

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

**ENGL 331-0**

**PUBLIC SPEAKING**

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## STUDY GUIDE

<b>Course Title:</b>	Public Speaking
<b>Code:</b>	ENGL 331-0
<b>Credits:</b>	Four
<b>Time Length:</b>	Eight Weeks
<b>Prerequisite:</b>	ENGL 115-0 and 116-0

### **Description:**

This course is designed for English advanced level students (**Level 5 – Bridging**). An integrated language arts (listening, speaking, reading, and writing) approach is used in the course. This course is divided into two required parts: intensive practice in writing different types of essays, monographs, reports, and conducting research in their degree program. The second part of the course focuses on strengthening public speaking skills. English language and professional etiquette for public speaking is studied and practiced in weekly classes. All course assignments and activities are delivered in the context of topics from the degree programs the students represent. **This course requires the use of the E-Lab and/or Language Lab guided by the English course facilitator.**

### **General Content Objectives**

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

1. Develop clear, precise and coherent writing.
2. Analyze the importance of writing an outline for developing the topic in a research paper.
3. Recognize facts, opinions and generalizations.
4. Develop the steps for basic research techniques and report writing.
5. Analyze the components of an effective research paper, and demonstrate appropriate writing strategies in its completion.
6. Conduct an interview following clear and precise guidelines.
7. Develop an outline for delivering an impromptu speech.
8. Demonstrate effective public speaking skills.
9. Understand the foundations of speech and formal communication skills.

## General Language Objectives

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

**Listen:** Understand oral discussions in English recognizing their different purposes and the communication settings in which they are produced; share, compare, and develop new ideas about writing, research and public speaking 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 academic and daily life and the workplace and daily life; use language to acquire new knowledge about writing, research and public speaking and learn to utilize simple techniques of handling information through traditional media and computer technology.

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

**Write:** Interpret and produce written works in English expressing a personal critical and creative point of view, using correct spelling, grammar, and coherence

in order to establish an effective and clear communication; use writing as a means of communication and to provide information about writing, research and public speaking.

**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 MyCommunicationLab with eText -- Access Card Package* (8th ed.). Boston, MA: Pearson/Allyn & Bacon.  
(ISBN-10: 0205917062; ISBN-13: 978-0205917068)

Bitterlin, G. (2009). *Ventures level 4*. New York, NY: Cambridge University Press.  
(ISBN: 9781107649248)

Bitterlin, G. (2011). *Transitions*. New York, NY: Cambridge University Press.  
(ISBN: 9781107660618)

Zemach, D.E. & Stafford-Yilmaz, L. (2014). *Writers at work: The essay student's book and writing skills interactive pack*. New York, NY: Cambridge University Press.  
(ISBN-10: 1107457718; ISBN-13: 978-1107457713)

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

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 student is required or wants to conduct research, administer a questionnaire or interview individuals, he/she must comply with the norms and procedures of the Institutional Review Board (IRB) Office and request 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\\_comites\\_irbnet.asp](http://www.suagm.edu/ac_aa_re_ofi_comites_irbnet.asp) and select the forms needed. In addition, the student/facilitator will find instructions for several online certifications related to IRB processes by accessing the following link: <http://www.suagm.edu/pdf/Instrucciones%20Certificaciones%20IRBNet.pdf>. These certifications include: IRB (Human Subject Research), HIPAA (Health Insurance Portability and Accountability Act), RCR (Responsible Conduct of Research), and others.

If you have any questions, please contact the IRB director or coordinators:

Evelyn Rivera Sobrado, IRB 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

### **Teaching Philosophy and Methodology:**

This course is based on 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.

As facilitators, our goal is to assist students in making connections between their prior knowledge and real life experiences, thus fostering a new understanding that is relevant to them. We also attempt to tailor our teaching strategies to students’ responses and encourage them to analyze, interpret, and predict information that can be applied to one’s daily life.

## **CONSTRUCTIVISM GUIDING PRINCIPLES:**

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct **meaning**.
2. Constructing **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 in context, 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 repeat someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make **assessment** an essential 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. The adequate tools and environments that help learners interpret the multiple perspectives of the world will 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 SIOP learning components to facilitate comprehensible instruction. These components 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 teaching strategies and instructional approaches that 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.

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

## Workshop One

### Specific Content Objectives

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

1. Demonstrate and apply clear critical thinking and organizational skills in the writing process.
2. Describe and apply the components of the Six Traits of Writing.
3. Identify and correctly use the four types of sentences.
4. Apply correct conventional skills (grammar, spelling, punctuation, etc.) in his/her writing.
5. Use a variety of strategies to develop a topic and the topic sentence in a paragraph.
6. Demonstrate the ability to compose an essay and other writings.
7. Demonstrate an awareness of the audience and purpose for writing.

### Specific Language Objectives

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

**Listen:** Demonstrate effective listening skills by paying close attention to his/her colleagues' presentations on the Writing Process and/or the Six Traits of Writing, asking thought-provoking questions, and offering helpful feedback.

**Speak:** Participate actively and work collaboratively with group members to prepare the presentation on the assigned topic on the Writing Process and/or the

Six Traits of Writing; demonstrate effective speaking skills by showing liveliness in sharing knowledge in group and class discussions.

**Read:** Examine in depth resources on the Writing Process and the Six Traits of Writing; begin to research, read and analyze the information for the research paper.

**Write:** Write a two-page essay on his/her selected topic using correct Standard English and applying the Six Traits of Writing; begin to plan the process of writing a research paper.

### Electronic Links:

#### Virtual Library

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

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

- <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>
- [http://www.educationoasis.com/curriculum/GO/vocab\\_dev.htm](http://www.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>

### 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://www.scribd.com/doc/6869281/The-6-traits-assignment-and-rubric>
- <http://www.rubrics4teachers.com/sixtraits.php>
- <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. 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.

7. 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. Follow the facilitator's instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.
2. Use Blackboard Collaborate tools to promote the use of voice online and student/facilitator interaction. Blackboard Collaborate has a Voice E-Mail function which allows students to send voice messages via e-mail. Use this tool to record a two-minute self-introduction following the guidelines determined by the facilitator.
3. Using the Virtual Library, Internet and/or other academic resources, research information on the following:
  - The Writing Process - develop a graphic organizer, such as a flowchart, explaining each of the steps. Be prepared to share in class.
  - The Six Traits of Writing – write three sentences describing each of the traits. Be prepared to share in class.

4. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard. Orally discuss the characteristics of a topic sentence in a paragraph and react to the comments of at least three colleagues. Develop a short paragraph which will be shared in small groups for colleagues to identify the topic sentence.
5. The facilitator will create a written forum discussion using the Discussion Board tool in Blackboard. Answer the following questions:
  - What are the four kinds of sentences?
  - What is the purpose of each?
  - What is the end punctuation for each kind of sentence?
6. Access NetTutor to obtain English language online tutoring services to further develop writing skills and to post grammar related questions.
7. Write a two-page expository essay about a subject with which you are familiar or have a level of expertise. Be sure to use APA style, include bibliographic citations and references, and submit to NetTutor for feedback. The facilitator will send written works to SafeAssign™ to check for plagiarism.
8. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
9. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

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

1. prior knowledge
2. writing process
3. essay
4. Six Traits of Writing
5. prewriting
6. drafting
7. revising
8. editing
9. expository writing

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

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic/advance organizer
7. index cards
8. PowerPoint or other mode of 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  
 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  
 Promotes Engagement

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

1. The facilitator and the students will participate in the following Engaging Opening/Discussion Starter activity. However, the facilitator may choose another activity.
  - Participants will go to the Discussion Board in Blackboard and list three interesting things about themselves. For example, I collect spiders; I personally met President Obama; I have visited every state in the Nation.
  - Two of these statements must be true and one must be a lie.
  - Colleagues must vote to determine which interesting thing is the lie.
  - The student with the most incorrect votes “wins.”
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. The facilitator will prepare a constructivist activity to review the assignments completed prior to the workshop and check for student comprehension. Doubts and misconceptions will be clarified. This review will include the academic core vocabulary of the workshop.
4. The facilitator will provide students with his/her contact information.
5. The facilitator will open a written discussion forum on the Discussion Board and an oral discussion forum using the Blackboard Collaborate tools for assigned topics and explain how to use both of these tools. Students will participate throughout the duration of the course, allowing them to contribute and react to discussions and postings.

6. The facilitator will answer questions related to the course content and objectives, policies, assignments, appendices, evaluation criteria, and expectations of the course, as well as respond to questions posted by the students.
7. The facilitator will refer to the *Digital Performance Portfolio Assessment Handbook* and explain the guidelines that must be followed for the accurate completion of the digital portfolio.
  - It is the responsibility of each student to work on a regular basis on the completion of the digital portfolio, complying with all the stipulated guidelines.
  - By Workshop Four, the Student-Facilitator Feedback Form must be completed by the facilitator.
  - The digital portfolio will be submitted in Workshop Eight.
8. Students will select the student representative.
9. The facilitator will determine the dates and times for the administration of the partial tests in Workshop Four (covers material discussed in Workshops One to Four) and in Workshop Eight (covers material discussed in Workshops Five to Eight) OR the final exam in Workshop Eight (covers material discussed in Workshops One to Eight) and post them on Blackboard. Students will be responsible for complying with the stipulated guidelines.
10. The facilitator will share the previously recorded self-introductions with all the students, as they identify themselves with the recordings.
11. Students will work in small groups to share the paragraphs they wrote prior to the class. Group members will identify the topic sentence, and the writer will

- indicate if their answer is correct. The facilitator will clarify any doubts or disagreements students may have.
12. After a class review of the kinds of sentences, students will complete the exercises on “Kinds of Sentences” found in the appendix section. Answers will be corrected, and a discussion will follow.
  13. Students will work with a partner to share and compare their graphic/advance organizers on the steps of the writing process. The facilitator will then conduct a brief question and answer session on this topic to ensure student comprehension.
  14. The facilitator will conduct a class discussion on the Six Traits of Writing. Students will be called on at random to share their three-sentence descriptions of these traits, and a question and answer session will follow.
  15. The facilitator will then discuss how the Writing Process and the Six Traits of Writing are similar to following a recipe or building a project. These processes will improve as the writer practices these skills. Each step (prewriting, drafting, revising, editing...) will allow the author to improve these techniques and learn to express ideas in an organized written format.
  16. Group Activity:
    - The facilitator will divide the class into small groups and assign each group a specific topic related to the Writing Process and/or the Six Traits of Writing.
    - Using the information obtained from the research on the Writing Process and the Six Traits of Writing students will work collaboratively to discuss, plan, develop and make a presentation explaining their assigned topic.
    - Students may develop a PowerPoint presentation, use chart paper to summarize their research findings, use graphic/advance organizers, or select another form of presentation (game, skit, etc.).

- Groups will make their presentations following all the guidelines determined by the facilitator, including time limits.
17. Students will share the expository essays they wrote prior to the workshop. Both the facilitator and other students will provide constructive feedback.
18. Students will use the corresponding appendix on “Graphic Organizer,” or another of their choice, to summarize the most interesting points obtained from the students’ essays.
19. Analysis of an essay:
- Students will work with a partner to review the essay “An Extraordinary Mother” and the “Analysis of ‘An Extraordinary Mother’” found in the appendix section.
  - Partners will analyze the paragraphs to determine if the essay follows a logical structure or format. Refer to the “Template for Analyzing a Written Sample or Essay” found in the appendix section.
  - Partners will discuss if there is a topic or leading sentence in the introduction, if there are transition sentences/words, supporting sentences, and evidence in the paragraphs.
  - A whole class discussion will follow.
20. The facilitator and students will review and discuss the corresponding appendices on research papers and the evaluation rubric.
- Research papers will be submitted in Workshop Seven.
  - Students will orally present a synopsis of their research paper in Workshop Seven. However, if time constraints do not permit all students to present, they will do so in Workshop Eight. Nevertheless, all students must be prepared by Workshop Seven.

- The synopsis must include all the information determined by the facilitator, and students must use visuals to make their presentation more effective and comprehensible.
- The facilitator will clarify any doubts and ensure that students fully comprehend the process of writing the research paper.
- Students must begin to work on this paper during the first week and keep the facilitator informed on the progress of this assignment throughout the upcoming weeks.
- Students must periodically check back with the facilitator on the status of their paper to ensure that all guidelines, instructions, and stipulations are being followed.

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

22. Finally, the facilitator will clarify doubts and answer questions regarding assignments due prior to the next class.

**Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):**

1. **Individual:** Accurate completion of the paragraph with the correct identification of the topic sentence.
2. **Group:** Group collaboration and active participation in the preparation of the presentation on the assigned topic on The Writing Process and/or the Six Traits of Writing, including all the information determined by the facilitator.
3. **Oral:** Effective presentation of the PowerPoint, organizers, game, or skit, etc. on the assigned topic on the Writing Process and/or the Six Traits of Writing, demonstrating critical and analytical thinking and application of new knowledge and academic vocabulary.
4. **Written:** Expository essay on the topic chosen by the student using the guidelines determined by the facilitator.

**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 a graphic/advance organizer, drawing, or illustration of his/her choice explaining the topic given to him/her.
2. **Group:** Each student will explain his/her graphic/advance organizer, drawing, or illustration 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. Read, analyze, and respond to works of professional writers.
2. Demonstrate knowledge about reports and understand that they are formal documents generally used in the field of sciences, social sciences, engineering, education, business, and other fields.
3. Recognize that reports are legal documents; therefore, the writer must be accurate with the information presented (facts vs. opinions and generalizations).
4. Conduct research using credible sources.
5. Plan a well-developed, organized and coherent monograph.
6. Support written reports with graphics and other supporting data.

