ENGL 116-O

COLLEGE READING AND WRITING II
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Prepared based on the course syllabus (2013) of the School of Professional Studies, with the collaboration of:

Juanita Munera, Module Development Specialist

Joe Hernández, Curriculum and Instructional Design
Syllabus

Title: College Reading and Writing II

Course Code: English 116-O

Duration: Eight weeks

Credits: 04

Pre-requisites: ENGL 115-O

This course is designed for English high intermediate level students (Level 4 – Expanding). It is the continuation of the first year English course, ENGL 115. An integrated language arts (listening, speaking, reading, and writing) approach is used in the course. The course focuses on strengthening paragraph construction conventions, content, organization, voice, vocabulary, fluency, grammar, and syntax of college technical writing at the high intermediate proficiency level. The course is intended to increase skills on professional college reading and writing skills aligned to the student’s degree program. Research projects will be developed through the responsible use of technology by individual, pair, and group work. **This course requires the use of E-Lab and/or the Language Lab guided by the English course facilitator.**

General Content Objectives

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

1. Carry out a limited research project in 8 weeks.

2. Plan research and bring it down to manageable portions.

3. Choose and narrow the subject and focus on one aspect of it.
4. Develop various drafts of the paper and share it with classmates.

5. Take notes, evaluate information, and write a college-level persuasive term paper.

6. Undercut opposition and facilitate agreement to claim.

7. Develop graphic devices and tools to help with critical thinking.

8. Eliminate sentence, verb tense, and agreement errors.

9. Recruit companions and classmates to help with goal setting and motivation.

**General Language Objectives**

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

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

**Speak:** Express him/herself in English correctly and coherently for a variety of purposes and in a variety of communication settings, adopting a personal style of expression; analyze, express opinions, and communicate orally different points of view and ideas; develop abilities and skills that will prepare him/her for school, daily life or in the workplace on how to function as an effective “bilingual professional” in today’s changing world; use language to acquire new knowledge about and learn to utilize simple techniques of handling information through traditional media and computer technology.

**Read:** Investigate, analyze, summarize, paraphrase, and understand information in English that has been obtained from a variety of media; improve college level English reading and writing skills while also developing critical attitudes towards media.
messages; reflect on the importance of this information; benefit independently from reading as a form of communication and as a source of cultural enrichment.

Write: Interpret and produce written works in English expressing a critical and creative point of view; use correct spelling, grammar, maintain coherence, and continue with emphasis on the requirements for effective and clear communication; use writing as a means of communication, and demonstrate improved college-level English reading and writing skills.

Language Lab/E-Lab Requirements *(Tell Me More, NetTutor, Wimba Voice, Virtual Library, and Voice E-mail):*

- **Language Lab Minimum Requirement:** Use of the Language Lab/E-Lab must be integrated in the assignments and activities for each workshop. The facilitator may require a higher number of hours for language lab practice based on the students’ language needs for listening, speaking, reading, and writing skills in English.
- Refer to **Appendix C** for additional information on the Language Lab/E-Lab and to **Appendix D** for the Language Lab/E-Lab Documentation.

Description of the Evaluation Process:

Description of Evaluation:

1. Attendance and Participation in Class (Workshops 1 – 8)
   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, and
• submission of work strictly on time.

b. Students will earn a grade for attendance and participation. Absences will affect their final grade.

2. Language Lab/E-Lab (Workshops 1 – 8)

The use of the Language Lab and E-Lab must be integrated in all evaluation rubrics used in the instructional module. The rubric found in Appendix E is used to evaluate paragraph writing, and the Six Trait Analytic Writing Rubric provided in Appendix B must be used to evaluate all other writing tasks.

a. Students must go to Blackboard to access E-Lab resources.

b. Students must register on Net Tutor, through Blackboard, to receive support, assistance, and additional practice throughout the workshops.

c. Students are required to complete activities/exercises in Tell Me More on a regular basis as determined by the facilitator.

d. Facilitator will create topics for oral discussion activities on Wimba for students to complete as instructed.

e. Facilitator will assign specific topics which students must research using the Virtual Library.

f. Refer to Appendix C for additional information on the use of the Language Lab/E-Lab.

3. Digital Portfolio

Each student must prepare a digital portfolio. Prior to the first workshop, the facilitator must upload the last edition of the official Digital Performance Portfolio Assessment Handbook to Blackboard. During the first workshop, the facilitator must discuss in detail the process and expectations of the use of the digital portfolio to demonstrate linguistic and academic progress to achieve the goal of becoming a Dual Language Professional. The student’s digital portfolio must follow all established guidelines.
METHOD OF EVALUATION: Specific assignment information will be provided the first night of class by the instructor.

The final grade for the course will be determined by the percentage earned 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% of language proficiency and 70% of content knowledge.

Evaluation Scale: (Suggested)

Will be based on oral and written work throughout the course. A minimum of four grades will be given which may be distributed as follows:

Grade 1  Participation
Grade 2  Oral and Written Assignments
Grade 3  Individual Writing: Word Log and Journal Writing
Grade 4  Digital Portfolio
Grade 5  Research Paper

The following table shows the value of the letter grades for this course.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Needs improvement</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Did not pass course</td>
</tr>
</tbody>
</table>

W     Official withdrawals
WF Excessive absences of unauthorized, withdrawals from the course.

I Students who do not take final exam, but still have a chance to pass the course.

