

Sistema Universitario Ana G. Méndez

School for Professional Studies

Florida Campuses

Universidad del Este, Universidad Metropolitana, Universidad del Turabo

ENGL 501

ACADEMIC WRITING FOR GRADUATE STUDENTS I

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Please include all applicable information below:

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STUDY GUIDE

Course Title: Academic Writing for Graduate Students I

Code: ENGL 501

Credits: Three

Time Length: 5 weeks

Prerequisite: None

Description:

This is an intermediate English Writing Class that focuses on developing writing skills, such as the fundamentals of paragraph writing. It examines and provides strategies for developing skills in writing for specific audiences, writing conventions and development of topic sentences and supporting details. It also provides emphasis on strategies for developing supporting ideas. It stresses the development of basic reading and writing skills of graduate students. It systematically reviews basic structures and vocabulary with a great deal of written practice, which lead the student to a more confident ownership of the language. Grammar and editing skills review is incorporated as needed. A graduate student who takes the English placement test and receives a score of 82 to 103 (Level 3 – Developing and Level 4 – Expanding) points will need to enroll in this course.

Therefore, the goal of this course is to provide student writers with information that will allow them to demonstrate a command of academic writing skills.

General Content Objectives

By the end of the course, the student will:

1. Make appropriate decisions and apply techniques – writing conventions – by which academic writers are expected to communicate with academic audiences.
2. Identify audience and make decisions about topic, evidence, methods of presenting material and grammar.
3. Identify differences between spoken and written language
4. Develop basic reading and writing skills.
5. Feel comfortable expressing their own ideas, feelings and opinions in writing
6. Improve written skills by practicing paragraph conventions.
7. Improve skills in English language through a review of the basic written communication and grammar skills.

General Language Objectives

1. **Listen:** Listen to academic lectures attentively.
2. **Speak:** Discuss the quality of a wide array of academic written documents.
3. **Read:** Read insightful literature pieces.
4. **Write:** Compose essays of different literary genres.

Recommended Texts and Resources:

Killgallon, D., & Killgallon J. (2010). *Grammar for college writing: A sentence-composing approach*. Portsmouth, NH: Heinemann.

McDonald, S., & Salomone, W. (2012). *The writer's response: A reading-based approach to writing*. (5th ed.). Boston, MA: Wadsworth.

VanderMey, R., et al. (2012). *The college writer brief: A guide to thinking, writing, and researching*. (4th ed.). Boston, MA: Wadsworth.

Electronic textbook:

Bender, S. (2011). *Creative writing demystified*. New York, NY: McGraw-Hill. ISBN: 0071737006 / 9780071737005 (e-book format).

Evaluation Criteria

• Attendance and participation	10%
• Four essays	20%
• Reflective journals	10%
• Two debates	20%
• E-Lab	10%
• Writing application exam	20%
• Portfolio	10%
TOTAL	100%

Description of the Evaluation Process

1. Attendance and participation

a. Attendance and participation in every workshop is mandatory. The following criteria will also be evaluated:

- Mastery of the material discussed in class.
- Completion of work assigned in class.
- Collaboration with their peers on assigned group work.
- Demonstration of proper verbal communication skills.

- Turn in work strictly on time.
- b. Students will earn 10 points for attendance and participation. Absences will affect their final grade as follows: 3 points for attendance and 7 points for participation in every class.

Four essays

- a. A descriptive essay: Workshop One
 - b. A narrative essay: Workshop Two
 - c. An expository essay: Workshop Three
 - d. A persuasive essay: Workshop Four
2. Self-reflection
- Students will write a self-reflection on their learning experience in every workshop.
3. Two debates
- a. Students will participate in two debates of selected reading excerpts in Workshops Two and Four.
4. E-Lab (Language Lab) Requirements (Tell Me More, Net Tutor, Wimba Voice, Virtual Library, & Voice e-mail)
- Language Lab Minimum Requirement: Students must demonstrate that they have complied with the hours of language lab usage for English. The facilitator may require a higher number of hours for language lab practice based on the language needs for listening, speaking, reading, and writing skills.
5. Writing application exam

Students will take a final writing application in Workshop Five. Students will have 40 minutes to write a short essay. Writing prompts will be provided by the facilitator.

6. Portfolio

- a. All self-assessments, reflections, written assignments, and selection of work done during the course, will be assembled in a portfolio strictly following the guidelines of portfolio elaboration in appendixes B's.
- b. The portfolio should be submitted twice during this course: for feedback (Workshop 3), and final evaluation (Workshop 5).
- c. Students may earn up to 35 points for the portfolio handed in on time.

Scale

A = 100 – 90%

B = 89 – 80%

C = 79 – 70%

D = 69 – 60%

F = 59% or below

Description of Course Policies

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® 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 and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.
4. **If a student is absent to more than one workshop the facilitator will have the following options:**
 - a. **If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.**

b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.

5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative learning activities, the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own. SafeAssign™, a Blackboard plagiarism deterrent service, will be used by the facilitators to verify students' ownership of written assignments. 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, and if you belong to UMET or UNE, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals. Ethical behavior is expected from the students in all course related activities. This means that ALL papers submitted by the student must be original work and that

all references used will be properly cited or mentioned in the bibliography.

Plagiarism will not be tolerated and, in case of detecting an incidence, the student will obtain a zero in the assignment or activity and could be referred to the Discipline Committee.

8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:

- www.google.com
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu

- www.eric.ed.gov/
- www.flelibrary.org/
- www.google.com
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- <http://www.apastyle.org/>

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

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

Estos son sólo algunas de las muchas compañías donde puede comprar o alquilar libros.

The facilitator may make changes or add additional professional educational web resources, if deemed necessary.