### Specific Language Objectives

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

**Listen:** Listen to his/her colleagues share the monograph they chose and its summary, demonstrating attentiveness, providing feedback, and asking relevant questions.

**Speak:** Demonstrate effective speaking skills by logically explaining the graphic organizers he/she created on the assigned academic vocabulary.

**Read:** Read the assigned news article in depth in order to be able to determine the essential information that needs to be included in a concise, accurate, and well-written news report.

**Write:** Demonstrate effective paraphrasing techniques in writing the definitions of the assigned academic vocabulary and use correct Standard English in the completion of this assignment.

### **Electronic Links:**

#### Report Writing

- <http://www.scn.org/cmp/modules/rep-int.htm>
- <http://www.columbia.edu/itc/seas/E3810-lab/wreport.html>
- [https://www.quickbase.com/help/default.html#what\\_is\\_a\\_view.html](https://www.quickbase.com/help/default.html#what_is_a_view.html)

#### Using Graphics, Pictures, and Supporting Data in a Report

- <http://learningstore.uwex.edu/assets/pdfs/G3658-13.PDF>
- <http://web.mit.edu/course/21/21.guide/Demo/web/graphics.htm>
- <http://www.tc.umn.edu/~jewel001/CollegeWriting/REVISE+EDIT/REVISE/Details.htm>

#### Monographs

- <http://www.reference.com/browse/monograph>

#### Research Papers

- <http://owl.english.purdue.edu/owl/resource/658/02/>

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

1. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard. Orally discuss three important concepts you learned in the previous workshop which you find helpful for your professional and/or personal growth. Be sure to follow all the guidelines determined by the facilitator.
2. Using the Virtual Library, Internet, and/or other academic resources, research information on monographs. Take notes which will be helpful for class discussion and activities.
3. Create a graphic/advance organizer for each of the following, showing their definition, elements, and differences among them: essay, monograph, report, technical report, research paper, and journal.
4. Select a monograph and write a short summary about the topic. Refer to the corresponding appendices on “Monograph” and “What Is a Monograph.” Some possible areas to address and write about the monograph selected are:
  - a. targeted audience and purpose for writing,
  - b. thesis or hypothesis,
  - c. logic or argument for the thesis,
  - d. evidence, questions and possible answers,
  - e. sources of study,
  - f. organization of the study, and
  - g. theory or models used in the study.
5. Define the following types of reports. Be sure to paraphrase your definitions and not copy word-for-word from the source of information.
  - a. laboratory report
  - b. research report

- c. field study report
  - d. proposal
  - e. progress report
  - f. technical report
  - g. financial report
  - h. at least one other type of report
6. Investigate and select a topic for a written report. Develop an outline for this topic for Workshop Three. The report will be due in Workshop Four.
  7. Bring to class at least two current news articles.
  8. Familiarize yourself with the reports entitled “Pollution” and “Relationships Improve Your Odds of Survival by 50%” found in the appendix section. Be prepared to participate in a class activity.
  9. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
  10. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

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

1. essay
2. monograph

3. report
4. technical report
5. research paper
6. journal

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

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. advance/graphic organizers
7. current news report
8. selected readings
9. PowerPoint or other modes of 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  
 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  
 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. Students will work in small groups to share and compare the graphic/advance organizers they completed prior to the workshop on the given terms and discuss in detail the definition, elements and differences among essays, monographs, reports, technical reports, research papers, and journals. These terms will be addressed during the course. The facilitator will then conduct a question and answer session with the whole group to ensure comprehension.
4. The facilitator will divide the class into small groups. Students will read the monograph entitled "The Role of the Media in Promoting and Reducing Tobacco Use" found in the appendix section and discuss it in detail. Students must demonstrate critical and analytical thinking in their analysis and discussion.
5. Students will brainstorm why monographs are important in certain fields of study and explain their rationale.
6. In small groups, students will discuss the monograph they selected and share their summaries. Students will provide feedback to one another and be receptive to colleagues' comments or suggestions.

7. As a whole group, students will share their definitions of the different types of reports from their assignment prior to the class. Students are encouraged to share additional types of reports used in specific fields. The facilitator will add any essential information which may have been left out.
8. The facilitator will divide the class into small groups to discuss the reports entitled “Pollution” and “Relationships Improve Your Odds of Survival by 50%” found in the appendix section. Each group will create a graphic/advance organizer, such as the “Concept Wheel” found in the appendix section, to outline or summarize each written report. Students must paraphrase the information. After a determined amount of time, two representatives from each group will share and explain their two organizers to the class.
9. Students will share with a partner the outline of the topic they will be presenting, explain the reasons for their choice, and be receptive to feedback from one’s partner.
10. The facilitator will collect the news articles from the students and distribute them randomly to small groups of students.
  - Each group must develop their own news report to present to the class, and each group member must participate.
  - Students must demonstrate appropriate speaking skills and correct Standard English, as well as effective listening skills, during colleagues’ presentations.
  - Students may use a variety of modes to present their report, such as a TV news report, PowerPoint presentation, skit, role play, etc.
  - Groups must comply with the facilitator’s guidelines.
  - A question and answer session will follow the presentations.

11. The facilitator will open a Discussion Board to address students' concerns on writing monographs.
12. Students will write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.
13. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

**Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):**

1. **Individual:** Accurate completion of the graphic organizers on the assigned academic vocabulary.
2. **Group:** Demonstration of group collaboration in the preparation of the news report to be presented to the class by reaching a consensus and sharing information respectfully.
3. **Written:** Accurate completion of the definitions of the assigned academic vocabulary demonstrating good paraphrasing techniques.
4. **Oral:** Presentation of the news report demonstrating effective group collaboration, using correct Standard English, applying effective speaking skills, and following the guidelines determined by the facilitator.

**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.

## Workshop Three

### Specific Content Objectives:

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

1. Conduct and enhance research skills using credible sources to incorporate the findings into the writing process.
2. Demonstrate total comprehension regarding producing an effective research paper involves the process of research, critical thinking, source evaluation, organization, and composition.
3. Expand the writing styles and sentence structure in a research paper.
4. Apply the format for organizing the final research paper.
5. Develop a summary of the research paper.
6. Demonstrate improved vocabulary skills.

### Specific Language Objectives:

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

**Listen:** Listen attentively to colleagues' presentations on the parts of a research paper, demonstrating attentiveness, providing feedback, asking relevant questions, and taking notes which will be helpful in the writing of the research paper.

**Speak:** Demonstrate effective speaking skills by logically explaining his/her graphic organizer on the specific part of a research paper in order to prepare an informative and detailed presentation to the class.

**Read:** Conduct in-depth research on effective speaking skills to be well-prepared for class activities and discussion.

**Write:** Apply correct Standard English when writing sentences and using the newly acquired vocabulary, demonstrating understanding of the words.

### **Electronic Links:**

#### Research Guide

- <http://owl.english.purdue.edu/owl/resource/658/2/>
- <http://www.aresearchguide.com/1steps.html#step1>
- <http://grammar.ccc.commnet.edu/grammar/>
- <http://leo.stcloudstate.edu/>

#### PowerPoint on Writing a Research Paper

- <http://www.nd.edu/~pkamat/pdf/researchpaper.pdf>

#### SAT Vocabulary Exercises

- <http://www.instructorweb.com/docs/pdf/satvocabularyless1doc.pdf>

#### Rubrics for Oral Presentation

- <http://ed.fnal.gov/lincon/w01/projects/library/rubrics/presrubric.htm>
- [http://www.louisianavoices.org/unit3/edu\\_unit3\\_rubric\\_for\\_oral.html](http://www.louisianavoices.org/unit3/edu_unit3_rubric_for_oral.html)

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

1. Follow the facilitator's instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.
2. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard. Orally discuss the type of report or reports you will most likely use in your profession. Describe the report(s) and how you will benefit from its/their use. React to the comments of at least three colleagues, and be sure to follow all the guidelines determined by the facilitator.
3. Using the Virtual Library, Internet, and/or other academic resources, research information on effective speaking skills. Write an outline including the most important information.
4. Review the recommended electronic links and other reference materials, and summarize five important concepts which will benefit you in your area of study/profession.
5. Use <http://eece.ksu.edu/~starret/684/paper.html> or other websites to obtain information on the basic parts of a research paper. Create a graphic/advance organizer of your choice to explain each of the parts.
6. Finalize the outline of the written report you have been working on.
7. Bring the outline of the research paper you have been working on. Be prepared to discuss with the facilitator the status of your research paper, which is due in Workshop Seven, and ask any questions you may have about the format, parts, etc.

8. Complete at least five vocabulary exercises. Choose from those below or find additional links:

- <http://www.vocabtest.com/vw/>
- <http://www.vocaboly.com/vocabulary-test/>
- <http://www.testprepreview.com/modules/readingvocabulary.htm>

You are highly encouraged to continue vocabulary practice on a regular basis to enhance and improve your vocabulary skills in English. Some helpful websites are:

- [http://www.theproblemsite.com/word\\_games.asp](http://www.theproblemsite.com/word_games.asp)
- <http://www.freerice.com/index.php>
- <http://a4esl.org/a/v5.html>
- <http://a4esl.org/>
- [http://www.vocabularycoach.com/vocab\\_1AtATime.aspx](http://www.vocabularycoach.com/vocab_1AtATime.aspx)

9. Create a different vocabulary advance/graphic organizer for each of fifteen NEW words you learned from these exercises which enhance your vocabulary. Use each new word in a sentence, and identify those that are cognates. Be prepared to share in class.

10. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

11. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

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

1. credible sources
2. source evaluation
3. sentence structure
4. writing styles
5. cognate

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

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic/advance organizers
7. indicated electronic links
8. PowerPoint slides

**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.

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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:**

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**C. Grouping Options**

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 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. The facilitator will divide the class into the number of groups in accordance with the parts of a research paper.
  - Each group will be assigned one specific part of a research paper.
  - Students in each group will pool their information, share the graphic organizers they created prior to the class, reach a consensus, and create one or more new graphic organizers which accurately explain their assigned part in detail.
  - Examples must be presented and explained. Each group member must participate in the presentation.
  - Audience members will direct questions to the presenters to ensure that the concepts are clearly understood by all.
  - Reference may be made to the corresponding appendix on "Research Papers."
4. Students will have the opportunity to share their outline of the written report, as well as the status of their research paper with the facilitator, while other students engage in activities determined by the facilitator.
5. The facilitator will use a PowerPoint presentation to review the APA style format. Students must take notes during this presentation to ensure they follow all rules as

required. In addition, the facilitator will provide examples of text citations and references for students to practice using APA style.

6. Students will work in small groups to share the advance/graphic organizers they developed for the NEW vocabulary they acquired from the vocabulary exercises. They will take notes on any unfamiliar words. Each group will select a determined number of words which they will explain to the class using vocabulary graphic/advance organizers.
7. For additional vocabulary practice, students will complete the “SAT Vocabulary Lesson” found in the appendix section. Students are encouraged to use the newly acquired vocabulary in their discussions and writings.
8. Students will work with a partner to share the speaking skills they researched prior to the workshop. Each student will **model** one specific speaking skill in front of the group. Some examples of speaking skills include eye contact, non-verbal cues, and others. Students are encouraged to be creative, enthusiastic, and dynamic in their modeling.
9. Students will write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.
10. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

**Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):**

1. **Individual:** Accurate completion of the advance/graphic organizers and sentences using the NEW vocabulary acquired from the vocabulary exercises; effective **modeling** of the speaking skills.
2. **Group:** Group collaboration and active participation in the preparation of the presentation of the assigned part of a research paper.
3. **Written:** Accurate and precise completion of the outline of their written report.
4. **Oral:** Active participation in the presentation of the assigned part of a research paper, demonstrating acquisition of new knowledge, application of academic vocabulary, correct Standard English, and effective speaking skills.

**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 Four

### Specific Content Objectives:

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

1. Apply formal communication skills in written documents and oral presentations.
2. Discuss tips that are essential for making an effective oral presentation.
3. Practice various forms of oral communication skills.
4. Prepare a mini-presentation on a topic of his/her choice.
5. Demonstrate the ability to address the audience using clear and effective communication skills.

### Specific Language Objectives

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

**Listen:** Demonstrate effective listening skills by paying close attention to the colleagues' presentations, keeping eye contact with the speaker, not interrupting the speaker needlessly to make a point, and offering helpful feedback.

**Speak:** Demonstrate the effective speaking skills learned in class when delivering the group presentation on the selected topic.