Textbooks and Resources


Electronic book


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 of preparation, but could require more. 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’ results.

The instructional model requires a design that meets the following criteria:

- 30% of the instruction integrates language skills (listening, speaking, reading, writing).
- 70% of the instruction integrates content knowledge and application.

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

3. Attendance to all class sessions is mandatory. A student who is absent to a workshop must present a reasonable excuse to the facilitator who, in turn, will evaluate the reason for the absence. If it is justified, the facilitator will decide how the student will make up the missing work, if 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/or 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 level based on the student’s existing grade.**

   b. **If the student misses three workshops, the facilitator may lower two grade levels based on the student’s 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 as a group. However, each member will have to collaborate to ensure the success of the group. Students will also receive an individual grade for their work.

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. In order for the facilitator to make changes to activities and the Study Guide, the Faculty and Curriculum Director must approve such changes before the first day of class. The facilitator must discuss the approved changes with students in the first class workshop. A written copy of the changes must also be provided to students at the beginning of the first workshop.

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

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 access to the classrooms.

12. All students are subject to the policies regarding behavior at 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, notify the facilitator immediately but 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
To buy or rent new or used textbooks or references you can visit:

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

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

**RESEARCH LAW COMPLIANCE REQUIREMENT:**

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

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

If you have any questions, please contact the following institutional coordinators:

Evelyn Rivera Sobrado, Director of IRB Office (PR)
Teaching Philosophy and Methodology

The activities for the course reflect the educational philosophy of Constructivism. Constructivism is an educational philosophy founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences.

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

CONSTRUCTIVISM GUIDING PRINCIPLES

There are several guiding principles of Constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding “wholes” as well as “parts.” The “parts” must be understood in the context of “wholes.” Therefore, the learning process focuses on primary concepts, not isolated facts.

3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.

4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make assessment part of the learning process, thus ensuring that it provides students with information on the quality of their learning.

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

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

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

**Dual Language Instructional Approach**

The Dual Language curriculum integrates the *Sheltered Instruction Observation Protocol (SIOP) Model*. The student will be exposed to the eight interrelated learning SIOP components to facilitate comprehensible instruction. These are:

- Lesson Preparation
- Background Knowledge
- Comprehensible Input
- Strategies
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 dual language strategies and instructional approaches to ensure the linguistic and academic success of students.

**SIOP Components (Sheltered Instruction Observation Protocol)**

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

<table>
<thead>
<tr>
<th>A. Lesson Preparation</th>
<th>B. Scaffolding</th>
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<tbody>
<tr>
<td>___ Adaptation of Content</td>
<td>___ Modeling</td>
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<tr>
<td>___ Links to Background Knowledge</td>
<td>___ Guided Practice</td>
</tr>
<tr>
<td>___ Links to Past Learning</td>
<td>___ Independent Practice</td>
</tr>
<tr>
<td>___ Strategies Incorporated</td>
<td>___ Comprehensible Input</td>
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</table>

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

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<th>D. Integration of Processes</th>
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<td>___ Small Groups</td>
<td>___ Speaking</td>
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<td>___ Reading</td>
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<td>___ Independent Work</td>
<td>___ Writing</td>
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**E. Application (Activities)**

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<tr>
<td>___ Dynamic</td>
<td>___ Meaningful/Relevant</td>
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<td>___ Rigorous</td>
<td>___ Linked to Objectives</td>
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<td></td>
<td>___ Promote Engagement</td>
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Workshop One

Specific Content Objectives:

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

1. Discuss audience, purpose, and voice in college writing.
2. Anticipate the needs, benefits, and expectation of the audience.
3. Learn how written work operates and what topic sentences and claims do.
4. Complete enough research and reflection to request tentative permission for project.
5. Practice planning and writing persuasive passages.
6. Discuss types of paragraphs that deal with arguments, claims, evidence, and appeals.

Specific Language Objectives

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

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

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

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

Write: Write a persuasive essay about TV viewing habits and how the media affects our behavior (include positive and negative aspects). There must be sufficient evidence and a prediction about the future of TV should be included.

Electronic Links:

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

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

Guess what a word means. 7 sensible steps. Is there such a thing as good guessing? Value in becoming your own dictionary?


Mind maps help you learn language. Can they? Who’s Tony Buzan?
Stories and song of Appalachia. David Holt steel guitar. 30 min. Wisdom, surprises & value.

What?

http://fliiby/file/310467/pf7vitz76s.html

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

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

Interesting probe into asking better questions. Can you use this?

http://blogs.hbr.org/hmu/2009/05/real-leaders-ask.html

Mind map. A beautiful diagram of ways memory works. Priceless suggestions. How?


Discussion by communication experts on the future of communication

http://www.youtube/watch?v=VKalGBMB4us&feature=fvSr

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

http://www.youtube/watch?v=pMcfrLYDm2U&feature=related

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

http://www.youtube/watch?v=aqZNGYit3kY&feature=related

Virtual Library

- http://bibliotecavirtual.ut.suam.edu/

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

- http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html
- http://www.educationoasis.com/curriculum/GO/vocab_dev.htm
- http://www.google.com/search?q=vocabulary+graphic+organizers&hl=en&prmd=imvns&tmb=isch&tbo=u&source=univ&sa=X&ei=PKdpUJzuEZT02wZo4HwQ&ved=0CC4Q8FVwAg
- http://www.google.com/search?q=graphic+organizers&tbm=isch&tbo=u&source=univ&sa=X&ei=0zXcUYaqI43C8gGaw4HwQ&ved=0CEYQS8FVwAg
- http://www.enchantedlearning.com/graphicorganizers/
Assignments Due Prior to the Workshop:

1. Use Wimba to engage in oral discussion. Be sure to respond to colleagues’ postings. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.