Note: If the facilitator or the student is required or wants to perform a research or needs to administer a questionnaire or an interview, he/she must comply with the norms and procedures of the **Institutional Review Board Office (IRB)** and ask for authorization.

To access the forms from the IRB Office or for additional information, visit the following link: http://www.suagm.edu/ac_aa_re_ofi_formularios.asp and select the forms needed.

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

If you have any question, please contact the following Institutional Coordinators:

Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)

Tel. (787) 751-0178 Ext. 7196

Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo

Tel. (787) 743-7979 Ext.4126

Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.

2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

WORKSHOP ONE

Specific Content Objectives:

1. Apply pre-writing strategies in academic descriptive writing correctly.
2. Analyze the basic structure of a paragraph and the development of topic sentences in descriptive writing.
3. Compare and contrast show and tell sentences accurately in narrative essays.
4. Identify the six traits of writing in descriptive writing effectively.
5. Organize a descriptive 5-paragraph essay using a graphic organizer.

Specific Language Objectives:

1. **Listen:** Listen for specific information of the writing process through short oral formal presentations and take notes.
2. **Speak:** Discuss varied pre-writing strategies in small groups.
3. **Read:** Analyze show and tell sentences in descriptive writing accurately.
4. **Write:** Write a descriptive 5-paragraph applying the writing process effectively.

Electronic Links (URLs):

Virtual library

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

Basic Paragraph Structure

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

<http://www.indiana.edu/~wts/pamphlets/paragraphs.pdf>

<http://ecademy.agnesscott.edu/~jturner/paragraphwriting.pdf>

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

Paragraph Development and Topic Sentence

<http://grammar.ccc.commnet.edu/grammar/paragraphs.htm>

<http://english.okstate.edu/writing/Resources/Topic%20Sentences.pdf>

Paragraph outline form

http://www.homeschoolhelperonline.com/worksheets/paragraph_outline.htm

http://www.englishclub.com/writing/college-application-essays/lth_outlineworksheet.html

How audience and focus affect purpose

<http://writing.colostate.edu/guides/processes/focus/list4.cfm>

http://media.wiley.com/product_data/excerpt/60/04712813/0471281360-1.pdf

Finding your voice

<http://hollylisle.com/fm/Articles/wc1-6.html>

<http://efuse.com/Design/wa-voice.html>

Voice in Writing

<http://ezinearticles.com/?How-to-Find-Your-Voice&id=125836>

<http://www.fictionfactor.com/articles/voice.html>

Putting voice into professional writing

<http://designsensory.com/pws/lesson1/index.html>

Assignments Prior to the Workshop:

1. Plan a list of ideas, concept map, or any other form of graphic organizer to be used to develop a paragraph describing an activity performed during last week. Think about your position as a writer and the intended audience. How would your writing be different if your intended audience changed? Notice how your

selection of ideas and language will be different as you write for the following audiences:

1. A letter to your congressman
 2. An e-mail to your boss
 3. A memo to your employee
 4. A letter to a relative
2. Search for a topic related to your major of study. Brainstorm ideas for your paragraph about your chosen topic. Be aware that you remain the same writer in terms of knowledge about that topic but that as your audience changes, the way you present the material differs for each of the following audiences:
1. A colleague
 2. A supervisor
 3. A CEO
3. Bring your brainstorming to class.
4. Search for information about the writing process on the Internet, virtual library, or online journals. Prepare a flowchart with the information of the writing process, discuss your flowchart with your peers using Wimba Voice, and be ready to share your findings with the class. (Appendix A) (E-Lab).

Academic Core Vocabulary:

1. Audience
2. Brainstorming
3. Compare and contrast
4. Descriptive writing
5. Paragraph
6. Purpose
7. Show and tell sentences
8. Topic sentence
9. Voice
10. Writing process

List of Supplementary Materials for the Workshop:

1. Chart paper
2. Graphic organizer
3. PowerPoint presentation
4. Pictures
5. Sentence strips

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

A. Preparation

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

B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies

(Cognitive Academic Language Learning Approach)

- Cognitive
- Meta-cognitive
- Social/Affective

C. Grouping Options

- Whole Class
- Small Groups
- Partners
- Independent Work

D. Integration of Processes

- Listening
- Speaking
- Reading
- Writing

E. Application

- Hands-on
- Meaningful/Relevant
- Rigorous
- Link to Objectives
- Promote Engagement

Activities:

1. Icebreaker – the facilitator will say his/her name, area of expertise, and a future goal. Then, he/she will throw a soft flex ball to a student. The student would then say his/her name, area of expertise, and a future goal. Next, the student would throw the ball to a classmate and the process will continue until everyone participates.
2. The facilitator will go over the guidelines and expectations for the course.
3. Students will select their representative.
4. In small groups, students will create a concept map using their listed ideas to develop a paragraph.
5. The facilitator will introduce to the class several small paragraphs addressing different audiences. Students will read the paragraphs and discuss the possible audience of each. Then, students will share their findings with the class. The facilitator will provide help if needed.
6. Given a list of varied audiences, students will select one and write a paragraph. Students will later defend their position on using a specific kind of vocabulary and sentence elaboration for that audience.
7. Using a PowerPoint presentation, the facilitator will introduce the concept of a topic sentence.
8. Students will read different excerpts and identify the topic sentence of each.
9. Students will develop an adequate topic sentence for a paragraph on their major-related topic using sentence strips and post them on the wall. Then, students will

group together by major to discuss their topic sentences and provide feedback.

Next, groups will present their major-related topics to the class.