**Read:** Research information on effective speaking skills and tips for preparing an effective oral presentation.

**Write:** Define a list of given terms using effective paraphrasing techniques.

**Electronic Links:**

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

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

Preparing and Delivering Presentations

- [www.kon.org/ppt/KON\\_Presentations.ppt](http://www.kon.org/ppt/KON_Presentations.ppt)
- <http://pages.cs.wisc.edu/~markhill/conference-talk.html>
- [http://www.1000ventures.com/business\\_guide/crosscuttings/presentations\\_main.html](http://www.1000ventures.com/business_guide/crosscuttings/presentations_main.html)

Communication Skills

- <http://www.buzzle.com/articles/importance-of-communication-skills.html>

PowerPoint Tips

- <http://gethelp.library.upenn.edu/workshops/biomed/ppt/dodont.html>
- <http://www.makeuseof.com/tag/10-tips-for-preparing-a-professional-presentation/>

Videos on Presentations

- <http://www.youtube.com/watch?v=2XFexzhDHxQ>
- <http://www.youtube.com/watch?v=XZgPRr0GMOA&feature=related>
- <http://www.youtube.com/watch?v=Kj1UU4Y1E4o&feature=related>

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

1. Follow the facilitator's instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.

2. Finalize the written report. Be sure to follow all the guidelines stipulated by the facilitator, including the procedures for submission.
3. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard. Orally discuss five to ten tips for preparing an effective oral presentation. Be sure to respond to the postings of at least three colleagues and to follow all the guidelines determined by the facilitator.
4. Using the Virtual Library, Internet and/or other academic resources, research information on effective speaking skills. Develop an outline including the most important information.
5. View the three videos on presentations previously indicated. Write a brief summary of each, detailing the most important and valuable information obtained from each video. Be prepared to share the summaries in class.
6. The facilitator will create a written forum discussion using the Discussion Board tool in Blackboard. Post the definitions of the following terms: communication, speech, casual and formal conversation, narrative, personal recount, seminar, debate, interview, panel, discussion, spokesperson, speaker, lecturer, presenter, and narrator. Be sure to paraphrase and not copy the definitions word-for-word.
7. Research information on strategies for making an effective presentation, such as body language, eye contact, and others. Develop one or more graphic organizers explaining these strategies.
8. Students will use the Voice Board tool in Blackboard to create a three-minute oral presentation on the topic of their choice, using effective speaking techniques and correct Standard English. Each student must respond to the presentations of at least three colleagues, providing helpful feedback and specific suggestions.

9. Continue working on the organization and completion of the research paper, as well as on the presentation of the synopsis, ensuring that all doubts are clarified with the facilitator prior to Workshop Seven.
  
10. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
  
11. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

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

1. audience
2. speaker
3. listener
4. observer
5. communication skills
6. speech

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

1. Blackboard
2. Tell Me More
3. NetTutor

4. Blackboard Collaborate tools
5. Virtual Library
6. graphic/advance organizers
7. YouTube videos

**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  
 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.
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. Students will work with a partner to share their outlines on effective speaking skills. Together they will reach a consensus and share with the class the five most important ideas they learned on this topic.
4. The facilitator will divide the class into three groups and assign each group one of the videos students had to view prior to the class.
  - They will share their summaries and reach a consensus on the five most important concepts learned from their assigned video.
  - A representative from each group will share the group's ideas with the class.
5. Students will work in small groups to share the graphic organizers they created on the strategies for making an effective presentation. Group members will select the three organizers that best explain these strategies, and the creators of the organizers will explain them to the class.
6. The facilitator will conduct a review of the terms the students defined on the written forum discussion to ensure comprehension.
7. Students will refer back to the tips posted on the oral discussion forum on preparing an effective oral presentation and, as a group, prioritize the tips in order of importance.

8. The facilitator will discuss the three-minute oral presentations the students recorded prior to the class and offer general feedback and recommendations to the students. Students will also self-evaluate their performance on the delivery of their presentation.
9. Students will complete the “Self-Assessment on Communication and Professional Skills” found in the appendix section and discuss their strengths and weakness.
10. The facilitator will brainstorm with the class a list of topics that the students are interested in discussing. These topics should cover a wide variety of areas of interest.
  - The facilitator will then divide the class into small groups.
  - Each group will select one of the topics from the list and develop a brief oral presentation.
  - Students may use visuals to make their presentations more interesting and comprehensible.
  - Students must keep in mind all the strategies and tips discussed in class to ensure that their presentation is effective and clearly understood.
  - Each group will deliver their presentation following the guidelines and parameters set forth by the facilitator.
  - The facilitator and the students will provide constructive feedback to their colleagues.
11. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

**Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):**

1. **Individual:** Effective three-minute oral presentation using the Voice Board tool in Blackboard and productive feedback given to colleagues’ presentations.

2. **Group:** Group collaboration and active participation in the preparation of the presentation of the topic selected by the group members.
3. **Written:** Demonstration of effective paraphrasing techniques in defining the terms indicated by the facilitator.
4. **Oral:** Demonstration of effective speaking skills in the presentation of the topic selected by the group members.

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

1. **Individual:** Students will write a self-reflection on the following questions:
  - What areas do I need to develop or improve upon in order to communicate more effectively in public?
  - Of the concepts learned thus far, which one must I work on the most to achieve greater professional success?
2. **Group:** Students will share their self-reflections and offer constructive feedback to one another.

## **Workshop Five**

### **Specific Content Objectives:**

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

1. Explain Albert Mehrabian's Communication Model.
2. Apply appropriate questioning techniques when conducting an interview.

3. Differentiate between verbal and non-verbal communication.
4. Apply a variety of effective public speaking techniques.
5. Analyze the positive and negative impact of non-verbal communication.

**Specific Language Objectives:**

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

**Listen:** Demonstrate attentiveness during the presentations of the interviews by looking at the speakers, controlling personal activity level, encouraging the presenters with non-verbal cues, asking relevant questions that reflect a high degree of critical and analytical thinking, and providing constructive feedback.

**Speak:** Demonstrate effective speaking and interviewing skills in the role play presented before the class, following all the guidelines determined by the facilitator.

**Read:** Examine in depth resources on Albert Mehrabian's Communication Model, in order to be able to write an accurate essay explaining said concept and voicing one's personal opinion.

**Write:** Write a two-page essay explaining Albert Mehrabian's Communication Model and one's personal opinion, using APA style, correct Standard English and effective writing skills

**Electronic Links:**

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

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

#### Conducting an Interview

- [http://www.ehow.com/how\\_4577240\\_conduct-newspaper-interview.html](http://www.ehow.com/how_4577240_conduct-newspaper-interview.html)
- <http://www.bestsampleresume.com/interview/journalism-interview-techniques.html>

#### Strategies for Developing Confidence When Speaking in Public

- <http://ezinearticles.com/?5-Ways-to-Build-Confidence-in-Public-Speaking&id=284718>
- [http://www.wittcom.com/how\\_to\\_develop\\_confidence\\_speaking.htm](http://www.wittcom.com/how_to_develop_confidence_speaking.htm)

#### Non-verbal Communication and Body Language

- <http://www.businessballs.com/mehrabiancommunications.htm>
- <http://www.businessballs.com/body-language.htm>

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

1. Using the Virtual Library, Internet, and/or other academic resources, including <http://www.businessballs.com/mehrabiancommunications.htm>, research information on Professor Albert Mehrabian's Communication Model.
  - Write a two-page essay that explains his theory, including the Mehrabian formula (7%, 38%, 55%).
  - In addition, express your personal opinion regarding Mehrabian's Communication Model, demonstrating valid support for your point of view.
  - Be sure to use APA style, include bibliographic citations and references, and submit to NetTutor for feedback.
  - The facilitator will send written works to SafeAssign™ to check for plagiarism.

2. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard.
  - After reading the corresponding appendix on “Improving Communication Skills” and researching additional information on non-verbal communication, orally discuss the positive and negative impact that non-verbal communication can have on an audience.
  - In addition, explain in your own words the meaning of the following: “WHAT you say is not nearly as important as HOW you say it!”
  - React to the comments of at least three colleagues.
3. Create a graphic/advance organizer, such as a flowchart, explaining the steps one should follow to conduct a successful interview. Be prepared to share in small groups. In addition, review the corresponding appendix on “Preparing for an Interview.”
4. The facilitator will create a written forum discussion using the Discussion Board tool in Blackboard. Students will post the definitions of the terms found in the Academic Core Vocabulary section using effective paraphrasing techniques.
5. Read the corresponding appendix on “Role Play Activity.” Be prepared to apply these concepts in a role play activity in class.
6. Continue working on the organization and completion of the research paper, as well as on the presentation of the synopsis, ensuring that all doubts are clarified with the facilitator prior to Workshop Seven.
7. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

8. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

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

1. body language
2. intonation
3. facial expressions
4. verbal and non-verbal communication
5. kinesics
6. proxemics
7. mirroring body language

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

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic/advance organizers

**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
- 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.
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. Students will refer to their essays on Albert Mehrabian's Communication Model to discuss why this model is significant in communication and to share their personal opinions on this topic.
4. The facilitator will ask the students the following question: What are, in your opinion, the six universal facial expressions? After several students have volunteered answers, the class will refer to the appendix on "The Six Universal Facial Expressions Recognized around the World" to confirm and validate their responses.
5. Students will work in small groups to share the graphic organizers they created on the steps one should follow to conduct a successful interview. One representative from each group will share with the class the most important concepts discussed by the group members and explain a newly created graphic/advance organizer.
6. After discussing the steps one should follow to prepare for and conduct a successful interview and reviewing the appendices on "Role Play Activity" and "StoryCorps Great Questions List," students will brainstorm a list of people, living or deceased, they would like to interview if given the opportunity.
  - Students will work with a partner to select one of these people and formulate a series of approximately six to eight well-prepared questions they would use in this interview.

- It is important to consider confidentiality issues and avoid questions that are too personal or inappropriate.
  - The partners will practice a mock interview and then role play the interviewer and the interviewee before the class.
  - Students must demonstrate good Standard English in the formulation of thought-provoking questions, effective speaking skills, effective interviewing techniques, and critical and analytical thinking.
  - Students are encouraged to ask questions that reflect a high degree of analysis and thinking, be receptive to constructive feedback from their colleagues, and offer helpful feedback to one another.
  - Students must follow all the guidelines determined by the facilitator, including time limits.
7. Students will write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit for completion.
8. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

**Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)**

**LEVELS:**

1. **Individual:** Demonstration of effective speaking skills, as well as critical and analytical thinking, in the posting of information regarding the positive and negative impact non-verbal communication can have on an audience.
2. **Group:** Demonstration of group collaboration in the preparation of the interview role play, following all the guidelines determined by the facilitator.

3. **Written:** Demonstration of effective writing skills and correct Standard English in the elaboration of the two-page essay on Albert Mehrabian's Communication Model.
4. **Oral:** Demonstration of effective interviewing and speaking skills, as well as correct Standard English, in the role play of interviewer and interviewee.

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

1. **Individual:** Do-over Activity – each student will have the opportunity to think about something they would have done differently (assignment, group work, or other class activity) if they had the day/class over again. They will write a short analysis explaining their rationale and what they would specifically do if given another chance. This can help students be better prepared for upcoming tasks and classes.
2. **Group:** Students will share their “Do-over” analysis with the group, giving and receiving productive feedback.

## Workshop Six

### Specific Content Objectives:

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

1. Demonstrate how to outline information for a speech.
2. Evaluate the importance of preparing an effective outline for a speech.
3. Reinforce effective listening techniques.
4. Describe techniques which can be used to begin, develop, transition, and conclude a speech effectively.
5. Apply a variety of public speaking strategies when presenting to a group.
6. Recognize and apply public speaking terminology.
7. Describe different types of speeches and their purposes.

### Specific Language Objectives:

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

**Listen:** Demonstrate effective listening skills by paying close attention to colleagues' impromptu speeches, offering productive and helpful feedback to classmates and asking relevant questions that reflect a high degree of critical and analytical thinking.

**Speak:** Demonstrate correct Standard English and effective speech-giving techniques when delivering his/her impromptu speech on the topic of his/her choice.

**Read:** Examine in depth resources on kinds of speeches in order to be able to create explanatory graphic/advance organizers and be able to contribute useful information during class discussions.

**Write:** Elaborate a reflection paper on his/her selected famous speech, using correct Standard English, APA style, and following all the guidelines determined by the facilitator.

### Electronic Links:

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

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

Types of Speeches

- <http://www.famous-speeches-and-speech-topics.info/giving-writing-speeches/w03-types-of-speeches.htm>

Famous Speeches

- <http://www.americanrhetoric.com/top100speechesall.html>
- <http://www.famousquotes.me.uk/directory-famous-speeches.htm>
- <http://www.famous-speeches-and-speech-topics.info/famous-speeches/index.htm>

Communication and Speech-Giving Tips and Non-Verbal Communication

- <https://www.youtube.com/watch?v=-jQ-Q06qlc>
- <https://www.youtube.com/watch?v=wmjGz4PS6sI>
- <https://www.youtube.com/watch?v=1nXhAjuICTA>
- <https://www.youtube.com/watch?v=nwbUy3MHZGg>
- <https://www.youtube.com/watch?v=V7h2XnXvb4I>

### Public Speaking Glossary

- <http://www.speaking-tips.com/Glossary.aspx>

### Speech Preparation and Conclusion

- <http://sixminutes.dlugan.com/speech-preparation-3-outline-examples/>
- [http://www.essortment.com/career/concludepresent\\_swno.htm](http://www.essortment.com/career/concludepresent_swno.htm)
- <http://sixminutes.dlugan.com/10-ways-to-end-your-speech/>

### Speech Outlines

- <http://sixminutes.dlugan.com/speech-preparation-3-outline-examples/>
- <https://www.google.com/search?q=outlines+for+speeches&tbm=isch&tbo=u&source=univ&sa=X&ei=sk69U9yqHerG8AHyjIGYAw&sqi=2&ved=0CBwQsAQ&biw=1536&bih=747>
- <http://www.nvcc.edu/annandale/lrc/occ/resources/basicoutline.pdf>
- <https://www.youtube.com/watch?v=M4BkVmA0p6Y>

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

1. Follow the facilitator's instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.
2. Using the Virtual Library, Internet, recommended links, the appendices on "Four Basic Types of Speeches" and "Other Types of Speeches," and/or other academic resources, research information on the different kinds of speeches. Choose five types of speeches, and create a graphic/advance organizer or illustration for each, explaining the purpose and characteristics of each kind of speech.
3. View at least three of the YouTube videos indicated above on Communication and Speech-Giving Tips and Non-Verbal Communication. Write a brief summary

of each video, highlighting the most important, valuable, and useful information you obtained.