3. Define the academic vocabulary of the workshop.

4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.

5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.

6. Read the recommended URL’s and other reference materials.

7. Check course web site for term paper assignment (Appendix A-1). Fill out general interest survey (A-2) and read background information in textbooks and on the Internet. Post research plan to course web site or blog.

8. Facilitator and students will record and share a one-minute, self-introduction, through Wimba Voice Board.

9. Define the terms audience, purpose, and voice and give an example of how each one can affect the following: journalists, ethical issues, shocking events, shameful situations, scandals, an aggressor, an embarrassing situation, the paparazzi, and propaganda.

10. Find a photo of a local news story. Is it propaganda? Why or why not? In a paragraph describe the photo and explain the impression it has on you.

11. E-Lab Practice: Access to Tell Me More. Follow the instructions:
   a. Go: E-lab (left side of your Blackboard)
   b. Go: Home
c. Click: Resources

d. Select: Advanced B2

e. Go to: Access Workshops

f. Select: Company Strategy

g. Click: Start – begin to work. At the end of the week and before each workshop, take with you a copy of your progress in Tell Me More. The facilitator will collect the copy.

h. After you finish it, continue with the Executive Committee Meeting, Virtual Conversation: Organize a Meeting, Project Update.

**Special Assignment.** Read the newspaper and listen to the news.

**Begin a Word Log of terms new to you or of importance in readings for this course.**

**Academic Core Vocabulary**

1. audience

2. purpose

3. voice

4. journalists

5. ethical issues

6. shocking events

7. shameful situations

8. embarrassing situation

9. scandals

10. aggressor

11. paparazzi

12. propaganda
List of Supplementary Materials for the Workshop:

1. Videos on YouTube and other web sites
2. Graphic/advanced organizers or charts
3. Other materials as indicated by the facilitator.

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

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<td><em>X</em> Strategies Incorporated</td>
<td><em>X</em> Comprehensible Input</td>
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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.

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Metacognitive</th>
<th>Social/Affective</th>
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<tbody>
<tr>
<td><em>X</em></td>
<td><em>X</em></td>
<td><em>X</em></td>
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<td>2)________</td>
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C. Grouping Options

<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Small Group</th>
<th>Partners</th>
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D. Integration of Processes

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Integrated Activities of Content and Language to Achieve Content and Language

Objectives:

1. Group gets acquainted and selects a student representative.

2. Facilitator checks term paper assignment (see Appendix Section), pre-class assignments here and assessment criteria below and discusses course overview (see Appendix Section), rubrics, and Workshop One with its requirements. Students explain their tentative plans for their term paper.

3. Students read passages about public figures and discuss them, pointing out main idea and summarizing principal details. They identify the claim involved (fact, value, or policy) and explain how it could be turned into another kind.

4. Group uses prediction techniques to guess the meaning of words from context. They list, analyze, and classify them. Then they try to create new ones, especially with digital aids.

5. Students skim and then check a passage for textual changes (heads, subheads, quotation marks, italics, or bold face, etc.) and use these to help predict the main idea. They then read the text again to see what they have missed targeting main idea, chances to build vocabulary, similar words, parallel situations and other possibilities. They try to take advantage of possibilities for oral reading fluency and expression and make tables to take notes.

6. Class reads an excerpt on a controversial issue. They discuss arguments for and against the claim. Then they write about what they’ve learned.

7. In pairs or small groups, students read about TV viewing habits and how media affects behavior. They discuss positive and negative aspects of public forces on personal life and society. They plan a persuasive essay on this topic and raise questions about what kinds of evidence would best support possible claims.

8. Facilitator previews assignments, rubrics, and assessment for next workshop.

9. Students make, take, and check introductory quiz on critical reading and verbs
Continue working on the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.

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

**Assessment**

1. Students evaluate or self-score pre-class assignments and participation using rubrics in appendixes.

2. Students respond to the following questions and turn in their paragraphs.
   a. What did you most easily understand from the materials in this workshop?
   b. What did you not understand about the materials in this workshop?
   c. How can you overcome what difficulties you may have had? Respond in writing.

**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 of his/her choice explaining the topic given to him/her.

2. **Group:** Each student will explain his/her graphic/advance organizer responding to questions asked by colleagues and the facilitator.
Workshop Two

Specific Content Objectives:

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

1. Choose a research topic and start collecting sources.

2. Plan a project with questions and answers and post it to the course website or group blog.

3. Subdivide inquiries using search engines and videos to find promising sources: references, questions, abstracts, and summaries.

4. Read intuitive evidence and opposition in order to evolve a claim.

5. Prepare organized notes for a research project.

6. Discuss preliminary research and term paper readings.

Specific Language Objectives:

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

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

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

**Read:** Research/read specific information that pertains to the research project topic and prepare a draft following the facilitator’s instructions.

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

External, internal things & tools for improving focus. Says work has to have meaning.

http://www.youtube.com/watch?v=60lgXPPAlfM&feature=related

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

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

Baroque music for concentration. Restful, reliable, pleasant.

http://www.youtube.com/watch?v=mURZNpKiLQ&feature=related

Learn to read with purpose and to speed read.

