  |  |  |  |
| <p><b>9. Voice</b><br/>                 Uses correct pronunciation and intonation and projects his/her voice clearly and precisely.</p>   |  |  |  |  |  |  |
| <p><b>10. Conventions</b><br/>                 Uses proper and correct grammar.</p>   |  |  |  |  |  |  |

|                                      |  |
|--------------------------------------|--|
| <p><i>Writing Criteria (70%)</i></p> | <p><b>Subtotals<br/>per<br/>Criteria</b></p> |
| <p>Objectives and Concepts</p>       |  |

|  |   |
|--|---|
| Captivated Audience  |   |
| Coherence and Clarity  |   |
| Mastery of Content and Performance                                     |   |
| Interaction and Evidence of Educational Activities                     |   |
|  |   |
| Strategies, Procedures, Projection, and Techniques                     |   |
| Audiovisual Aids and Technology  |   |
| <i>Language Criteria (30%)</i>   |   |
| Linguistic Skills  |   |
| Voice  |   |
| Conventions  |   |
| <b>TOTAL (Add all the totals to obtain the final score and grade.)</b> | <b>Final Score:</b><br><u>      /50      </u><br><br><b>Grade =</b> |

**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: \_\_\_\_\_**