4. Research a variety of well-known or famous speeches.
  - Select one which you find particularly interesting, moving, and inspirational.
  - After reading it carefully, write a reflection paper on this speech, addressing the topics determined by the facilitator.
  - Be sure to use APA style, include bibliographic citations and references, and submit to NetTutor for feedback.
  - The facilitator will send written works to SafeAssign™ to check for plagiarism.
  
5. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard. Orally discuss the famous speech you selected, and explain your rationale for having chosen this particular speech. React to the comments of at least three colleagues.
  
6. Research information on outline formats for speeches, including those found in the recommended electronic links. Develop an outline for a three-minute speech on a work-related topic of your choice. Some possible topics follow, but do not limit yourself to these topics.

Introducing a new member to the team	Identifying/resolving a problem
Assigning tasks or procedures to the group	Building or increasing group morale
Discussing an important agenda item	Resolving a group conflict
Drawing participants into the discussion	Sharing information or changes

Be prepared to share your outline with your colleagues.

7. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
8. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.
9. Continue working on the organization and completion of the research paper, as well as on the presentation of the synopsis, ensuring that all doubts are clarified with the facilitator prior to Workshop Seven.

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

1. transitions
2. public speaking
3. diction techniques
4. inflection

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

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library

6. graphic/advance organizers
7. recommended electronic links
8. YouTube videos

**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  
 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. The facilitator will divide the class into small groups and assign each group one of the YouTube videos viewed prior to the class on communication and speech-giving tips and non-verbal communication.
  - Students will share the summaries they wrote prior to the class on the assigned video.
  - After a determined amount of time, a representative from each group will share with the class the ten most important ideas they, as a group, obtained from their assigned video.
4. The facilitator will divide the class into small groups and assign each group a specific type of speech. Group members will share the graphic organizers prepared prior to the workshop and prepare a brief presentation explaining their assigned type of speech, providing all the information determined by the facilitator.
5. The facilitator will conduct a whole class discussion on the terminology related to the outline which is essential for developing an effective speech, as well as the essential parts of said outline. Tips for maintaining appropriate conversational quality will also be discussed.

6. The facilitator will divide the class into small groups, and students will share the speech outlines they developed prior to the class. Colleagues will provide constructive feedback to one another on their outlines, including suggestions which can help improve their product.
7. Students will be allotted a determined amount of time to develop and deliver an impromptu speech, using their prepared outlines.
  - Students must follow all the guidelines determined by the facilitator, including time limits.
  - Students may use their outlines when delivering their speech, but they may not read their speeches.
  - Colleagues will provide effective feedback, give specific suggestions, and ask thought-provoking questions.
  - All students must deliver their speeches in a timely manner. Speeches will be carried over into the next workshop(s), if necessary.
8. Students will write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit for completion.
9. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

**Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):**

1. **Individual:** Accurate completion of the outline prepared for the speech.
2. **Group:** Effective participation and collaboration in the feedback sessions on the outlines students prepared prior to the class and on the explanation of their assigned kind of speech.

3. **Written:** Effective completion of the reflection paper on the selected famous speech, following all the guidelines determined by the facilitator.
4. **Oral:** Demonstration of effective communication skills and speech-giving techniques in the presentation of the impromptu speech on the selected topic.

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

1. **Individual:** The one-minute picture/sentence – students will have one minute to write or draw what they consider to be the most important concept/idea they learned this week and the biggest question they still have.
2. **Group:** Students will share their one-minute picture/sentence with the group, giving and receiving feedback and allowing for questions.

## Workshop Seven

### Specific Content Objectives:

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

1. Describe and model breathing and diction exercises designed to improve/enhance speaking techniques and overcome public speaking anxiety.
2. Explain tips for overcoming anxiety and fear of public speaking.
3. Explain effective debating tips and techniques.
4. Describe and model poetry reading techniques.
5. Demonstrate the application of effective research writing techniques.

### Specific Language Objectives:

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

**Listen:** Demonstrate discerning listening skills in order to be able to respond to colleagues' comments on tips for overcoming public speaking anxiety and fear, demonstrating engagement and a genuine concern for one's colleagues.

**Speak:** Demonstrate content knowledge, organization, use of visuals and effective delivery techniques when presenting his/her synopsis of the research paper before the class; work collaboratively with group members to share his/her notes on diction and breathing exercises and model these exercises effectively before the class.

**Read:** Research information on effective debating techniques in order to be able to create explanatory illustrations, pictures, drawings, sketches, and/or graphic/advance organizers on this topic.

**Write:** Elaborate an accurate research paper following all the guidelines and stipulations discussed during the course.

### **Electronic Links:**

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

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

Diction Exercises

- <http://www.write-out-loud.com/dictionexercises.html>
- <http://hubpages.com/hub/Communications-Proper-Diction-Diction-Exercise>

Breathing Exercises for Overcoming Public Speaking Anxiety

- <http://www.write-out-loud.com/overcoming-public-speaking-anxiety-breathing-exercises.html>
- [http://totalcommunicator.com/voice\\_article.html](http://totalcommunicator.com/voice_article.html)

How to Read Poetry Aloud

- <http://www.loc.gov/poetry/180/p180-howtoread.html>
- <http://www.write-out-loud.com/how-to-read-poetry-aloud.html>

Collection of Poems

- <http://www.quotesandpoem.com/poems/poets>

Tips for Overcoming Performance Anxiety

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

#### How to Improve Listening Skills

- [http://managementhelp.org/commskls/listen/gd\\_vs\\_pr.htm](http://managementhelp.org/commskls/listen/gd_vs_pr.htm)

#### Debating Tips and Techniques

- <http://www.debatingmatters.com/getinvolved/toptips/>
- <http://idebate.org/magazine/files/Magazine437e3164b85a5.pdf>
- <http://www.wikihow.com/Perform-Well-in-a-Debate>
- <http://listverse.com/2008/11/23/top-10-tips-for-winning-an-argument/>
- <http://onlinelearn.edschool.virginia.edu/debate/theninepop.html>

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

1. Follow the facilitator's instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.
2. Finalize the research paper on which you have been working throughout the duration of this course. Be sure to follow all the stipulations and guidelines set forth by the facilitator, including the submission process. Be prepared to present a synopsis of your research paper, including the use of visuals, before the class.
3. After researching information on tips for overcoming public speaking anxiety and fear, use the Voice Board tool in Blackboard to orally discuss the top two tips which you have personally found to be the most challenging, explaining how you have already implemented them. React to the comments of at least three colleagues.

4. Review the recommended electronic links and other reputable resources on breathing and diction exercises, and take notes that will be helpful in class discussions. In addition, practice these exercises at home, and be prepared to model them in class.
5. Familiarize yourself with the poems entitled “Alone” and “Desiderata” found in the appendix section.
6. Select a poem or a portion of a poem which you particularly enjoy, following the guidelines determined by the facilitator regarding its length. After reviewing the tips for reading a poem aloud, practice at home. Be sure to pay special attention to pitch, tone volume, rate, mood, articulation, and diction.
7. Using the Virtual Library, Internet, recommended links, and/or other academic resources, research information on effective debating techniques. Select those that you consider to be the top five, and create an illustration, picture, drawing, sketch, and/or graphic/advance organizer explaining each one. Be prepared to share in class.
8. List three topics of interest which could be used in a class debate. Be prepared to share in class.
9. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
10. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

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

1. diction
2. articulation
3. pitch
4. tone
5. volume
6. rate
7. mood
8. meter
9. alliteration
10. verse
11. stanza

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

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. selected poems
7. recommended electronic links
8. graphic/advance organizers, drawings, illustrations, etc.

**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
- 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. The facilitator will conduct a whole class discussion on tips for overcoming public speaking anxiety and fear which were orally discussed using the Voice Board tool in Blackboard. Students will again share how they have personally put into practice these techniques and how this has helped them improve and enhance their public speaking skills.
4. The facilitator will divide the class into small groups or partners.
  - Students will share the notes they took on diction and breathing exercises.
  - The facilitator will have prepared beforehand a series of index cards with a particular diction or breathing exercise written on each one.
  - The cards will be distributed at random to the groups/partners, and students will model the exercise written on their card.
  - In addition, they will also explain how that particular exercise helps relieve anxiety and/or improve public speaking skills.
5. After reviewing and discussing the tips for reading a poem aloud, the facilitator will divide the class into two groups and assign the poem "Alone" to one group and the poem "Desiderata" to the other group.
  - Groups will have a determined amount of time to practice the recitation of their assigned poem aloud, dividing the lines in the stanzas among the group members.
  - Every student must participate in the recitation of the poem.

- When indicated, each group will recite their poem aloud before the class, paying special attention to tone, volume, pitch, etc.
  - A class discussion on the message and interpretation of each of the poems will follow.
6. Each student will have a determined amount of time to recite the poem, or portion of the poem, they had selected prior to the class. Students do not need to memorize the poem. Students will rate one another on their pitch, tone, volume, etc, and provide constructive feedback.
  7. Students will share one or more of the illustrations, pictures, graphic organizers, etc. on effective debating techniques which they created prior to the class. A whole class discussion will follow on the top debating tips.
  8. Students will share the topics they had chosen for a class debate.
    - Depending on the number of students in the class, one or more topics will be finally selected.
    - The facilitator will divide the class into the number of selected topics and then determine the students on each opposing side.
    - Every student must participate in the class debate(s).
    - A specific amount of time will be allotted for students to prepare themselves for the debate(s) which will be conducted in Workshop Eight.
  9. Students will present a synopsis of their research paper, including all the information and following all the guidelines indicated by the facilitator. Students who do not present in Workshop Seven will do so in Workshop Eight.
  10. Students will write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit for completion.

11. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

**Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):**

1. **Individual:** Effective completion and submission of the research paper, following all of the facilitator's stipulations and guidelines; accurate completion of the informative graphic organizers, illustrations, drawing, etc. on effective debating techniques.
2. **Group:** Group collaboration and active participation in the sharing of notes on diction and breathing exercises.
3. **Written:** Completion of informative and accurate notes on diction and breathing exercises, used to prepare the effective modeling of these exercises; effective completion and submission of the research paper, following all of the facilitator's stipulations and guidelines;
4. **Oral:** Demonstration of effective poetry recitation skills, particularly appropriate tone, volume, pitch, inflection, intonation, and other characteristics determined by the facilitator; demonstration of effective speaking skills and use of visuals in the presentation of the synopsis of the research paper.

**Lesson Wrap-Up:**

The facilitator will have prepared beforehand a series of index card with words such as the following on each: angrily, sadly, happily, lovingly, shamefully, proudly, despairingly, laughingly, shyly, and others.

1. **Individual:** The facilitator will distribute one card to each student. The student must say the word "really," demonstrating the feeling or attitude written on his/her index card.

2. **Group:** After all the students have voiced their “really,” a whole class discussion will follow on how tone and inflection can change the meaning and/or interpretation of the same word.

## Workshop Eight

### Specific Content Objectives:

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

1. Demonstrate appropriate speaking skills and debating techniques.
2. Distinguish between facts and opinions.
3. Demonstrate the application of effective research writing techniques.
4. Express opinions without alienating the audience.

### Specific Language Objectives:

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

**Listen:** Listen attentively to colleagues' sentences to order to identify them accurately as fact or opinion.

**Speak:** Demonstrate appropriate etiquette, apply effective debating techniques, ask relevant and thought-provoking questions, and use correct Standard English and speaking strategies during the class debate and panel discussions.

**Read:** Research information on fact and opinion in order to be able to create accurate graphic/advance organizers explaining the differences between them.

**Write:** Upload to Slideshare.com an accurate graphic/advance organizers that explain the differences between fact and opinion; elaborate a three-page essay reflecting on some of his/her personal thoughts and feelings associated with one's experiences during this course.

### Electronic Links:

Distinguishing Between Facts and Opinions

- <http://www.bmcc.cuny.edu/lrc/studyskills/factsandopinions.pdf>

- <http://www.differencebetween.net/language/difference-between-fact-and-opinion/>
- <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CDMQFjAD&url=http%3A%2F%2Fwww.ucclermont.edu%2Fcontent%2Fdam%2Fclermont%2FThe%2520Learning%2520Center%2FStudy%2520Tips%2FFact%20and%20Opinion.ppt&ei=rr6-U6S8Jta2yAT4z4GQAQ&usg=AFQjCNFgFDTXEEQy9gyy7Pe4XidEbaT11Q&bvm=bv.70138588,d.aWw>
- <http://www.education.com/study-help/article/difference-fact-opinion/>
- [http://www.apelslice.com/books/9780618843175NIMAS/HTMLOUT/HTML/c\\_id4632222.html](http://www.apelslice.com/books/9780618843175NIMAS/HTMLOUT/HTML/c_id4632222.html)

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

1. The facilitator will create a written forum discussion using the Discussion Board tool in Blackboard.
  - Post a one-page summary of the topic of your research paper, highlighting the most important concepts and ideas.
  - Review several of your colleagues' summaries and choose the one that you found to be the most interesting.
  - Post a comment indicating the reasons for your choice.
2. Ensure that you are well-prepared for the debate(s) which will be conducted in this workshop.
3. Using the Virtual Library, Internet, and/or other academic resources, research information on facts and opinions.
  - Create a Venn diagram, double bubble map, or other advance/graphic organizer that explains the differences between fact and opinion.