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

Writing assistant.

http://www.powa.org/

Virtual Library

- http://bibliotecavirtualut.suagm.edu/

Assignments Due Prior to the Workshop

1. Use Wimba to engage in oral discussion. Be sure to respond to colleagues’ postings. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.

3. Define the academic vocabulary of the workshop.

4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.

5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.

6. Read the recommended URL’s and other reference materials.
7. Find one article on a specific aspect of the subject you are most interested in. Use a KWHL chart (see Appendix Section) to take notes on it.

8. Continue to read background materials, narrowing your topic and phrasing it as a question. Bring all these to class.

9. Start a News Section in your digital portfolio about changes brought by technology and the global world to family, culture, gender, crime, and environmental issues.

10. E-Lab Practice: Access to Tell Me More. Follow the instructions:

a. Go: E-lab (left side of your Blackboard)

b. Go: Home

c. Click: Resources

d. Select: Advanced B2

e. Go to: Access Workshops

f. Select: The Year in Review

g. Click: Start – begin to work. At the end of the week and before each workshop, take with you a copy of your progress in Tell Me More. The facilitator will collect the copy.

After you finish it, continue with Policies, Site Visit and Virtual Conversation:

Interview for a Job.

**Academic Core Vocabulary**

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

*(More words will be provided by the facilitator as needed.)*
List of Supplementary Materials for the Workshop:

To be provided by the facilitator.

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

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

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

| _X_ Cognitive            | 1)_______________________ | 2)_______________________ |
| _X_ Metacognitive        | 1)_______________________ | 2)_______________________ |
| _X_ Social/Affective     | 1)_______________________ | 2)_______________________ |

**C. Grouping Options**

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

**E. Application (Activities)**

| _X_ Dynamic              |
| _X_ Meaningful/Relevant  |
| _X_ Rigorous             |
| _X_ Linked to Objectives |
| _X_ Promote engagement   |
Integrated Activities of Content and Language to Achieve Content and Language Objectives:

1. 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.

2. Class practices prediction exercises.

3. Students build vocabulary by working with unknown words.

4. Facilitator previews assignments, rubrics, and assessment for Workshop Two.

5. Working in pairs, students will read passages and identify the main idea.

6. With other texts, they will try to visualize or imagine what is being described.

7. With facilitator, they analyze importance of note taking skills.

8. They list various note taking skills (see Appendix Section).

9. Class discusses note taking and makes a chart of techniques they can use.

10. Students compare the traditional family unit and members to some of the newer family units and write a short essay about what they have discussed.

11. Students will complete the “L” on the KWHL chart that they started prior to the workshop.

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

13. They will also continue working on the digital portfolio following the guidelines stipulated in the Digital Performance Portfolio Assessment Handbook.

Assessment

1. Students evaluate or self-score pre-class assignments and participation using rubrics that appear in the Appendix Section.

2. Students answer and turn in responses to these questions (see Appendix Section).
   a. What did you understand best from your experience in Workshop Two?
b. What did you have most trouble with?

c. How can you overcome any difficulty you may have had in this lesson?

3. Students will record on *Wimba Voice Board*, what they learned during this workshop and how that information will help them improve their term paper.

**Lesson Wrap-Up:**

1. **Individual:** Each student will formulate and write a question on a topic he/she does not fully understand.

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

Specific Content Objectives:

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

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

Specific Language Objectives

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

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

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

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

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

Six-Trait Writing Process


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

http://www.howtoanalyzeinformation.com/

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

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

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

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

How to create a market survey

http://www.ehow.com/how_8597_create-market-survey.html

http://www.ehow.com/how_4495824_make-survey.html

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

http://www.surveyworld.org/good_survey.php?t=4

DEA. What can you find here?

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

NCADO. Useful for you?

http://www.ncadd.org/

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


A meditation on forgiveness & the freedom of letting

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

Virtual Library

- http://bibliotecavirtualut.suagm.edu/
Assignments Due Prior to the Workshop

1. Use Wimba to engage in oral discussion. Be sure to respond to colleagues’ postings. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.

3. Define the academic vocabulary of the workshop.

4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.

5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.

6. Read the recommended URL’s and other reference materials.

7. Define culture, society, values, norms, mores, and law. Classify, arrange, outline.

8. Describe how people in your culture respond to stressful or conflictive situations, as opposed to persons in another group. Write a narrative paragraph.

9. Include articles, in the News Section of your digital portfolio, based on the main topics discussed in each workshop. Answer the following questions based on one of the articles: Who, What, Where, Why, and How?

10. Search for information about stimulants, sedatives, and hallucinogens. Find out how these are used in medicine to heal ailments, or how people use them for relaxation or recreational purposes, or even to restore their spiritual well-being. Take notes and make a chart for a presentation to the Drug Enforcement Administration (DEA). Your presentation must show how you support or oppose the use of controlled substances for medicinal purposes.

11. What does forgiveness mean? Define and give examples from your own experience. Is it
the same as to pardon? Explain your answer in class as you generate and organize ideas, draft and revise materials.

12. Conduct an unscientific survey with approximately 20-25 people via e-mail or by phone to find out how many people support the death penalty and how many oppose it. Create a chart, add up the results, and report the results to your group.

13. Share the information gathered from your survey with your classmates and facilitator, through a 3-minute Wimba Voice Board recording.