10. Students will write a paragraph on their chosen topic for a colleague, a supervisor, or a CEO.
11. The facilitator will have students count off to four. Every third student will present his paragraph to the class.
12. Using a PowerPoint presentation, the facilitator will introduce the basic structure of a paragraph using a template.
13. Students will develop a paragraph following the template provided by the facilitator. Then, students will turn to the student to the right or left and swap papers for peer feedback.
14. The facilitator will introduce paragraphs that show and tell, and help students compare and contrast “show vs. tell” paragraphs. Given a picture of a dessert, students will write a showing paragraph using concrete words to better describe the dessert.
15. The facilitator will guide students how to provide effective feedback to improve the quality of their writing.
16. Using Phillips 6-6 discussion strategy, class will be divided in six small groups. Each group will have one of the six traits. Their task at hand is to prepare a presentation to the class on the writing trait. A question and answer session will follow.
17. In small groups, students will complete the five human sense chart with adjectives related to each sense to describe their chosen topic sentence. Next, each group

will write a paragraph using the brainstormed adjectives of the chart and send it to the facilitator via e-mail.

18. Students will start working on their English language skills using the E-Lab. It will be part of the final grade.

Assessment:

1. **Individual:** Students will write a self-reflection on their learning experience in this workshop.
2. **Group:** Students will develop an appropriate topic sentence for a paragraph to be written in group.
3. **Written:** Students will compose a descriptive essay.
4. **Oral:** Using Phillips 6-6 discussion strategy, students will analyze one of the six traits of writing.

Lesson Wrap-Up:

1. Throughout the workshop, the facilitator will ask appropriate questions so that students can repeat and review the content of the workshop.
2. The students in pairs will complete a cloze summary activity.

WORKSHOP TWO

Specific Content Objectives:

1. Apply the concepts of tone and mood appropriately in narrative writing.
2. Use the five elements of story structure: plot, setting, characters, theme, and point of view correctly in narrative writing.
3. Identify and use figurative speech in narrative writing effectively.
4. Build an outline for a narrative five-paragraph essay.
5. Organize a narrative 5-paragraph essay using a graphic organizer.

Specific Language Objectives:

1. **Listen:** Listen for specific distinctive features of tone and mood in narrative writing.
2. **Speak:** Analyze the five elements of story structure by participating in a small-group discussion.
3. **Read:** Identify varied figures of speech in narrative writing such as simile, metaphor, onomatopoeia, personification, etc.
4. **Write:** Write a narrative 5-paragraph essay effectively.

Electronic Links (URLs):

Virtual library

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

Tone

http://www.tnellen.com/cybereng/lit_terms/tone.html

<http://www.cliffsnotes.com/Section/What-is-tone-exactly-and-how-do-you-find-it-in-stories-.id-305408,articleId-8021.html>

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

http://www.ehow.com/how_2103674_use-tone-writing.html

Mood

<http://www.his.com/~pshapiro/mood.in.writing.html>

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

http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm

Figurative Speech

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

<http://www.englishclub.com/vocabulary/figures.htm>

http://www.ehow.com/about_5372289_figurative-speech.html

http://www.orangeusd.k12.ca.us/yorba/figurative_language.htm

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

Outlines

<http://www.essaywritinghelp.com/outline.htm>

<http://www.gc.maricopa.edu/English/essay/>

http://itech.pjc.edu/cpwriting/para_writing/outline.htm

www.tcl.edu/.../HowtoWriteaWellDevelopedParagraph_000.pdf -

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

The five elements of story structure

<http://hpms.hpisd.org/Portals/1/Teachers/Weitman/Storyelements7.ppt>

<http://www.wsdstaff.net/~chunter/documents/ElementsofFiction.pdf>

Narrative Essays

http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html

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

<http://www.yourdictionary.com/grammar/examples/narrative-essay-examples.html>

<http://www.suite101.com/content/example-of-a-narrative-paragraph-a106737>

<http://www.thewritingsite.org/resources/genre/narrative>

Assignments Prior to the Workshop:

1. Search on the Internet for readings that may have words that appeal to tone and mood. Discuss your ideas with your peers using Wimba Voice. Then, make a T-chart with words that appeal to tone and mood. (Appendix A) (E-Lab).
2. Search for the elements of story structure: plot (what happens), setting (the time and place of the action), characters (who is involved), theme (underlying central idea), and point of view (who is telling the story), and bring your notes to class.
3. Watch the video *Figurative Language* posted at:
<http://www.youtube.com/watch?v=x3bBLnpg7M> and take notes of the figurative speech introduced in the video.

Academic Core Vocabulary:

1. Tone
2. Mood
3. Figurative language
4. Narrative writing
5. Outline

List of Supplementary Materials for the Workshop:

1. Index cards
2. Pictures

3. Video
4. Listening clips
5. T chart

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

A. Preparation <input checked="" type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background Knowledge <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	B. Scaffolding <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Comprehensible Input
CALLA Strategies (Cognitive Academic Language Learning Approach) <input checked="" type="checkbox"/> Cognitive <input checked="" type="checkbox"/> Meta-cognitive <input checked="" type="checkbox"/> Social/Affective	
C. Grouping Options <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent Work	D. Integration of Processes <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing
E. Application <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful/Relevant <input checked="" type="checkbox"/> Rigorous <input checked="" type="checkbox"/> Link to Objectives <input checked="" type="checkbox"/> Promote Engagement	

Activities

1. The facilitator will lead a preview/review activity of assignments prior to the workshop.
2. Using a PowerPoint presentation, the facilitator will introduce the concepts of *mood* and *tone* in writing.
3. Students in small groups will share the words appealing to tone and mood found in their reading of different excerpts.
4. Using the words found in their reading, students will write sentences with tone and mood appealing words on sentence strips.
5. Students will display their work and the class will provide feedback to the effectiveness of the words used in their sentence writing.
6. Using a PowerPoint presentation, the facilitator will introduce a brief outline with the five elements of story structure: plot, setting, characters, theme, and point of view.
7. Discussion: Class will be divided in five groups and each group will have one of the five elements of story structure. Each group will become an expert on the element assigned and then an expert from each group will rotate among groups for three minutes. The process will continue until each group has an expert of each element of story structure.
8. Following with the PowerPoint presentation, the facilitator will introduce the importance of using outlines as a planning activity previous to writing.
9. In small groups, students will select a topic from the teacher-generated list to develop a story. Then, groups will organize each of the five elements of story

structure using an outline format. Next, groups will put all the story structure elements together and write the first draft of the story.