- Copy your organizers on a PowerPoint and upload it to Slideshare.com.
  - Copy the link and post it to Blackboard.
  - View the presentations of your colleagues, and provide feedback to at least three.
4. Write a three-page essay reflecting on some of your personal thoughts and feelings associated with your experiences during this course. Address the following:
- Think back on how you felt when you began this course. Did your personal perspective about public speaking change in any way after the completion of this course, or did your perspective remain unchanged? How will this affect you in your profession? Explain your answers.
  - Were your expectations regarding this course fulfilled? Explain your answer.
  - A variety of topics was covered during this course. Choose three topics which you found to be of great interest to you, and explain why they are so significant.
  - Many public speaking strategies were discussed during these weeks. Choose three which you are eager to implement in your profession, and explain how you will use them.
  - Finally, share how this course may have peaked your curiosity to learn about other related topics, and explain what steps you will take in this direction.

Use APA style, include the references, and submit your work to NetTutor for feedback. The facilitator will send written works to SafeAssign™ to check for plagiarism.

5. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard.

- Orally discuss why it is so important to be able to distinguish between facts and opinions when delivering a presentation, preparing a written document, and participating in a public speaking event.
  - React to the comments of at least three colleagues.
6. Finalize the organization and completion of your digital portfolio, ensuring that you have complied with all the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*. Follow the facilitator's instructions regarding the submission of this document.
  7. Go to Tell Me More and finalize the interactive exercises designed to improve/enhance your linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

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

1. fact
2. opinion

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

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic/advance organizers
7. Slideshare.com

**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:**

- |  |          |          |
|--|----------|----------|
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| <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.
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. After a whole class discussion on the differences between fact and opinion, students will have one minute to write two statements that are facts and two statements that are opinions.
  - Sentences must be challenging and thought-provoking.
  - Each student will read aloud one or more of their sentences, and colleagues will determine if they are fact or opinion.
  - The author of the sentence will corroborate the answer.
4. The facilitator will discuss the guidelines for the debate(s).
  - Students will defend their point of view, demonstrating appropriate etiquette, applying effective debating techniques and speaking strategies, asking relevant and thought-provoking questions, and using correct Standard English.
  - A whole class discussion will follow the debates, and students will engage in a feedback session.
5. The facilitator will have made a tally to determine the research topic which received the greatest number of comments from colleagues, as well as the first and second runners-up.
  - The facilitator will divide the class into three groups, one group per topic, ensuring that the author of the research paper is a member of the group.

- Students will have a determined amount of time to prepare and present a panel discussion on their topic.
  - They must address the questions provided by the facilitator.
  - It is imperative that, once again, students demonstrate appropriate etiquette, apply effective speaking strategies, ask relevant and thought-provoking questions, and use correct Standard English.
  - Time will be allotted for questions from the audience.
  - Time limits must be strictly followed.
6. Students will submit their digital portfolios, as previously determined by the facilitator, ensuring that they have complied with all the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
  7. Students will write a one-page summary explaining how the Language Lab/E-Lab activities contributed to and benefitted the acquisition, improvement, and/or enhancement of the English language skills.
  8. Students who were not able to deliver the synopsis of their research paper in Workshop Seven will make their presentations.
  9. Students will complete the course evaluation.
  10. Students will take the second partial test or the final test scheduled for this workshop.

**Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):**

1. **Individual:** Accurate completion of the second partial test or final exam.

2. **Group:** Demonstration of effective group collaboration and active participation in the preparation and presentation of the panel discussion on the research topic.
3. **Written:** Elaboration of a three-page essay reflecting on one's personal thoughts and feelings associated with one's experiences during this course.
4. **Oral:** Demonstration of appropriate etiquette, application of effective debating techniques, asking of relevant and thought-provoking questions, and the use of correct Standard English and speaking strategies during the class debate.

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

1. **Individual:** The facilitator will post an end-of-course prompt on the Discussion Board. Each student will post a comment expressing his/her thoughts in response to the facilitator's prompt.
2. **Group:** Students will continue the thread using the preceding student's comments as a springboard for his/her own remarks.

## **APPENDICES**

Students are responsible for copying required appendixes per workshop.

**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**

<b>National Proficiency Levels</b>	<b>Criteria</b>
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**

<b>National Proficiency Levels</b>	<b>Criteria</b>
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, for 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:** \_\_\_\_\_ **Course:** \_\_\_\_\_ **Assignment:** \_\_\_\_\_

Instructions: This rubric will be used to evaluate all written work done by the student in both English and Spanish. Please refer to the trait that you are evaluating (i.e., Ideas and Content, etc.). Select the criteria per level (6 = highest, 1 = lowest) that best reflect 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.

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

**Final Score:** \_\_\_\_\_ /36

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

- Outstanding:** 33-36 points = A
- Very Good:** 29-31 points = B
- Satisfactory:** 25-28 points = C
- Fair:** 22-24 points = D
- Poor:** 0-21 points = F

**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:

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**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**

<b>6</b>	<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>
<b>5</b>	<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>
<b>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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.  <b>Legible</b>	Paragraph has two errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns.  <b>Marginally Legible</b>	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>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



<http://owl.english.purdue.edu/owl/>

[General Writing](#) • 
 [Research and Citation](#) • 
 [Teaching and Tutoring](#) • 
 [Subject-Specific Writing](#) • 
 [Job Search Writing](#) • 
 [ESL](#)

OWL Family of Sites > OWL

GO

General Writing

Research and Citation

Teacher and Tutor Resources

Subject-Specific Writing

Job Search Writing

English as a Second Language

About the OWL

OWL Exercises

Giving to the OWL

Suggested Resources

- [MLA Guide](#)
- [APA Guide](#)
- [How to Navigate the New OWL](#)
- [Media File Index](#)
- [OWL Exercises](#)

## Welcome to the Purdue OWL

If you are having trouble locating a specific resource, please visit the [search page](#) or the [Site Map](#).

The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, and we provide these as a free service of the Writing Lab at Purdue. Students, members of the community, and users worldwide will find information to assist with many writing projects. Teachers and trainers may use this material for in-class and out-of-class instruction.

In addition, we invite users to submit brief, writing-related questions to our [OWL Mail Tutors](#). You may also find the [Grammar Gang's blog](#) rather useful.

For more information about services for the Purdue University community, including one-to-one consultations, ESL conversation groups and workshops, please visit the [Writing Lab site](#).

### Mission

The Purdue University Writing Lab and Purdue Online Writing Lab (OWL) assist clients in their development as writers—no matter what their skill level—with on-campus consultations, online participation, and community engagement. The Purdue Writing Lab serves the Purdue, West Lafayette, campus and coordinates with local literacy initiatives. The Purdue OWL offers global support through online reference materials and services.

## APPENDIX G

### Expository Essay

1. **Purpose:** In expository writing, the writer's objective is to *expose, reveal or explain* information to the reader.
2. **Assignment:** The writer will write an essay about a topic he/she has a level of expertise or knowledge about. Explain the topic to the audience through a variety of clear, vivid examples.

- Possible topics: Blogging, technology skills, cooking, travel, business plan, educational trends, etc.
- Possible titles: *Traveling Trips under \$400.00, Once-a-Week Cooking Plans, Best Pets for Busy People, etc.*
- Supporting research/reference: At least one reference from each area: websites, books, journals/magazines.

### 3. Organizing Your Essay:

- **Introductory Paragraph:** Raise the reader's interest with an anecdotal example or idea to "hook" his/her interest. Usually in the last sentence of this paragraph, the writer will state the *expository thesis* statement. It should be stated in the form of an opinion/claim.
- **Main Body:** There should be 3 to 4 paragraphs in the main body of your essay.
- **Organize it in chronological, ascending or descending importance.**
- **Concluding Paragraph:** This paragraph should bring the essay to a close. This can be done by using another anecdotal example or by emphasizing the main point in the essay.
- **Length:** 1-2 pages or as specified by the facilitator.

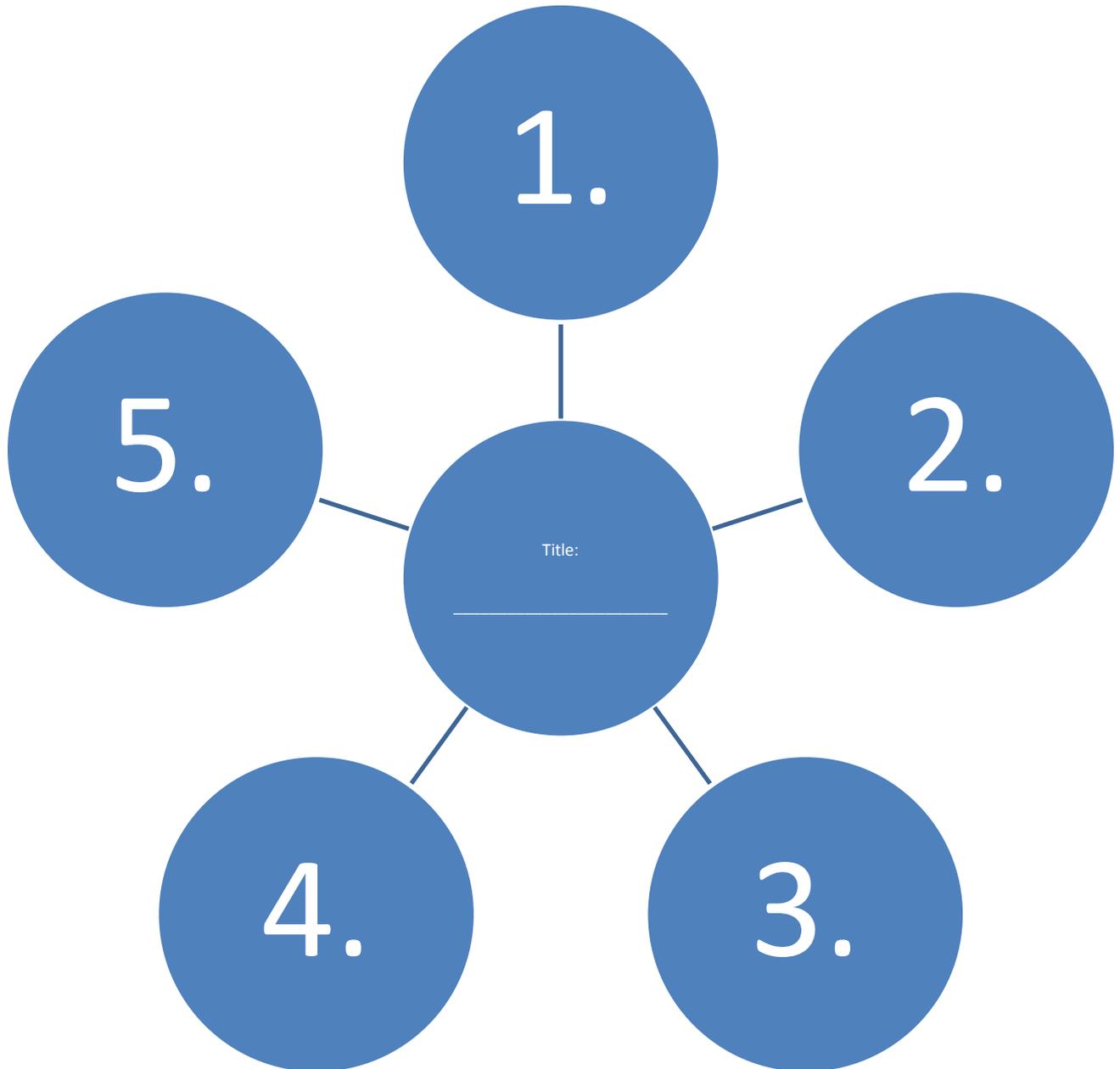
### 4. Conventions of Writing:

APA style, use of Standard English- mechanics, usage, grammar, spelling, punctuation, sentence structure, etc.

**APPENDIX H Graphic organizer**

Name: \_\_\_\_\_

Graphic organizer to summarize group activities:



**APPENDIX I** An Extraordinary Mother

## “An Extraordinary Mother”

Retrieved from: <http://www.quintcareers.com/collegegate9.html>

It took me eighteen years to realize what an extraordinary influence my mother has been on my life. She's the kind of mother who always has time for her four children, and the kind of community leader who has been involved in every major project to assist Washington's impoverished citizens. Growing up with such a strong role model, I developed many of her enthusiasms. I not only came to love the excitement of learning simply for the sake of knowing something new, but I also came to understand the idea of giving back to the community in exchange for a new sense of life, love, and spirit.

My mother's enthusiasm for learning is most apparent in travel. I was nine years old when my family visited Greece. Every night for three weeks before the trip, my older brother Peter and I sat with my mother on her bed reading Greek myths and taking notes on the Greek Gods. Despite the fact that we were traveling with fourteen-month-old twins, we managed to be at each ruin when the site opened at sunrise. I vividly remember standing in an empty amphitheater pretending to be an ancient tragedian, picking out my favorite sculpture in the Acropolis museum, and inserting our family into modified tales of the battle at Troy. Eight years and half a dozen passport stamps later, I have come to value what I have learned on these journeys about global history, politics and culture, as well as my family and myself.

While I treasure the various worlds my mother has opened to me abroad, my life has been equally transformed by what she has shown me just two miles from my house. As a ten year old, I often accompanied my mother to a local soup kitchen and children's center. While she attended meetings, I helped with the summer program by playing with the children and performing magic tricks. Having finally perfected the “floating paintbrush” trick, I began to work as a full time volunteer with the five and six year old children. I also tutored a young girl; her name was Jane Smith, an exceptionally strong girl with a vigor that was contagious. At the end of the summer, I decided to continue my work as a tutor. In the seven years since I first walked through the doors of this center, I have learned not only the idea of giving to others, but also of deriving from them a sense of spirit.

Everything that my mother has ever done has been overshadowed by the thought behind it. While the raw experiences I have had at home and abroad have been spectacular, I have learned to truly value them by watching my mother. She has enriched my life with her passion for learning, and changed it with her devotion to humanity. In her endless love of everything and everyone she has touched, I have seen a hope and life that is truly exceptional. Next year, I will find a new home, miles away. However, my mother will always be by my side.