14. Students will find keywords to include on their vocabulary list and bring in newspaper or magazine articles regarding new forms of crime and what is being done to control or eradicate them.

15. Summarize the writing process steps, paragraph & essay structure, and multiple drafts in revision. Make a chart or table.

16. E-Lab Practice: Access to Tell Me More. Follow the instructions:
   a. Go: E-lab (left side of your Blackboard)
   b. Go: Home
   c. Click: Resources
   d. Select: Advanced B2
   e. Go to: Access Workshops
   f. Select: The Trade Show
   g. Click: Start – begin to work. At the end of the week, and before each workshop, take with you a copy of your progress in Tell Me More. The facilitator will collect the copy. After you finish, continue with Virtual Conversation: Rent a Car Question About Berlin (Approx. 1 hour).

**Academic Core Vocabulary**

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

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

List of Supplementary Materials for the Workshop:
(To be provided by the facilitator.)
**SIOP Components** (*Sheltered Instruction Observation Protocol*): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

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

| _X_ Cognitive                      | 1)_________________________ | 2)_________________________ |
| _X_ Metacognitive                  | 1)_________________________ | 2)_________________________ |
| _X_ Social/Affective               | 1)_________________________ | 2)_________________________ |

**C. Grouping Options**

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

**D. Integration of Language Domains**

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

**E. Learning Application**


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

1. Facilitator checks pre-class assignments and evaluation criteria, then introduces the Six-Trait Writing Rubric (see Appendix Section).

2. Small groups discuss GRE exam scoring and design a simple constructivist rubric similar to the Six Traits model (see Appendix Section).

3. Students in pairs or small groups discuss how their culture has influenced their lives. They research information about audience analysis to consider how it affects arguments in their term papers.

4. In pairs or small groups, students practice organizing a large, complex topic into small areas to consciously synthesize ideas into their own vocabularies and projects. They look at a passage about cultural variation and change; ask each other what was it about? They reread parts and ask again “what’s it about?” In this way they work with the text going deeper and deeper into it. They use their own decision trees to discuss a personal project (see Appendix Section).

5. Students isolate, list, and analyze key terms from the articles they have located.

6. Facilitator previews assignments, rubrics, and assessment for Workshop Four.

7. Group uses context and diagrams to decipher words they may not know.

8. They go from what they know into what they don’t yet know or understand.

9. Students in pairs or small groups prepare quizzes on topic sentences, kinds of paragraphs, and words they don’t know. They find, classify, and analyze them, then guess their meanings. For example, topic sentences summarize the details that follow (and support) them. Paragraphs can describe, narrate, explain, and persuade. Words can be certain parts of speech or serve certain functions. From such analysis, meanings can often be located, linked to other materials, and guessed at.

10. Students will write a persuasive essay based on the criminal penalty survey they have conducted and do an oral presentation of the survey results. (Part of Assessment.)
11. Class discusses forgiveness and new terms in the global and digital world.

12. Groups choose articles about crimes, especially the newest wave of crimes, discuss them, and then ask the class for feedback.

13. In small groups, students compare assigned summaries and discuss their value and advantages and disadvantages.

14. Students read silently an article about current ways of controlling crime; they will analyze the article’s structure, highlight areas, take notes, and discuss interesting details as well as the best ways to take notes.

15. Groups discuss various internal and external controls society imposes on behavior.

16. Different groups are assigned to read articles about prisons, penalties, and drugs and to take notes. They skim for the main idea, various ways to recognize word “families,” finding significant details, reading critically in general and for opinions and facts, building vocabulary and interesting use of figurative language.

17. Students will continue working on the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.

18. They will also continue working on the digital portfolio following the guidelines stipulated in the Digital Performance Portfolio Assessment Handbook.

Assessment

1. **Individual**: Each student will evaluate or self-score pre-class assignments and participation using the rubrics that appear in the Appendix Section.

2. **Group**: Students read silently an article about current ways of controlling crime; as a group they will analyze the article’s structure, highlight areas, take notes, and discuss interesting details as well as the best ways to take notes.

3. **Written**: Students write a persuasive essay.

4. **Oral**: Students present oral reports on the criminal penalty survey they have conducted.
Lesson Wrap-Up:

1. **Individual:** Students answer and turn in responses to these questions.
   
   a. What did you understand best from your experience in Workshop Three?
   
   b. What did you have most trouble with?
   
   c. How can you overcome any difficulty you may have had in this lesson?

2. **Group:** Students will use readings provided by the facilitator to play guessing games to locate topic sentences and kinds of paragraphs. They will list the different kinds of paragraphs, giving examples.
Workshop Four

Specific Content Objectives:

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

1. Complete preliminary reading and show improvement in reading comprehension.

2. Write a tentative term paper outline and demonstrate improved note-taking skills.

3. Acquire specialized knowledge of the subject and increase his/her vocabulary.

4. Summarize and synthesize ideas and use them to support term paper claim.

5. Recognize and use cause and effect statements correctly when writing different types of essays.

6. Demonstrate development of faster and more purposeful reading skills.

Specific Language Objectives

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

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

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

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

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

Electronic Links

Dictionary.com

Purdue Online Writing Lab

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

Empathy. What do you think of this?

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

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

http://www.youtube.com/watch?v=8CWMCt35oFY&NR=1

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

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

Virtual Library

- http://bibliotecavirtualut.suagm.edu/

Assignments Due Prior to the Workshop

1. Use Wimba to engage in oral discussion. Be sure to respond to colleagues’ postings. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.