10. Students will participate in the Writer's Workshop to provide feedback and improve the quality of their writing.
11. Students will involve in a discussion of the video *Figurative Language* and prepare a graphic organizer with their notes.
12. The facilitator will read aloud sentences using figurative language while students will listen to him/her with their eyes closed. Then, students will make a picture representation of what they heard on an index card 5 x 8. Next, students will write a sentence based on the illustration taken from the card and share their interpretation of the figurative language. A discussion will follow.
13. Students will complete an outline of a narrative five-paragraph essay in ten minutes and hand it in to the facilitator.
14. Students will start working on their English language skills using the E-Lab. It will be part of the final grade.

Assessment:

1. **Individual:** Students will write a self-reflection on their learning experience in this workshop.
2. **Group:** Students in small groups will share the words appealing to tone and mood found in their reading of different excerpts.
3. **Written:** In small groups students will write the first draft of a story using the five elements of story structure.

4. **Oral:** In groups, students will discuss and analyze the five elements of story structure.

Lesson Wrap-Up:

1. The facilitator will say one thought of something learned in the workshop. Then, a student will volunteer to take that thought and either elaborate on it or weave that thought into another idea or concept learned in class that day. Each student will have a chance to contribute to the discussion.
2. Partner review: pair students who are designated as partner A or B. Using prompts such as: three reasons for this excerpt to be a narrative paragraph, three facts I learned today are... Students will alternate partners for additional review.

WORKSHOP THREE

Specific Content Objectives:

1. Use passive voice appropriately in expository writing.
2. Use signals and transition words for introductions, reasons, and points of view in expository writing correctly.
3. Analyze the five expository text structures: description, sequence, comparison, cause and effect, and problem and solution.
4. Compose an effective summary of a research-based topic.
5. Organize an expository five-paragraph essay of a research topic using a graphic organizer.

Specific Language Objectives:

1. **Listen:** Listen to a brief academic presentation about expository writing and take notes of its distinctive features from other kinds of writing.
2. **Speak:** Discuss the five expository text structures in a formal academic conversation.
3. **Read:** Read about a selected research-based topic for the development of an expository essay.
4. **Write:** Write an expository five-paragraph essay effectively

Electronic Links (URLs):

Virtual library

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

Active vs. Passive Voice

<http://owl.english.purdue.edu/owl/resource/539/01/>

<http://www.towson.edu/ows/activepass.htm>

<http://grammar.ccc.commnet.edu/grammar/passive.htm>

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

Signals and transition words

<http://www.sdc.uwo.ca/writing/handouts/Transition%20Signals.pdf>

<http://www.lc.unsw.edu.au/onlib/trans1.html>

<http://rwc.hunter.cuny.edu/reading-writing/on-line/transi.html>

The five expository text structures

<http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf>

How to write a summary

<http://www.enotes.com/topics/how-write-summary>

<http://www.english.udel.edu/wc/student/handouts/how.pdf>

<http://leo.stcloudstate.edu/acadwrite/summary.html>

Expository writing

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

http://homeworktips.about.com/od/essaywriting/a/expository.hhttp://essayinfo.com/essays/expository_essay.phptm

<http://www.essaywritinghelp.com/expository.htm>

http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html

Assignments Prior to the Workshop:

1. Search for information on active and passive voice in expository writing using the virtual library, the Internet or other electronic resources. Then, share your findings with your peers using Wimba Voice (E-Lab).
2. Complete a Venn diagram on active and passive voice and bring it to class.
3. Categorize signals and transition words used in expository writing.
4. Search for the five expository text structures: description, sequence, comparison, cause and effect, and problem and solution. Bring your notes to class.
5. Watch the video *How To Write a Summary* posted at <http://www.youtube.com/watch?v=-zgKOguRrRs> , make a flow chart, and be ready for a group discussion.

Academic Core Vocabulary:

1. Active voice
2. Passive voice
3. Transition words
4. Expository writing
5. Summary

List of Supplementary Materials for the Workshop:

1. Chart paper
2. Markers
3. Tape

4. Graphic organizer

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

A. Preparation

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

B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies

(Cognitive Academic Language Learning Approach)

- Cognitive
- Meta-cognitive
- Social/Affective

C. Grouping Options

- Whole Class
- Small Groups
- Partners
- Independent Work

D. Integration of Processes

- Listening
- Speaking
- Reading
- Writing

E. Application

- Hands-on
- Meaningful/Relevant
- Rigorous
- Link to Objectives
- Promote Engagement

Activities

1. The facilitator will lead a preview/review activity of assignments prior to the workshop.
2. In small groups, students will discuss the differences between active and passive voice using the Venn diagram. Then, students will construct their own definition of active and passive voice. Next, they will label sentences provided by the facilitator as passive or active voice and be ready to defend their answers.
3. Given a set of sentences, students will change active to passive sentences.
4. The facilitator will model how to use signals and transition words in expository writing.
5. Given an incomplete paragraph, students will select the most appropriate signals or transition words to make ideas flow.
6. Discussion: Class will be divided in five groups and each group will have one of the five expository text structures. In their expert groups, students will discuss and agree on what each text structure is and how to use it. Then, they will write on chart paper their conclusions with an example. The groups will post their charts on the wall and the expert groups will rotate to the chart to the right and write a question using an assigned color of marker. By the end of this activity, each expert group will explain their chart, read, and address the questions posted.
7. Students will discuss the video *How to Write a Summary* and display their flow charts on the walls. Then, students will explain the different steps of how to write a summary.