**APPENDIX J**

(Example of an essay analysis: [http://www.erraticimpact.com/cyberedit/lth\\_outline.html](http://www.erraticimpact.com/cyberedit/lth_outline.html))

“An Extraordinary Mother”

**Paragraph 1 (Introduction)**

*I. Leading sentence:* “It took me eighteen years to realize what an extraordinary influence my mother has been on my life.”

*II. Summary of main points:* “I not only came to love the excitement of learning simply for the sake of knowing something new, but I also came to understand the idea of giving back to the community in exchange for a new sense of life, love, and spirit.”

**Paragraph 2 (First Supporting Point)**

*I. Transition sentence:* “My mother’s enthusiasm for learning is most apparent in travel.”

*II. Supporting point:* Her mother’s enthusiasm for learning.

*III. Evidence:* Learning through travel by using the example of a trip to Greece.

**Paragraph 3 (Second Supporting Point)**

*I. Transition sentence:* “While I treasure the various worlds my mother has opened to me abroad, my life has been equally transformed by what she has shown me just two miles from my house.”

*II. Supporting point:* Her mother’s dedication to the community.

*III. Evidence:* Her multiple volunteer activities such as helping at the local soup kitchen.

**Paragraph 4 (Conclusion)**

*I. Transition sentence:* “Everything that my mother has ever done has been overshadowed by the thought behind it.”

*II. Reiteration of main points:* “She has enriched my life with her passion for learning, and changed it with her devotion to humanity.”

*III. Taking it one step further:* “Next year, I will find a new home miles away. However, my mother will always be by my side.”

## APPENDIX K

### 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

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#### II. Body

##### A. Paragraph 1:

##### 1. Supporting Point #1

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

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##### B. Paragraph 2:

##### 1. Supporting Point #2

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2. Evidence for Supporting Point #2

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---

C. Paragraph 3:

1. Supporting Point #3

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2. Evidence for Supporting Point #3

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**III. Conclusion**

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**APPENDIX L****Monograph****1. Discuss the purpose:**

What is the purpose of a monograph? Who writes monographs and for what purpose?

**2. Organizing the monograph:**

Refer to recommended links.

**3. Assignment:** Research and select a monograph(s) and write a short summary about the topic.

Possible sites for monographs:

- <http://cancercontrol.cancer.gov/tcrb/monographs/index.html>,

Do your own research, select type “monographs” on your topic, and write about the topic you found.

- Targeted audience and purpose for writing
- Thesis or hypothesis
- Logic or argument for the thesis
- Evidence, questions and possible answers
- Sources of study
- Organization of the study
- Theory or models used in the study
- Analysis - relevance of this information

**4. Conventions of writing:**

APA style, use of Standard English - mechanics, usage, grammar, spelling, punctuation, sentence structure, etc.

## APPENDIX M

### What Is a Monograph?

Retrieved from: <http://www.wisegeek.org/what-is-a-monograph.htm>

A monograph, sometimes called a scholarly treatise, is an extremely detailed essay or book covering a very specific or limited subject. It is designed to stand alone in most cases, although some are produced with a finite number of volumes. The publication presents new information that advances the author's career and field, and it generally follows a predictable pattern in terms of the content covered. Usually, only one author is involved, but a writer may collaborate if necessary. Review, defense, and presentation usually are part of the monograph publication process, and document itself generally is brief.

#### Objectives

The main objective of a monograph is to present information and scholarly research on a very specific topic. The data included is always meant to educate others in some way, and ideally, it also should advance the author's field as a foundation for future research. This means that individuals who write these documents always need to make sure that they are not conducting research and writing on previously covered topics without contributing something new.

Given the main purpose scholarly treatises hold, professionals typically produce them as a means to show their expertise and gain credibility and, as a result, advance to new, higher positions. Many fields require publication of these texts before an author can obtain a degree or particular job. In general, the more an author publishes, the more respected he becomes, although in some cases, a single essay or book may be so influential that the author is always known for that one work, regardless of additional publications.

#### Key Contents

Monographs generally share the same basic elements, no matter the topics covered. They usually identify a purpose for the research and the main question the author was trying to answer, as well

as what the author expected the results of his research to be. These documents outline the results and discuss the implications and applications the work has. The last element is sources and references.

Even though most scholarly treatises include these elements, the author might be required to present them in a slightly different way, depending on his field, or he might have to add or omit sections. People in liberal arts and humanities usually format the document using the Modern Language Association (MLA) format, for example, while those in the social sciences, usually use the American Psychological Association (APA) format.

**Refer to recommended links.**

**APPENDIX N****The Role of the Media in Promoting and Reducing Tobacco Use  
Monograph Nineteen**

<http://cancercontrol.cancer.gov/tcrb/monographs/19/docs/M19GeneralFactSheet.pdf>

**About this Monograph**

A major public health challenge of this century is finding a way to harness the powerful influence of the media to control tobacco use. This monograph begins the important process of understanding the full extent of this influence, especially among youth—one of our most vulnerable populations.

Despite a decline of roughly 50% in smoking prevalence over the past 40 years, about one in five Americans continues to smoke, and more than 4,000 young people smoke their first cigarette each day. Tobacco use still accounts for nearly one-third of cancer deaths worldwide, and deaths are predicted to increase by 2015. If these trends are to be reversed, an understanding of the media's power for both tobacco control and tobacco promotion must guide the way.

The challenge has never been more urgent. Tobacco industry and tobacco control efforts are successfully using the media to influence the attitudes and behavior of the American public. In addition, as tobacco advertising in traditional print media becomes scarcer, new or nontraditional media are being used by the tobacco industry to reach potential and established smokers. These media include the movies, the Internet, and video games.

The National Cancer Institute presents this 19th monograph, *The Role of the Media in Promoting and Reducing Tobacco Use*, in the Tobacco Control Monograph Series. The monograph provides a critical, scientific review and synthesis of current evidence regarding the power of the media to encourage and to discourage tobacco use. As such, it is the most current and comprehensive summary of the scientific literature on media communications in tobacco promotion and tobacco control. Research included in the review comes from the disciplines of marketing, psychology, communications, statistics, epidemiology, and public health. All are vital to understanding how exposure to the media influences tobacco use. Armed with that understanding, it is possible to explore effective ways to leverage the media to improve public health.

This monograph provides a comprehensive examination of different channels of media currently used, the strategies and themes that either encourage or discourage tobacco use, and their effects on attitudes and behavior. The monograph is organized into six parts:

Part 1, a general overview and framework, lays the groundwork for understanding the theory and methods underlying the media research examined in this monograph.

Part 2 explores how the tobacco industry uses advertising and promotion to create demand for its products, especially among adolescents. Tobacco advertising and promotion expenditures in the United States totaled more than \$13.5 billion in 2005 (in 2006 dollars). Research shows that tobacco advertising and promotion cause tobacco use to increase and even a brief exposure to tobacco advertising can influence adolescents.

Part 3 describes the role of the news and entertainment media in affecting tobacco use. Children and adolescents are exposed to these media up to 5.5 hours a day. A key finding is that depictions of tobacco in movies are causally related to youth smoking initiation.

Part 4 describes how the media have been used as part of tobacco control efforts and the media messages and channels that have worked best. The good news is that televised media campaigns can reduce tobacco use.

Part 5 shows how the tobacco industry and its supporters have used various media strategies to counter tobacco control measures and messages. For example, they have worked against anti-tobacco media campaigns in California and have defeated some state tobacco tax increases on the ballot.

Part 6 examines the future of the media in relation to both tobacco promotion and tobacco control. The conclusions reached can help provide direction for future research efforts and media interventions.

### **About the NCI Tobacco Control Monograph Series**

The National Cancer Institute established the Tobacco Control Monograph series in 1991 to provide ongoing and timely information about emerging issues in smoking and tobacco prevention and control. Monographs are available at no cost in print and online.

To order a free copy, call the NCI Cancer Information Service at 1-800-4-CANCER (1-800-422-6237) and ask for NIH Publication No. 07-6242 or visit

<http://cancercontrol.cancer.gov/tcrb/monographs/>

**APPENDIX O**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*English Basics*  
Volume 3, Number 21  
[www.rhlschool.com](http://www.rhlschool.com)

**Kinds of Sentences**

**Declarative** - A declarative sentence **makes a statement**. A declarative sentence ends with a period.

Example: The house will be built on a hill.

**Interrogative** - An interrogative sentence **asks a question**. An interrogative sentence ends with a question mark.

Example: How did you find the card?

**Exclamatory** - An exclamatory sentence **shows strong feelings**. An exclamatory sentence ends with an exclamation mark.

Example: The monster is attacking!

**Imperative** - An imperative sentence **gives a command**.

Example: Cheryl, try the other door.

Sometimes the subject of an imperative sentence is you understood (You).

Example: Look in the closet. (You, look in the closet.)

Part 1:

**Identify the kind of sentence. The first two have been done for you.**

1. Why do you believe that? *interrogative*
2. I want to know why you believe that. *declarative*
3. Please accept my apology.
4. Your face is frightening the baby!
5. My shoe is on fire!
6. When did you first notice that your shoe was on fire?
7. My doctor told me to take these vitamins.
8. Ask Doris for the recipe.
9. Did you solve the puzzle yet?
10. Ann, hand me your coat.
11. It's hard to believe that this paper is made from wood.
12. There are more apples in the refrigerator.
13. We're on the wrong planet!
14. Will Patricia pause to place poached pickles on Paula's pretty plate?
15. I would send her a gift if I were you.
16. Send her a nice gift.

Part 2:

Write two sentences for each of the four types of sentences.

**APPENDIX P****Reports****1. Types of reports (other reports may apply to specific fields of study):**

- A. Laboratory reports - health and safety reports
- B. Research reports - case study reports
- C. Field study reports - cost-benefit analysis reports
- D. Proposals - comparative study reports
- C. Progress reports - accomplishments or gains reports
- E. Technical reports - informative for specific areas
- F. Financial reports - Monetary data, expenses, etc.
- G. Other type of reports

**2. Describe the types of reports in your field of study.**

- A. Give examples of types of reports in a particular field of study.
- B. When will these reports be typically written (timeline - weekly, monthly, or yearly) and for what purpose are they written?
- C. In what format are the reports written (essay, charts, graphs, combination of formats, etc.)?
- D. Who is the intended audience?
- E. Does the information vary according to the type of audience? Consider confidential information or information to be shared only with supervisors, employees, media and/or the public at large.
- F. How is the structure of a report different from an essay or other type of writing?
- G. What should be included in the report for a specific field of study?
- H. Consider any additional sections, as applicable.

**3. Writing Conventions:** Standard English - mechanics, usage, grammar, spelling, punctuation, sentence structure, etc.

## APPENDIX Q

### “Pollution”

Retrieved from: [http://www.bcb.uwc.ac.za/Sci\\_Ed/grade10/ecology/conservation/poll.htm](http://www.bcb.uwc.ac.za/Sci_Ed/grade10/ecology/conservation/poll.htm)

#### Introduction

Pollution is the addition to the ecosystem of something which has a detrimental effect on it. One of the most important causes of pollution is the high rate of energy usage by modern, growing populations.

The report will address the following types of pollution in the ecosystem:

1. Air Pollution
2. Water Pollution
3. Land Pollution

#### 1. Air Pollution

Air pollution is the accumulation in the atmosphere of substances that, in sufficient concentrations, endanger human health or produce other measured effects on living matter and other materials. Among the major sources of pollution are power and heat generation, the burning of solid wastes, industrial processes and, especially, transportation. The six major types of pollutants are carbon monoxide, hydrocarbons, nitrogen oxides, particulates, sulfur dioxide, and photochemical oxidants.

#### Examples of Air Pollution

- **Noise Pollution**  
Noise pollution or unwanted sounds that are carried by the air have an irritating and detrimental effect on humans and other animals. Careful planning of streets and buildings in towns and better control over noisy vehicles may add to the control of noise pollution.
- **Tobacco Smoke**  
Tobacco smoke is one of the major forms of pollution in buildings. It is not only the smoker who is infected, but also everyone who inhales the polluted air. There is a very strong connection between smoking and lung cancer. Bronchitis is common among smokers, and unborn babies of mothers who smoke also suffer from the harmful effects of smoking.
- **Exhaust Gases of Vehicles**  
Pollution from exhaust gases of vehicles is responsible for 60% of all air pollution and in cities up to 80%. There is a large variety of harmful chemicals present in these gases, with lead being one of the most dangerous.
- **Combustion of Coal**  
The combustion of coal without special precautions can have serious consequences. If

winds do not blow away the poisonous gases, they can have fatal effects and may lead to death.

- **Acid rain**

Acid rain is the term for pollution caused when sulfur and nitrogen dioxides combine with atmospheric moisture to produce highly acidic rain, snow, hail, or fog. The acid eats into the stone, brick and metal articles and pollutes water sources. Coal in South Africa is rich in sulfur, and the power stations in the Mpumalanga Province could be responsible for acid rain over other areas of our country.

## Control Measures

Although individual people can help to combat air pollution in their own immediate environment, efficient control can be best achieved by legislation. Some commonly enforced control measures include:

- the establishment of more smokeless zones and
- control over the kinds of fuel used in cars, airplanes, power stations, etc.

## 2. Water Pollution

Water pollution is the introduction into fresh or ocean waters of chemical, physical, or biological material that degrades the quality of the water and affects the organisms living in it. This process ranges from simple addition of dissolved or suspended solids to discharge of the most insidious and persistent toxic pollutants, such as pesticides, heavy metals, and non-degradable, bio-accumulative, chemical compounds.