3. Define the academic vocabulary of the workshop.

4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.

5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.

6. Read the recommended URL’s and other reference materials.

8. Describe how family, peers, and school socialize children. Do a fishbone chart of cause and effect.


10. Chart differences between the way boys and girls are brought up. Explain these.

11. List strategies for writing persuasive and narrative essays.

12. Bring in an article about hurtful stereotypes for girls or boys. Explain responses to it.

13. Finish and turn in your term paper outline and draft of the one term paper segment.

14. Interview a male and a female for their opinions on gender roles. Explain your results through a Wimba Voice Board 3 minutes discussion.

15. Continue the News Section in your digital portfolio. Include materials from this workshop.

16. Include an article in the News Section of your digital portfolio on the main topic in each workshop.

17. Write a persuasive/narrative paragraph on one article.

18. E-Lab Practice: Access to Tell Me More. Follow the instructions:
   a. Go: E-lab (left side of your Blackboard)
   b. Go: Home
   c. Click: Resources
   d. Select: Advanced B2
   e. Go to: Access Workshops
   f. Select: Questions about Berlin (Second Part)
      Click: Start – begin to work. At the end of the week and before each workshop, take with you a copy of your progress in Tell Me More. The facilitator will collect the copy. After you finish, continue with Virtual Conversation: Handle Travel Trouble.
Academic Core Vocabulary

(Vocabulary words will be provided by the facilitator.)

List of Supplementary Materials for the Workshop:

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

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

1. Facilitator checks assignment, rubrics, and term paper progress.

2. Students report research progress and discuss tentative term paper outline. They discuss cause and effect as well as persuasive paragraphs and essay written as assignments. (Part of Oral Assessment.)

3. They work with linking words and context clues.

4. Students individually write compare and contrast paragraphs. (Part of Individual Assessment.)

5. In pairs or small groups, students examine graphics about gender gaps in academic achievement and current points of view about gender roles. (Part of Group Assessment.)

6. Facilitator previews assignments, rubrics, and assessment for Workshop Four.

7. Class discusses documentation and practices using quotations, paraphrases, abstracts, and short summaries.

8. Group discusses speed reading techniques.

9. Students will continue working on the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.

10. They will also continue working on the digital portfolio following the guidelines stipulated in the Digital Performance Portfolio Assessment Handbook.

Assessment

1. **Individual**: Students individually write compare and contrast paragraphs.

2. **Group**: In pairs or small groups, students examine graphics about gender gaps in academic achievement and current points of view about gender roles.

3. **Written**: Students take a **midterm test** on vocabulary, writing (sentences, paragraphs, and essays) and reading comprehension.
4. **Oral:** Students report research progress and discuss tentative term paper outline. They discuss cause and effect as well as persuasive paragraphs and essay written as assignments.

**Lesson Wrap-Up:**

1. **Individual:** Students will respond to the following statements:
   
   a. Name your best experience/activity regarding this workshop.
   b. Name what you considered the most difficult part of the workshop (if any).

2. **Group:** In small groups, students will discuss:
   
   a. How did you overcome any difficulty you may have had in this lesson (based on your answer to #2)?
Workshop Five

Specific Content Objectives:

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

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

Specific Language Objectives

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

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

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

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

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

Electronic Links

Digital natives’ blog. “Youth, privacy and reputation” literature review.” How youth, reputation and privacy intersect online. Does this matter?

http://blogs.law.harvard.edu/digitalnatives/

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

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

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

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

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

http://www.youtube.com/watch?v=fhoofxxLqik

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

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

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

http://www.youtube.com/watch?v=VSPZ2Uu_X3Y&NR=1

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

http://www.questia.com/googleScholar.qst;jsessionid=Mr9PhvKtnYNgHgCnLYII48xC38hMy2R1mpJnWZ5hx9WvmzgZGS4!1566849592!1380883283?docId=5001999639

Ideas for adaptation, survey, and invaluable bibliography.


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

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

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

http://www.youtube.com/watch?v=fA0V1W-V5II&feature=related

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

http://www.youtube.com/watch?v=cTzHk_5Ys08

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

http://www.youtube.com/watch?v=y8kPb9nKEp1

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

http://www.accesswave.ca/~infopoll/tips.htm
How to do blog surveys that will jumpstart your blog. Could you have one?

http://archos.kewego.com/video/iLyR0afJyw0.html

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

http://www.youtube.com/watch?v=Exr-cOJ_4Fw&NR=1

Virtual Library

- http://bibliotecavirtualut.suagm.edu/

Assignments Due Prior to the Workshop

1. Use Wimba to engage in oral discussion. Be sure to respond to colleagues’ postings. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.

3. Define the academic vocabulary of the workshop.

4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.

5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.

6. Read the recommended URL’s and other reference materials.

7. Choose one of the following questions and write an essay (descriptive, narrative, or expository).
   a. What is the most important technological development of the past 50 years?
   b. Has the cell phone changed how people interact and relate to each other?
   c. Where do influences on youth culture come from?
   d. What is globalization?
8. Tell us what the word “culture” suggests to you.

9. Find, bring in, and share a controversial article about global issues.

10. Do Memorable Detail and Decision Tree exercises (see Appendix Section) and prepare to discuss them in class.

11. Define and explain the following terms: crime, high tech crime, deviant behavior, identity theft, fraud, terrorism, and tax evasion.