8. The facilitator will provide copies of an excerpt and have students summarize it following the steps described in the previous activity. Then, students will do a peer assessment of their work.
9. The facilitator will model how to write a thesis statement in expository writing.
10. Students will practice how to synthesize information to write a thesis statement for a given topic. Then, students will exchange papers with their classmates to compare the thesis statements they have written on the same topic.
11. Using the topic outline, students are to write a thesis statement for their expository essay to be handed in at the Workshop Four.
12. Students will start working on their English language skills using the E-Lab. It will be part of the final grade.

Assessment:

1. **Individual:** Students will write a self-reflection on their learning experience in this workshop.
2. **Group:** In small groups, students will complete a Venn diagram with the differences between active and passive voice.
3. **Written:** Students will compose their expository essay.
4. **Oral:** In groups, students will discuss and analyze the five expository text structures.

Lesson Wrap-Up:

1. Shortly before the workshop ends, the facilitator will ask a simple question, “so mention one concept or idea discussed today?”

2. Students in groups can write a set of review questions about the workshop for another group to answer.

WORKSHOP FOUR

Specific Content Objectives:

1. Distinguish between fact and opinion statements in persuasive/argumentative writing clearly.
2. Use types and devices of persuasive/argumentative writing effectively.
3. Evaluate the following ways to persuade: an appeal to character, an appeal to reason, and an appeal to the emotions.
4. Organize a solid argument by applying the solid-argument principles.
5. Organize a persuasive/argumentative 5-paragraph essay using a graphic organizer.

Specific Language Objectives:

1. **Listen:** Listen to brief presentations about persuasive/argumentative writing and take notes of its characteristics.
2. **Speak:** Support a solid argument in a debate effectively.
3. **Read:** Differentiate good and weak arguments accurately by reading different reading excerpts.
4. **Write:** Compose a persuasive/argumentative five-paragraph essay.

Electronic Links (URLs):

Virtual library

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

Fact vs. opinion

<http://languagearts.pppst.com/fact-opinion.>

<http://mrsdell.org/gr2/factopinion.html>

<http://cuip.uchicago.edu/www4teach/97/jlyman/default/quiz/factopquiz.html>

http://www.scholastic.com/staysmart/pdf/ccr_a_seq_factopinion.pdf

Persuasive/Argumentative Essays

http://www.orangeusd.k12.ca.us/yorba/persuasive_writing.htm

http://www.ksdeaf.org/Academics/Bilingual/bilingual_rubrics/Expository%20Essay%20Personal%20Eval%20Outline.pdf

http://www.powayusd.com/teachers/dsykes/persuasive_essay_format.htm

http://www.ehow.com/how_4593531_write-persuasive-essay-outline.html

Ways to persuade

<http://www.powa.org/argumentative-essays/three-argumentative-appeals.html?showall=1>

Writing an argument

<http://factoidz.com/persuasive-writing-building-a-solid-argument/>

<http://www.slideshare.net/eseochile/a-solid-argument-presentation>

Argumentative/Persuasive writing

<http://www.thewritingsite.org/resources/genre/persuasive.asp>

http://www.orangeusd.k12.ca.us/yorba/persuasive_writing.htm

http://www.ksdeaf.org/Academics/Bilingual/bilingual_rubrics/Expository%20Essay%20Personal%20Eval%20Outline.pdf

http://www.powayusd.com/teachers/dsykes/persuasive_essay_format.htm

http://www.ehow.com/how_4593531_write-persuasive-essay-outline.html

Assignments Prior to the Workshop

1. Search for information on how to organize an effective argument using the virtual library, the Internet, and other electronic resources, and share it with your peers using Wimba Voice. Then, prepare a graphic organizer that shows the process of elaboration of a solid argument. (E-Lab).
2. Complete a Venn diagram on facts and opinions. Bring examples of facts and opinions written on sentence strips to class.
3. Prepare index cards with information about ways to persuade: an appeal to character, an appeal to reason, and an appeal to the emotions. Bring your cards to class and be ready for discussion.
4. Watch the video *How to Write a Good Argumentative Essay: Logical Structure* posted at: <http://www.youtube.com/watch?v=tAmgEa1B1vI&feature=related> . Prepare a flow chart and bring it to class.

Academic Core Vocabulary:

1. Argument
2. Facts
3. Opinions
4. Persuasive writing
5. To appeal

List of Supplementary Materials for the Workshop:

1. Graphic organizer
2. Index cards
3. Video

4. Sentence strips

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

<p>A. Preparation <u>X</u> Adaptation of Content <u>X</u> Links to Background Knowledge <u>X</u> Links to Past Learning <u>X</u> Strategies Incorporated</p>	<p>B. Scaffolding <u>X</u> Modeling <u>X</u> Guided Practice <u>X</u> Independent Practice <u>X</u> Comprehensible Input</p>
<p>CALLA Strategies (Cognitive Academic Language Learning Approach) <u>X</u> Cognitive <u>X</u> Meta-cognitive <u>X</u> Social/Affective</p>	
<p>C. Grouping Options <u>X</u> Whole Class <u>X</u> Small Groups <u>X</u> Partners <u>X</u> Independent Work</p>	<p>D. Integration of Processes <u>X</u> Listening <u>X</u> Speaking <u>X</u> Reading <u>X</u> Writing</p>
<p>E. Application <u>X</u> Hands-on <u>X</u> Meaningful/Relevant <u>X</u> Rigorous <u>X</u> Link to Objectives <u>X</u> Promote Engagement</p>	