### Examples of Water Pollution

- **Industrial Effluent**  
Water is discharged after having been used in production processes. This waste water may contain acids, alkalis, salts, poisons, oils and, in some cases, harmful bacteria.
- **Mining and Agricultural Wastes**  
Mines, especially gold and coal mines, are responsible for large quantities of acid water. Agricultural pesticides, fertilizers and herbicides may wash into rivers and stagnant water bodies.
- **Sewage Disposal and Domestic Wastes**  
Sewage, as well as domestic and farm wastes, were often allowed to pollute rivers and dams.

### Control Measures

The following measures can be used to stop water pollution:

- Every intelligent people should be wise enough not to pollute water in any way.
- By research and legislation, the pollution of water bodies, even though not entirely prevented, must be effectively controlled.

### 3. Land Pollution

Land pollution is the degradation of the Earth's land surface through misuse of the soil by poor agricultural practices, mineral exploitation, industrial waste dumping, and indiscriminate disposal of urban wastes. It includes visible waste and litter, as well as pollution of the soil itself.

#### Examples of Land Pollution

- **Soil Pollution**  
Soil pollution is mainly due to chemicals in herbicides (weed killers) and pesticides (poisons which kill insects and other invertebrate pests). Litter is waste material dumped in public places such as streets, parks, picnic areas, at bus stops and near shops.
- **Waste Disposal**  
The accumulation of waste threatens the health of people in residential areas. Waste decay encourages household pests and turns urban areas into unsightly, dirty and unhealthy places in which to live.

#### Control Measures

The following measures can be used to control land pollution:

- Anti-litter campaigns can educate people against littering.
- Organic waste can be dumped in places far from residential areas.
- Inorganic materials such as metals, glass and plastic, as well as paper, can be reclaimed and recycled.

## APPENDIX R

### “Relationships Improve Your Odds of Survival by 50 Percent, Research Finds”

Retrieved from: <http://www.sciencedaily.com/releases/2010/07/100727174909.htm>

*ScienceDaily* (July 28, 2010) — A new Brigham Young University study adds our social relationships to the "short list" of factors that predict a person's odds of living or dying.

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In the journal *PLoS Medicine*, BYU facilitators Julianne Holt-Lunstad and Timothy Smith report that social connections -- friends, family, neighbors or colleagues -- improve our odds of survival by 50 percent. Here is how low social interaction compares to more well-known risk factors:

- Equivalent to smoking 15 cigarettes a day
- Equivalent to being an alcoholic
- More harmful than not exercising
- Twice as harmful as obesity

"The idea that a lack of social relationships is a risk factor for death is still not widely recognized by health organizations and the public," write the *PLoS Medicine* editors in a summary of the BYU study and why it was done.

The researchers analyzed data from 148 previously published longitudinal studies that measured frequency of human interaction and tracked health outcomes for a period of seven and a half years on average. Because information on relationship quality was unavailable, the 50 percent increased odds of survival may underestimate the benefit of healthy relationships.

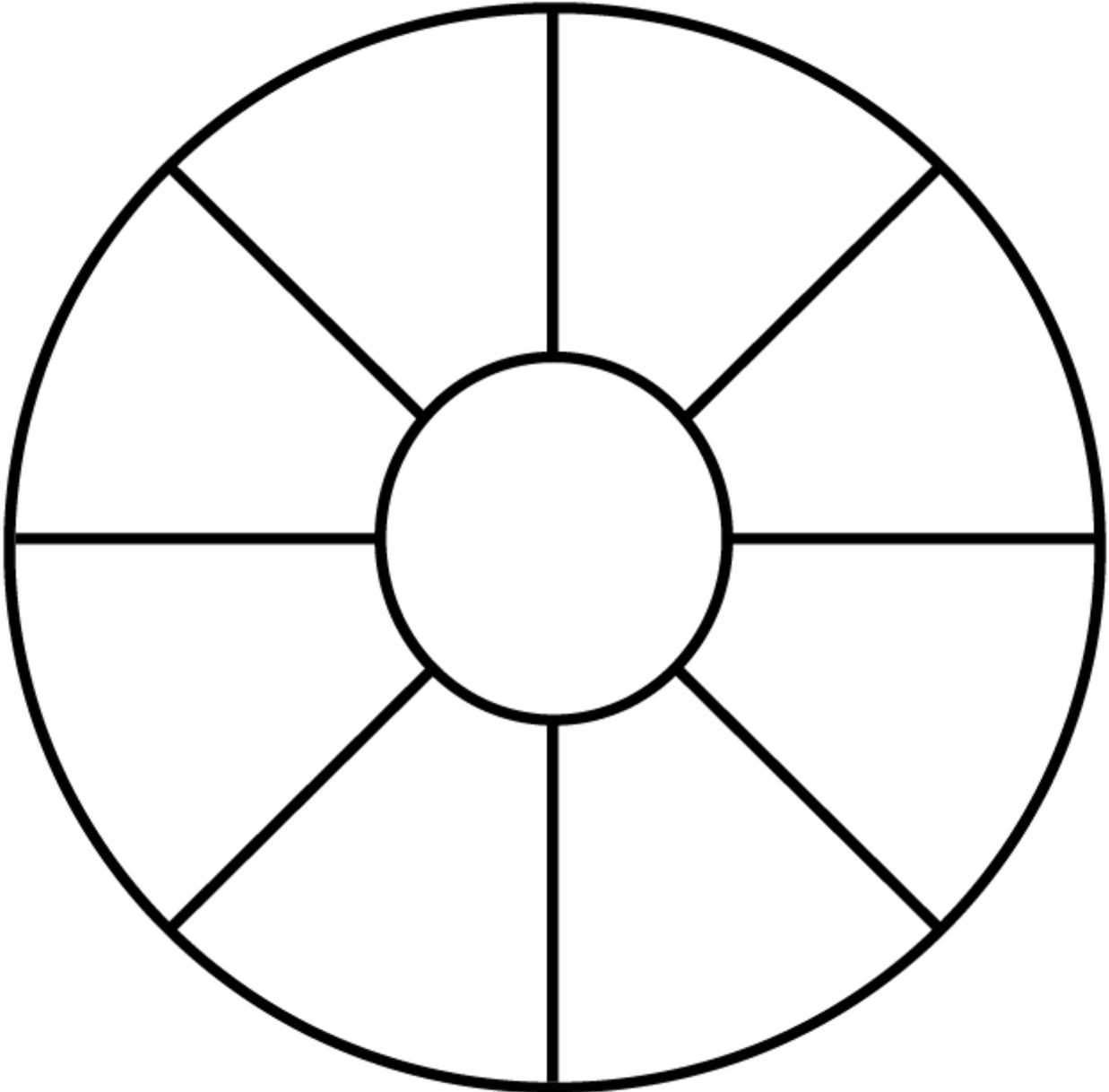
"The data simply show whether they were integrated in a social network," Holt-Lunstad said. "That means the effects of negative relationships are lumped in there with the positive ones. They are all averaged together." Holt-Lunstad said there are many pathways through which friends and family influence health for the better, ranging from a calming touch to finding meaning in life. "When someone is connected to a group and feels responsibility for other people, that sense of purpose and meaning translates to taking better care of themselves and taking fewer risks," Holt-Lunstad said.

In examining the data, Smith took a careful look at whether the results were driven primarily by people helping each other prolong their golden years. "This effect is not isolated to older adults," Smith said. "Relationships provide a level of protection across all ages." Smith said that modern conveniences and technology can lead some people to think that social networks aren't necessary. "We take relationships for granted as humans -- we're like fish that don't notice the water," Smith said. "That constant interaction is not only beneficial psychologically but directly to our physical health."

**APPENDIX S**

**Concept Wheel**

A concept wheel is a graphic organizer used for exploring knowledge and gathering and sharing information.



**APPENDIX T**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**SAT Vocabulary Practice**For additional practice refer to: <http://www.instructorweb.com/docs/pdf/satvocabularyless1doc.pdf>**Word List with Definitions**

Select at least 20 words, and use them in a sentence. The sentence must evidence that you comprehend the meaning of the word(s). Two words can be used in the same sentence.

1. **aspire** (v) to strive for a goal; to want or desire something excellent or far beyond the current state
2. **bilateral** (adj) having two sides
3. **candor** (n) honesty or straightforwardness, especially being honest about something unpleasant
4. **defraud** (v) to cheat; to gain something dishonestly, as through a lie, deception, or confidence game
5. **deity** (n) a god or goddess
6. **elude** (v) to escape from someone or something giving chase or searching; especially to use clever tactics to escape from pursuers
7. **fixture** (n) a permanency; a person or thing remaining fixed, in the same position
8. **handwriting** (n) the character or style of a person's writing by hand; cursive writing
9. **havoc** (n) chaos or large-scale destruction
10. **imbibe** (v) to drink a liquid; to absorb or take in something
11. **junction** (n) a joint or seam, where two parts meet
12. **kernel** (n) in a plant, a grain or seed; often edible and found inside the plant
13. **lapse** (n) the act of falling from a righteous or just position; a slight or temporary moral failure
14. **malady** (n) a disease, illness, or medical condition, especially a serious or chronic condition
15. **myriad** (n) many; a large number; countless
16. **necessitate** (v) to make something necessary
17. **nestle** (v) to lay or be enclosed comfortably; to snuggle
18. **obliterate** (v) to destroy; to break down into nothing; to eliminate
19. **parse** (v) to break something down into its parts in order to explain or understand it; especially to break apart a sentence into words and phrases, describing each part
20. **queue** (n) a line; a group of people waiting in order
21. **ravenous** (adj) extremely hungry; filled with hunger that cannot be satisfied
22. **scuttle** (v) to sink a ship by creating a hole or holes in the ship beneath the water line; also to destroy or wreck

23. **thearchy** (n) a government ruled by the leaders of a religion or by the power of a god or gods
24. **underworld** (n) a world beneath or below the normal world, especially a criminal world such as mafia society or a world of the dead such as Hades
25. **writhe** (v) to move uncomfortably; to twist around, especially to express pain

## APPENDIX U

### Research Papers

Write a research paper to present and submit at the end of the course. 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 since 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 V

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

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## APPENDIX W

**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?

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

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**APPENDIX X****Improving Communication Skills**

**Part I: Discuss with the class: What does the graphic below tell you about this speaker?**



Retrieved from: [www.itstime.com](http://www.itstime.com)

**1. Communication Methods**

Experts say that communication is composed of different methods: words, voice, tone and non-verbal clues. Of these, some are more effective in delivering a message than others. According to research, in a conversation or verbal exchange:

**Words are 7% effective,**

**Tone of voice is 38% effective, and**

**Non-verbal clues are 55% effective.**

Non-verbal clues include:

- Body language (e.g., eyes downcast, standing with hands on hips, arms crossed on chest, hands clasped behind back, shoulders hunched, rubbing the eye, sitting with legs crossed, etc.),
- Emotion of the sender and receiver (e.g., yelling, speaking provocatively, speaking with enthusiasm, etc.)
- Other connections between the people (e.g., friends, enemies, professional similarities or differences, personal similarities or differences, age similarities or differences, philosophical similarities or differences, attitudes, expectations, etc.).

In other words, **WHAT** you say is not nearly as important as **HOW** you say it!

A dull message delivered by a charismatic person filled with energy and enthusiasm will be accepted as brilliant.

An excellent message delivered by someone who is not interested in the topic will not engage the enthusiasm of its intended audience.

## 2. Communication Elements

### A. Elements of Speaking:

- body language,
- voice quality and eye contact,
- manner: directness, sincerity,
- dress and clothing (style, color, appropriateness for the occasion),
- visual aids, animation,
- emotional content, energy, strength,
- self-concept,
- listening to and hearing the underlying message,
- speaking from the heart,
- energy,
- setting, time, place, and timing,
- how the messenger delivers the message,
- sensitivity,
- rhythm and pacing,
- attitude, confidence, and rapport,
- agenda,
- purpose of communication - knowing what you want to communicate, and
- silence, centering, and clarity.

### B. Elements of Listening:

- attentiveness to speaker,
- eye contact,
- intention to be fully awake and aware,
- openness to other person and to yourself,
- paying attention,
- listening to yourself,
- feedback,
- body language, and
- expectations about the speaker, his/her message and agenda.

**3. Listening Skills: A key element to learning to communicate well**

- Real communication occurs when we listen with understanding - to see the idea and attitude from the other persons' points of view, to sense how it feels to them, to achieve their frame of reference in regard to the things they are talking about.
- Techniques that help achieve such understanding include the use of "perception checking" questions. Try this exercise with a friend or someone you trust.

## APPENDIX Y

### Role Play Activity: Listening and Rephrasing What the Speaker Said

**Person 1.** Start talking about any subject for 4 or 5 sentences (what you did at work today, your favorite..., a current event topic in the news).

**Person 2.** When the first person stops talking, repeat back to them what you thought you heard, starting with phrases like:

1. *I want to be sure I understand what you are saying. It sounds like . . . <your interpretation of what they said>*
2. *Is part of what you are saying . . . <your interpretation of what they said>?*
3. *What I hear you saying, if I understand you correctly is . . . <your interpretation of what they said>*
4. *I want to make sure I am hearing what you are saying . . . <your interpretation of what they said>*

Then, reverse the roles and the second person speaks for 4 or 5 sentences, then the first person asks perception checking questions.

By practicing such techniques, you are giving respect to the person speaking and showing that you understand what they are saying. If you misunderstand what they are trying to say, you can both work to clarify the message.