12. List types of crime and corresponding punishments for criminals. Present as a chart.

13. Use Google Scholar to locate articles, summaries, or abstracts about a specific form of crime. Prepare to discuss, assess, and evaluate the situation: give your own verdict.

14. Conduct a survey about how technology changes our ideas of what is right and wrong.

15. Write your questions and the results and bring them to Workshop five.

16. As a review compare these 2 sources for information on supporting main idea and topic sentences. Be prepared to discuss them in class. Are graphic organizers helpful?
   b. [http://owl.english.purdue.edu/engagement/engagementprint/2/](http://owl.english.purdue.edu/engagement/engagementprint/2/)

17. E-Lab Practice: Access to Tell Me More. Follow the instructions:
   a. Go: E-lab (left side of your Blackboard)
   b. Go: Home
   c. Click: Resources
   d. Select: Advance B2
   e. Go to: Access Workshops
   f. Select: History of Business
   g. Click: Start – begin to work. At the end of the week and before each workshop, take with you a copy of your progress in Tell Me More. The facilitator will collect
the copy.

**Academic Core Vocabulary**

1. crime  
2. high tech crime  
3. deviant behavior  
4. identity theft  
5. fraud  
6. terrorism  
7. tax evasion

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

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

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

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

| _X_ Cognitive | 1)_______________________ | 2)_______________________ |
| _X_ Metacognitive | 1)_______________________ | 2)_______________________ |
| _X_ Social/Affective | 1)_______________________ | 2)_______________________ |

C. Grouping Options

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

E. Application (Activities)

| _X_ Dynamic |
| _X_ Meaningful/Relevant |
| _X_ Rigorous |
| _X_ Linked to Objectives |
| _X_ Promote engagement |
Integrated Activities of Content and Language to Achieve Content and Language Objectives:

Facilitator checks assignments and term paper progress, and then divides class into groups to discuss Memorable Detail exercise (see Appendix Section).

1. Using the articles brought in, groups make up a test on reading and writing skills.

2. Punctuation marks are important signals. Students work individually on exercises they design to eliminate verb, sentence, and agreement errors from their editing.

3. Group works in pairs using descriptive words from their Word Log to build vocabulary. They may want to concentrate on a text about global communications. (Part of Group Assessment.)

4. Students discuss their definitions and explanations of crime, criminals, and technical terms.

5. Students write chronological and spatially organized paragraphs about texts related to crime and criminals.

6. Students work, in pairs or groups on how to prepare and conduct a survey about the influence of computer technology on their ideas of what is right and wrong.

7. Students interact with facilitator to self-score and assess their presentations.

8. Students will continue working on the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.

9. They will also continue working on the digital portfolio following the guidelines stipulated in the Digital Performance Portfolio Assessment Handbook.

Assessment

1. **Individual:** Students work individually on exercises they design to eliminate verb, sentence, and agreement errors from their editing.

2. **Group:** Working in pairs, students will use descriptive words from their Word Log to build vocabulary. They may want to concentrate on a text about global communications.
3. **Written**: Based on the student’s research on techniques for solving crimes, they will complete a table with behaviors that relate to issues discussed in class (create a graphic organizer for crime concepts).

4. **Oral**: Students will share their opinions on a *Wimba Voice Podcast*.

**Lesson Wrap-Up:**

1. **Individual**: Students will ask questions/clarification or make comments related to their definitions and explanations of crime, criminals, and technical terms.

2. **Group**: In small groups, students report what they have learned reviewing the concept of support as it functions in paragraphs and in essays.
Workshop Six

Specific Content Objectives:

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

1. Demonstrate acquired writing skills when preparing persuasive essays.
2. Debate ideas, develop, and clarify a personal position regarding a global issue.
3. Learn to summarize, paraphrase, cite, and document evidence.
4. Write bibliographical entries and annotations.
5. Preview, write, and discuss headings and subheads.
6. Focus on reading for specific purposes and design purposeful questions.

Specific Language Objectives

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

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

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

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

- **Write**: Compose a two-page (minimum) persuasive essay about one of the ideas debated in class.

Electronic Links

American Psychological Association

http://www.apa.org

Free online dictionary

http://www.m-w.com
Dacher Keltner. Is technology changing our brains? What do you say?

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

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

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

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

http://www.youtube.com/watch?v=UEMWk_yvTjw&feature=channel

Asian / American Stereotypes. How important is Asia today?

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

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

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

Virtual Library

• http://bibliotecavirtualut.suagm.edu/

Assignments Due Prior to the Workshop:

1. Use Wimba to engage in oral discussion. Be sure to respond to colleagues’ postings. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.

3. Define the academic vocabulary of the workshop.

4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.

5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.
6. Read the recommended URL’s and other reference materials.

7. Find information about gender roles in the media. Bring in 2 cartoons showing images of men and women. What does each person do? How does each relate to the other?

8. Examine cause and effect as well as effect and cause.

9. Women prepare to debate “Balancing Home and Work.” Men prepare to debate “It’s Not So Easy Being a Male.” Write one APA bibliographical entry and one example of an in-text citation.

10. Continue the digital portfolio News Section. Include materials in this workshop and write a persuasive essay taking one side of the debate.

11. Define and explain the following terms: crime, high tech crime, deviant behavior, identity theft, fraud, terrorism, and tax evasion.