Activities:

1. The facilitator will lead a preview/review activity of the assignments prior to the workshop.
2. In small groups, students will discuss the information collected on their Venn diagrams. (E-Lab). Then, they will complete the outline placed in Appendix C. After completing the assignment, groups will define both facts and opinions, and establish the distinctive features of each.
3. Using a PowerPoint presentation, the facilitator will wrap up the difference between facts and opinions. Then, he/she will request students to use the examples of facts and opinions written on sentence strips.
4. Students will display the sentence strips on two walls (one for facts; the other for opinions) opposite from each other. They will read the strips and remove them from one wall to the other if needed. Then, students will debate the fact and opinion statements and remove sentence strips once more from one wall to the other if necessary. The facilitator will help students reach consensus.
5. Following the PowerPoint presentation, the facilitator will outline the types of arguments and persuasive devices. Then, class will be divided in eight small groups and be assigned with one of the types of arguments and persuasive devices. Each group will write two brief examples that illustrate the assigned device. A discussion will follow.
6. Numbered head group work: Students will sit in groups of four. Each student has a designated number, 1 through 4, decided by the members of each group. On the board, the facilitator will write a question about each way to persuade. Groups

- will get a short time, from 20 to 90 seconds, to discuss their answers using their index cards. When time is up, the facilitator calls out a number, and all the number 3 students will raise their hands or stand up. The facilitator will choose one student to answer the question and continue calling on other number 3's until sufficient information has been offered. This procedure is repeated with each question.
7. After the numbered head discussion, the facilitator will assign one of the approaches to persuade to each group and have them write a brief paragraph that illustrates the assigned topic. Then, students will share and provide/receive feedback using peer assessment.
 8. Students will discuss the video *How to Write a Good Argumentative Essay: Logical Structure* and display their flow charts on the walls. Then, students will explain the different steps of how to write an effective argumentative/persuasive essay.
 9. Following the PowerPoint presentation, the facilitator will explain different ways on how to elaborate a solid argument. Then, the facilitator will show via PowerPoint some outstanding and weak argument samples, and he/she will have students identify which are outstanding or weak arguments. After the identification of weak arguments, students will make them strong and share them with the class.
 10. The facilitator will present persuasive writing graphic organizers, and have students choose one of them and complete it as a previous step to the elaboration

of their argumentative/persuasive essays to be handed in at the beginning of Workshop Five.

11. Students will start working on their English language skills using the E-Lab. It will be part of the final grade.

Assessment:

1. **Individual:** Students will write a self-reflection on their learning experience in this workshop.
2. **Group:** In groups, students will answer the question posed by the facilitator as to different ways to persuade. Groups will have from 20 to 90 seconds to discuss their answers.
3. **Written:** Students will compose an argumentative/persuasive essay.
4. **Oral:** Students will explain the different steps of how to write a persuasive essay.

Lesson Wrap-Up:

1. The facilitator will ask students to complete the following stems:
 - a. Who remembers the reason for...?
 - b. Who remembers what _____ means?
2. The facilitator will ask at random times during the workshop for a “quick check” posing a question to different groups of students.

WORKSHOP FIVE

Specific Content Objectives:

1. Identify the distinctive features of the four literary genres studied in this course: descriptive, narrative, expository, and persuasive writing.
2. Distinguish between quoting, paraphrasing, and summarizing clearly.
3. Organize an essay using one of the four literary genres studied in the course.
4. Apply the principles of the writing workshop approach correctly in editing papers.

Specific Language Objectives:

1. **Listen:** Listen for differences among descriptive, narrative, expository, and persuasive writing in small-group discussion and take notes of their distinctive features.
2. **Speak:** Analyze features of descriptive, narrative, expository, and persuasive writing in a formal academic conversation.
3. **Read:** Evaluate descriptive, narrative, expository, and persuasive writing samples.
4. **Write:** Compose an essay using one of the literary genres studied in this course.

Electronic Links (URLs):

Virtual library

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

Descriptive writing

<http://www.examples-help.org.uk/english-grammar/descriptive-paragraphs.htm>

http://www.ehow.com/about_4740909_descriptive-paragraphs.html

<http://www.roanestate.edu/owl/Describe.html>

http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html

Narrative writing

http://essayinfo.com/essays/narrative_essay.php

http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html

Expository writing

http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html

http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html#persuasive

Persuasive writing

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

<http://teacher.scholastic.com/activities/writing/minilessons.asp?topic=persuasive>

Quoting, paraphrasing and summarizing

<http://owl.english.purdue.edu/owl/resource/619/01/>

<http://owl.english.purdue.edu/owl/resource/563/01/>

<https://www.indiana.edu/~istd/example1paraphrasing.html>

Assignments Prior to the Workshop:

1. Make a four-column concept map with the different features of descriptive, narrative, expository, and persuasive writing.
2. Complete a three-circle Venn diagram to compare and contrast quoting, paraphrasing, and summarizing.

3. Search for information on the Writer's Workshop approach on the virtual library, the Internet, or other electronic resources. Share your findings with your peers using Wimba Voice. Then, bring notes on index cards to class. (E-lab).