By practicing your listening skills, you will also develop better speaking skills. If you listen to where people misinterpret what you say, you will find ways to make it clearer. Your frustration at being misunderstood will disappear, and you will assume less about what you hear because you have confirmed it with the speaker.

Remember, listening is not the same as hearing. Hearing is using the ears to acknowledge the sound of something. Listening means understanding from the perspective of the speaker.

Don Gabor, in his book *Speaking Your Mind in 101 Difficult Situations*, gives these examples as ways to boost your listening skills. He offers these tips for using TACTFUL conversations:

- **T = Think** before you speak
- **A = Apologize** quickly when you blunder
- **C = Converse**, don't compete
- **T = Time** your comments
- **F = Focus** on behavior - not on personality
- **U = Uncover** hidden feelings
- **L = Listen** for feedback

## APPENDIX Z

Adapted from: **StoryCorps Great Questions List**

<http://storycorps.org/great-questions/>

These questions are merely suggestions for getting a good conversation going. We encourage you to use the ones you like and to come up with your own. Do not pose questions that are too personal.

### Great Questions for Anyone

- Who has been the biggest influence on your life? What lessons did that person teach you?
- What are the most important lessons you've learned in life?
- Are there any words of wisdom you'd like to pass along to others?
- What are you proudest of in your life?

### Raising Children

- Tell me about your family.
- How has being a parent changed you?
- What are your dreams for your children?
- Do you have any favorite stories about your kids?

### Growing Up

- Where did you grow up?
- Do you have any siblings? What were they like growing up?
- How would you describe yourself as a child?
- What is your best memory of childhood?
- Did you have a nickname? How did you get it?
- What did you think your life would be like when you were older?

### School

- What was your favorite subject in school?
- What would you do for fun?
- What will your classmates remember about you?
- Are you still friends with anyone from that time in your life?
- What are your best memories of grade school/high school/college/graduate school?
- Was there a teacher or teachers who had a particularly strong influence on your life?

**Work**

- What do you do for a living?
- Tell me about how you got into your line of work.
- What do you like about your job?
- What did you think you were going to be when you grew up?
- What lessons has your work life taught you?
- Do you have any favorite stories from your work life?

**Family**

- Where did your family live when you were little?
- Did you live near extended family such as grandparents, aunts and uncles?
- What traditions have been passed down in your family?
- What are your favorite memories of family times?
- Do you remember any of the stories they used to tell you?
- Are there some favorite places you traveled to with the family?

**APPENDIX A1****Preparation for an Interview**

<http://managementhelp.org/evaluatn/intrview.htm>

1. Choose a setting with little distraction. Avoid loud lights or noises, ensure the interviewee is comfortable, etc. Often, they may feel more comfortable at their own places of work or homes.
2. Explain the purpose of the interview.
3. Address terms of confidentiality. Note any terms of confidentiality. (Be careful here. Rarely can you absolutely promise anything. Courts may get access to information, in certain circumstances.) Explain who will get access to their answers and how their answers will be used or published.
4. Explain the format of the interview. Explain the type of interview you are conducting and its nature.
5. Indicate how long the interview usually takes.
6. Tell them how to get in touch with you later if they want to.
7. Ask them if they have any questions before the interview gets started.
8. Don't count on your memory to recall their answers. Ask for permission to record the interview, or bring along someone to take notes.

## APPENDIX B1

### **The Six Universal Facial Expressions Recognized around the World**

<http://www.businessballs.com/body-language.htm>

It is now generally accepted that certain basic facial expressions of human emotion are recognized around the world, and that the use and recognition of these expressions is genetically inherited rather than socially conditioned or learned.

While there have been found to be minor variations and differences among obscurely isolated tribes-people, the following basic human emotions are generally used, recognized, and part of humankind's genetic character:

These emotional face expressions are:

### **Happiness, Sadness, Fear, Disgust, Surprise, and Anger**

In the 1960s a Californian psychiatrist and expert in facial expressions, Paul Ekman, (with Sorenson and Friesen) conducted and published extensive studies with people of various cultures to explore the validity of Darwin's theory - that certain facial expressions and man's ability to recognize them are inborn and universal among people. Ekman's work notably included isolated tribes-people who could not have been influenced by Western media and images, and essentially proved that Darwin was right - i.e., that the use and recognition of facial expressions to convey certain basic human emotions is part of human evolved nature, genetically inherited, and not dependent on social learning or conditioning.

## APPENDIX C1

### Four Basic Types of Speeches

<http://www.ismckenzie.com/4-basic-types-of-speeches/> by Ian McKenzie

The four basic purposes of speeches are to inform, instruct, persuade, and entertain.

1. In the **informative speech**, the speaker provides interesting and useful information to the audience.

Examples:

- A. A teacher tells students about an earthquake.
- B. A student talks about her research about saving energy.
- C. A world-wide traveler discusses the Tower of London.
- D. A computer programmer speaks about new software.

2. In the **demonstrative (instructive) speech**, the speaker teaches or shows the audience how to do something. The demonstration is a necessary part of the speech.

Examples:

- A. how to start your own blog,
- B. how to bake a cake,
- C. how to write a speech, and
- D. how to do...anything.

3. In the **persuasive speech**, the speaker tries to convince the audience to change in some way, to try a new product or service, or to start doing something different.

Examples:

- A. become an organ donor,
- B. improve health habits through better eating and exercising,
- C. television violence is negatively influencing our children, and
- D. become a volunteer and support an organization.

4. In the **entertaining speech**, the speaker provides pleasure and enjoyment to the audience. This speech is typically given as an after-dinner speech to make people laugh or to identify with a situation or a person in the setting.

Example:

- A. why we don't win the lottery,
- B. lawyers and the truth,
- C. clean your house in 30 minutes, and
- D. creative marriage proposals.

**APPENDIX D1****Other Types of Speeches**

Persuasive Speech	Motivational Speech	Anniversary Speech
Informative Speech	Acceptance Speech	Retirement Speech
Demonstration Speech	Graduation Speech	Farewell Speech
Tribute Speech	Birthday Speech	Maid of Honor Speech
Inspirational Speech	Introduction Speech	Best Man Speech

<http://www.famous-speeches-and-speech-topics.info/giving-writing-speeches/w03-types-of-speeches.htm>

**APPENDIX E1****Sample Outline for a Speech or Public Speaking Event**

<http://www.nvcc.edu/home/npeck/speaking/speechoutline.htm>

Speech Title

**Purpose:** Why are you giving this talk?

**Thesis:** What is your major argument?

**I. Introduction**

- A. Greeting
- B. Attention getter
- C. Credibility statement
- D. Thesis statement
- E. Preview of main points

*Transition*

**II. Body**

- A. Main point #1
  - 1. Subordinate point (e.g., "According to...")
    - a. Support (e.g., example, statistics, visuals, testimonials)
    - b. Support
  - 2. Subordinate point
    - a. Support
    - b. Support

*Transition/Signpost*

- B. Main point #2
  - 1. Subordinate point

- a. Support
- b. Support

2. Subordinate point

- a. Support
- b. Support

*Internal Summary*

C. Main point #3

1. Subordinate point

- a. Support
- b. Support

2. Subordinate point

- a. Support
- b. Support

*Transition*

**III. Conclusion**

- A. Signal closing
- B. Restate thesis
- C. Review main points: #1, #2, # 3
- D. Memorable statement or call to action
- E. Thank audience for listening

Bibliography

Use APA format

For other samples, refer to: <http://sixminutes.dlugan.com/speech-preparation-3-outline-examples/>

## APPENDIX F1

**“Alone”**

by Maya Angelou

[http://www.quotesandpoem.com/poems/poeticworks/Angelou/Maya\\_Angelou\\_Poems/1](http://www.quotesandpoem.com/poems/poeticworks/Angelou/Maya_Angelou_Poems/1)

<p>Lying, thinking  Last night  How to find my soul a home  Where water is not thirsty  And bread loaf is not stone  I came up with one thing  And I don't believe I'm wrong  That nobody,  But nobody  Can make it out here alone.</p> <p>Alone, all alone  Nobody, but nobody  Can make it out here alone.</p> <p>There are some millionaires  With money they can't use  Their wives run round like banshees  Their children sing the blues  They've got expensive doctors  To cure their hearts of stone.</p>	<p>But nobody  No, nobody  Can make it out here alone.</p> <p>Alone, all alone  Nobody, but nobody  Can make it out here alone.</p> <p>Now if you listen closely  I'll tell you what I know  Storm clouds are gathering  The wind is gonna blow  The race of man is suffering  And I can hear the moan,  'Cause nobody,  But nobody  Can make it out here alone.</p> <p>Alone, all alone  Nobody, but nobody  Can make it out here alone.</p>
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## APPENDIX G1

# Desiderata

<http://www.fleurdelis.com/desiderata.htm>

-- written by Max Ehrmann in the 1920's --  
 Not "Found in Old St. Paul's Church"! -- see below

Go placidly amid the noise and the haste,  
 and remember what peace there may be in silence.

As far as possible, without surrender,  
 be on good terms with all persons.  
 Speak your truth quietly and clearly;  
 and listen to others,  
 even to the dull and the ignorant;  
 they too have their story.  
 Avoid loud and aggressive persons;  
 they are vexatious to the spirit.

If you compare yourself with others,  
 you may become vain or bitter,  
 for always there will be greater and lesser persons than yourself.  
 Enjoy your achievements as well as your plans.  
 Keep interested in your own career, however humble;  
 it is a real possession in the changing fortunes of time.

Exercise caution in your business affairs,  
 for the world is full of trickery.  
 But let this not blind you to what virtue there is;  
 many persons strive for high ideals,  
 and everywhere life is full of heroism.  
 Be yourself. Especially do not feign affection.  
 Neither be cynical about love,  
 for in the face of all aridity and disenchantment,  
 it is as perennial as the grass.

Take kindly the counsel of the years,  
 gracefully surrendering the things of youth.  
 Nurture strength of spirit to shield you in sudden misfortune.

But do not distress yourself with dark imaginings.  
Many fears are born of fatigue and loneliness.

Beyond a wholesome discipline,  
be gentle with yourself.  
You are a child of the universe  
no less than the trees and the stars;  
you have a right to be here.  
And whether or not it is clear to you,  
no doubt the universe is unfolding as it should.

Therefore be at peace with God,  
whatever you conceive Him to be.  
And whatever your labors and aspirations,  
in the noisy confusion of life,  
keep peace in your soul.

With all its sham, drudgery, and broken dreams,  
it is still a beautiful world.  
Be cheerful. Strive to be happy.

## APPENDIX H1

## Expressing Opinions

<http://pioneer.chula.ac.th/~pkanchan/html/opinion.htm>

<p><b>Opinion, either for or against:</b></p> <p>I think...            In my opinion...  I feel...                In my view...  I believe...            I figure that...  As I see it...         From my point of view...</p>	<p><b>Agreeing with an opinion:</b></p> <p>My view about this is positive.  I agree with this idea.  I agree completely with this idea.  I couldn't agree more on this.</p>
<p><b>Disagreeing with an Opinion:</b></p> <p>I think this idea is possible, but...  I don't agree with this idea.  I believe this idea cannot be implemented.  The project is feasible, but...</p>	<p><b>Considering the opinion:</b></p> <p>I'll think about it.  I'm not sure.  I believe...  We need a second opinion.</p>

**APPENDIX II**

**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.

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

Demonstrates mastery of the theme or subject of the discussion and properly explains the content without incurring in errors.						
<b>4. Resources Support Presentation</b> Ideas and arguments of the oral/audiovisual presentation are well-supported by the resources presented or discussed in class.						
<b>5. Captivated Audience</b> Captures the attention and interest of the audience and promotes their participation, if applicable.						
<b>6. High Level of Comprehension</b> Demonstrates a clear understanding of significant ideas and projects at a high level of comprehension.						
<b>7. Text Format and Visual Design</b> Text and visual design effectively fulfill their purpose and are appropriate for the audience.						
<b>Language</b>						
<b>8. Oral and Written Proficiency</b> Demonstrates excellent oral and written linguistic skills in English, including syntax and flow of ideas.						
<b>9. Academic/Technical Vocabulary</b> Applies academic/technical vocabulary effectively and correctly to convey the message.						
<b>10. Conventions</b>						

Uses proper and correct grammar; text is free of errors.							
<b>Subtotals</b> (70% for Content and 30% for Language)							<b>Total Points</b>

<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	
<i>Language Criteria (30%)</i>	
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> <u>    /50    </u> <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 J1**

**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 class participation.**

**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.

<b>Scale:</b> 5 = Highest 1 = Lowest	5	4	3	2	1	<b>Comments (Optional)</b>
<b>Criteria</b>	<b>Content</b>					
<b>1. Objectives and Concepts</b> 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> 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> Presents the lesson in an organized, logical, and coherent manner that can be easily understood by the ELL.						
<b>4. Mastery of Content and Performance</b> 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><b>5. Interaction and Evidence of Educational Activities</b>                  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>                  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>                  Uses audiovisual aids and technology properly and effectively during the demonstration.</p>						
<b>Language</b>						
<p><b>8. Linguistic Skills</b>                  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>                  Uses correct pronunciation and intonation and projects his/her voice clearly and precisely.</p>						
<p><b>10. Conventions</b>                  Uses proper and correct grammar.</p>						

<b>Writing Criteria (70%)</b>	<b>Subtotals per Criteria</b>
Objectives and Concepts	
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> <u>    /50    </u>  <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 K1

## RUBRIC TO EVALUATE CLASS PARTICIPATION

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

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

Topic \_\_\_\_\_ Workshop Number: \_\_\_\_\_

**Instructions:**

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

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

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

**Language**

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

<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> <u>    /50    </u> <b>Grade =</b>
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**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:** \_\_\_\_\_