Academic Core Vocabulary:

1. Descriptive writing
2. Narrative writing
3. Expository writing
4. Argumentative/Persuasive writing
5. Quoting
6. Paraphrasing
7. Summarizing

List of Supplementary Materials for the Workshop:

1. Three-circle Venn diagram
2. Index cards
3. Four-column concept map

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

A. Preparation

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

B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible

CALLA Strategies

(Cognitive Academic Language Learning Approach)

- Cognitive
- Meta-cognitive
- Social/Affective

C. Grouping Options

- Whole Class
- Small Groups
- Partners
- Independent Work

D. Integration of Processes

- Listening
- Speaking
- Reading
- Writing

E. Application

- Hands-on
- Meaningful/Relevant
- Rigorous
- Link to Objectives
- Promote Engagement

Activities:

1. The facilitator will lead a preview/review activity of the assignments prior to the workshop.
2. The facilitator will have students count off to four. All the ones will meet in one group, then the twos, and so on. In their groups, they will compare their notes and discuss the distinctive features of descriptive, narrative, expository, and persuasive writing taken from the concept map and create one chart per group. A group discussion will follow.
3. By means of a PowerPoint, the facilitator will show several paragraphs of the four literary genres. Students are to identify and label each paragraph as descriptive, narrative, expository, or persuasive. Next, students will discuss the elements of each paragraph.
4. The facilitator will have on chart paper a three-circle Venn diagram. Students will come to the front and complete the Venn diagram with their ideas on paraphrasing, quoting, and summarizing. Students will take turns. A group discussion will follow.
5. Students will make three groups. Using the same paragraph, each group will be assigned with one of the following activities: quote, paraphrase, or summarize the paragraph. Then, students will explain and show differences and similarities of each task. The activity will continue until all students have the opportunity to practice quoting, paraphrasing, and summarizing.

6. The facilitator will lead a discussion on the Writer's Workshop strategy. Students will contribute to the discussion by using their notes from the index cards. Then, the class will elaborate a checklist with the ground rules of this strategy to be used in the next activity.
7. Students will sit in a circle and the facilitator will choose one student to share one of his/her essays written in the course. The student will read aloud the essay while the others listen to him/her attentively. Next, students will provide constructive feedback to improve the quality of the essay.
8. Students will select a paper with a topic. They will see the topic and the literary genre once they turn the paper over. Students are to write a two-page essay in approximately one hour following the guidelines learned and practiced in class.
9. Students will hand in their portfolios to the facilitator for evaluation.
10. Students will start working on their English language skills using the E-Lab. It will be part of the final grade.

Assessment:

1. **Individual:** Students are to identify and label each paragraph as descriptive, narrative, expository, or persuasive.
2. **Group:** Students will compare and contrast paraphrasing, quoting, and summarizing by means of a three-circle Venn diagram.
3. **Written:** Students will compose an essay using one of the four literary genres studied in the course.
4. **Oral:** Students will analyze peers' essays and provide constructive feedback orally using the Writer's Workshop.

Lesson Wrap-Up:

1. Throughout the workshop, the facilitator will ask appropriate questions so that students can repeat, review, paraphrase, and summarize the content of the course.
2. Students will be divided into five groups. The facilitator will use a spinner to select the group that will participate next. The facilitator will give out five words and ask for those five words to be used in a short descriptive, narrative, expository, or persuasive paragraph. Each group will have 90 seconds to come up with the paragraph. If after 90 seconds the group fails to come up with a paragraph, the facilitator will again use a spinner to determine the next group to participate.

Appendices

Appendix A

National Proficiency Levels for Differentiated Instruction

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

“Can Do” Listening Rubric

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

“Can Do” Speaking Rubric

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

“Can Do” Reading Rubric

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

“Can Do” Writing Rubric

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

Appendix B

Guidelines to Prepare the Portfolio

Appendix B

Guidelines to prepare the portfolio

1. Determination of sources of content

The following, but not limited to, documentation will be included:

- Projects, surveys, and reports.
- Oral presentations
- Essays: dated writing samples to show progress
- Research papers: dated unedited and edited first drafts to show progress
- Written pieces that illustrate critical thinking about readings: response or reaction papers.
- Class notes, interesting thoughts to remember, etc.
- Learning journals, reflective diaries.
- Self-assessments, peer assessments, facilitator assessments.
- Notes from student-facilitator conferences.

2. Organization of documentation

Documentation will be organized by workshop, and by type of assignment within workshops. Workshops will be separated from one another using construction paper or paper of different colors, with tabs indicating the workshop number.

3. Presentation of the portfolio

- Documentation will be posted in a binder or in a digital version (e-portfolio).
- The Portfolio Informational Sheet will be placed in the transparent front pocket of the binder for identification purposes (Appendix B1).
- The cover page will follow exactly APA guidelines applied to a cover page of research papers submitted at your Campus. This cover page will be placed at the beginning of the portfolio.
- A log of entries that can be expanded with each new entry properly numbered. The table, which should be located at the beginning, should include a brief description, date produced, date submitted, and date evaluated (Appendix B2).
- Introduction and conclusion of the income and outcome of the portfolio.
- Documentation and self-reflection sheet (Appendix B3) required in each workshop.
- Overall portfolio self-assessment (Appendix B4).
- The progression follow-up template will be added to the portfolio (Appendix B5).
- A list of references and appendices of all assignments included will be added to the end of the portfolio.
- Letter of Use and Return or Use and Discard of Portfolio (Appendices B6, & B7)
- The entire portfolio will follow APA style: Courier or Times New Roman font, size 12, double space, and 1-inch margins. See the latest edition of the *Publication Manual of the APA*.

4. Portfolio evaluation (Appendix B8).

Appendix C

Portfolio Informational Sheet

Appendix C: Portfolio Informational Sheet



Sistema Universitario Ana G. Méndez

Florida Campus

Universidad del Este, Universidad Metropolitana, Universidad del Turabo

Check one:

**Universidad del
Este**

**Universidad
Metropolitana**

**Universidad del
Turabo**

Check one:

Undergraduate

Graduate

Concentration	
Student's Name	
Facilitator's Name	
Portfolio rated as	
Reason of this rate	

Appendix D

Log of Entries or Table of Contents

Appendix D: Log of Entries or Table of Contents

Entry Description	Date of Entry	Date Submitted	Date Evaluated	Page #
1				
2				
3				
4				
5				

Note: Students can build a table of contents instead.

Appendix E
Self-Reflection

Appendix E: Self-Reflection

Directions: Please complete the following blanks:

This entry is an example of my strengths:

This entry is an example of an area I really need to improve:

This entry is an example of an area I have improved:

I think this exercise has been very helpful for my learning because:

Appendix F

Overall Portfolio Self-Assessment

Appendix F: Overall Portfolio Self-Assessment

Dear Student: This form will assist you in monitoring your portfolio and determining the strengths and weaknesses of your writing

Part I: Read the statements below. Write the numbers that mostly honest reflects your self-assessment (Scale 1-5: 5=strong, 4=moderately strong, 3=average, 2=moderately weak, 1=weak)

- _____ 1. My portfolio contains all of the items required by the facilitator.
- _____ 2. My portfolio provides strong evidence of my improvement over the course.
- _____ 3. My portfolio provides strong evidence of my ability to report factual information.
- _____ 4. My portfolio provides strong evidence of my ability to write effectively.
- _____ 5. My portfolio provides strong evidence of my ability to think and write creatively.

Part II: On the lines below, write the topic of each assignment. Rate your *effort* for each piece (5=strong effort, 1=weak effort). In the space below write one suggestion for improving that piece.

- _____ 1. _____

- _____ 2. _____

- _____ 3. _____

- _____ 4. _____

- _____ 5. _____

Part III: In assessing my overall portfolio, I find it to be (check one)

Very satisfactory _____ Satisfactory _____
Somewhat satisfactory _____ Unsatisfactory _____

Part IV: In the space below list your goal for the next PT and two strategies you plan to achieve.

Goal: _____

Strategies:

- 1. _____
- 2. _____

Appendix G:

Progression Follow-Up Template

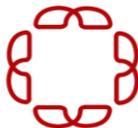
Appendix G: Progression Follow-Up Template

	Strengths	Weaknesses	Improvement Ideas
Facilitator's comments			
Student's response and comments			

Appendix H

Use and Return of Portfolio

Appendix H: Use and Return of Portfolio



Sistema Universitario Ana G. Méndez

Universidad del Este, Universidad Metropolitana, Universidad del Turabo

I, _____, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System, to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the office of Assessment and Placement to keep a copy of my portfolio for six months and return it to me at the end of this period of time.

Student's Name (print)

Date

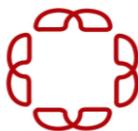
Student's Signature

Date

Appendix I

Use and Discard of Portfolio

Appendix I: Use and Discard of Portfolio



Sistema Universitario Ana G. Méndez

Universidad del Este, Universidad Metropolitana, Universidad del Turabo

I, _____, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the Office of Placement and Assessment to keep a copy of my portfolio for six months and discard it at the end of this period of time.

Student's Name (print)

Date

Student's Signature

Date

Appendix J

Overall Portfolio Rubric

Appendix J: Overall Portfolio Rubric

	4	3	2	1
PORTFOLIO APPEARANCE				
Readable: Are entries typed in an appropriate font and size? Are entries free of errors? Do ideas expressed in entries follow a logical sequence with appropriate transitions among paragraphs and topics?				
Professionalism: Is the appearance of the portfolio professional? Are graphics, colors and portfolio language consistent with professional workplace expectations? Is the portfolio presented in a neat and orderly manner?				
Organization: Is the portfolio organized in a manner that makes it easy to follow and easy to quickly locate information?				
PORTFOLIO CONTENT AND FUNCTION				
Content: Are all required entries included in the portfolio? Are entries relevant to the content of the portfolio? Do all entries contain the student's reaction or reflection on the selected topics? Do entries provide thorough understanding of content? Resume, Activities List, Varied Samples of Written Work, Evidence of Problem Solving, and Evidence of Decision Making.				
Authenticity: Are the samples and illustrations a true reflection of the student's efforts and abilities?				
Growth/Development: Do samples provide thorough understanding of growth and development related to their field of concentration? Do items show what the student has learned?				
Collaboration: Do items show examples of both individual and group work? Does the student provide clear understanding of collaboration, and use collaboration to support his/her learning?				
Reflection and Personal growth: Do items show exceptional understanding of how to be a reflective thinker and how to seek opportunities for professional growth? Does the student include self-reflective comments? Does the student reflect enthusiasm for learning?				
Professional Conduct: Do items show clear understanding of ethical behavior and professional conduct? Do items display the pride the student has in his or her work?				
Overall Portfolio Impact				
Is this portfolio an asset in demonstrating the student's value (skills, abilities, knowledge) to a potential employer or college representative?				

Rating Scale

4 = Outstanding 3 = Very good 2 = Good 1 = Needs improvement

Source:

Retrieved from www.lcusd.net/lchs/portfolio/rubric.htm on February 10th, 2007. Adapted 02/10/2007 by Fidel R. Távora, M.Ed.

Coordinator of Assessment and Placement – Metro Orlando Campus.

Appendix K

Outline

Appendix K

Outline

- Describe the process by which _____ causes _____.
- Describe the factors that affect _____.
- Describe the characteristics of _____.
- Describe how _____ [changes, uses] _____.
- Describe conditions that cause _____.
- Describe how _____ form _____.
- Identify and explain how _____.
- Give examples of how _____ uses _____.