12. Facilitator will post a question on the Discussion Board, related to crime incidence and types of punishments. The students will discuss their opinions or findings on the topic.

13. E-Lab Practice: Access to *Tell Me More*. Follow the instructions:
   
   a. Go: E-lab (left side of your Blackboard)
   
   b. Go: Home
   
   c. Click: Resources
   
   d. Select: Advance B2
   
   e. Go to: Access Workshops
   
   f. Select: Hotel Brochure
   
   g. Click: Start – begin to work.

   At the end of the week and before each workshop, take with you a copy of your progress in Tell Me More. The facilitator will collect the copy. After you finish, continue with The Order and Delivery Time.

** Academic Core Vocabulary **

(To be provided by the facilitator.)
List of Supplementary Materials for the Workshop:

(To be provided by the facilitator.)

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

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

1. Facilitator brings in articles for practice in predicting the topic, finding key words, reading for details, and summarizing. (Part of Individual Assessment.)
2. Students practice objecting to positions taken or asking for clarification.
3. Men summarize “It’s Not So Easy Being Male” to the ladies. (Part of Oral Assessment.)
5. The facilitator suggests questions to debate ideas presented to the class.
6. In pairs or small groups, students write a persuasive essay based on one of the ideas debated in class. They use APA References page and in-text citation for information used. They also discuss and use heads and subheads to show different sections of the essay. (Part of Group Assessment.)
7. Students will continue working on the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.
8. They will also continue working on the digital portfolio following the guidelines stipulated in the Digital Performance Portfolio Assessment Handbook.

Assessment

1. **Individual:** Facilitator will bring in articles for practicing making predictions. Students will predict the topic, finding key words, reading for details, and summarizing.
2. **Group:** Students will; brainstorm about these questions as they prepare to write their essay.
   a. What was the strongest argument presented in this workshop?
   b. How would you add to it?
   c. How would you refute it or add something that undercuts its conclusion?
3. **Written:** In pairs or small groups, students write a persuasive essay based on one of the ideas debated in class.
4. **Oral:** Men summarize “It’s Not So Easy Being Male” to the ladies.
   Women summarize “Balancing Home and Work” to the men.
Lesson Wrap-Up:

1. **Individual:** Students will have one minute to draw/illustrate one of the most important things they learned from their colleagues’ presentations or their own research.

2. **Group:** Students will show their one-minute drawings to the class, and colleagues will guess what it represents. A whole group discussion will follow. Students will have the opportunity to ask questions regarding upcoming assignments and any topic covered thus far.
Workshop Seven

Specific Content Objectives:

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

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

Specific Language Objectives

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

- **Listen**: Listen to the facilitator’s explanations and instructions on how to proofread their partner’s term paper.
- **Speak**: Debate their position regarding a specific topic regarding the media.
- **Read**: Review final articles and complete research on the topic selected for their term paper.
- **Write**: Complete essay writing following the facilitator’s guidelines.

Electronic Links

- Short animated comic strip on climate change. Value?
  
  [http://www.youtube.com/watch?v=I9tCenQh3Rw&feature=related](http://www.youtube.com/watch?v=I9tCenQh3Rw&feature=related)

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

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

- “Bone Hunter” by Loren Eiseley, 20th century ecologist. What’s the earth for?
  
  [http://www.youtube.com/watch?v=EC1CGr1qoUE](http://www.youtube.com/watch?v=EC1CGr1qoUE)
Worksheet for performance and video note-taking. Can you use this?

http://www.louisianavoices.org/Unit6/edu_unit6w_video_notetaking.html

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

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

Virtual Library

- http://bibliotecavirtualut.suagm.edu/

Assignments Due Prior to the Workshop

1. Use Wimba to engage in oral discussion. Be sure to respond to colleagues’ postings. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.

3. Define the academic vocabulary of the workshop.

4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.

5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.

6. Read the recommended URL’s and other reference materials.

7. Find information about different types of advertising in the news media and bring it to class.

8. “Advertising is a necessary evil.” Do you agree? Why or why not? Show evidence to support your opinion.

9. Using the quote in Activity #2, write a two-page explanatory essay about the opinion that you support.
10. Write a TV commercial about a new product. Decide on the product, target audience, length of commercial, and strategies to use to sell the product.

11. Develop and rehearse the commercial, then be prepared to present it to the class.

   Explain why you did it as you did.

12. Record your commercial on Wimba Voice Board, and share it with classmates and facilitator. The recordings will be shared during class as well.

13. Continue the News Section in your digital portfolio. Include a newspaper, magazine or TV report on each topic in this workshop and write a persuasive paragraph.

14. E-Lab Practice: Access to Tell Me More. Follow the instructions:
   a. Go: E-lab (left side of your Blackboard)
   b. Go: Home
   c. Click: Resources
   d. Select: Advance B2
   e. Go to: Access Workshops
   f. Select: The Resignation
   g. Click: Start – begin to work. At the end of the week and before each workshop, take with you a copy of your progress in Tell Me More. The facilitator will collect the copy. After you finish, continue with Business Negotiations and Overdue Payment.

**Academic Core Vocabulary**

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

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

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

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

1. The facilitator provides an article about media advertising along with other references.
2. Students find as many references as they can.
3. With partners or in small groups, students discuss this kind of research and the confidence they have in its results.
4. Students construct an essay from data provided by the facilitator. (Part of Assessment.)
5. They use pronouns to refer to people, things or ideas in a previous sentence.
6. Working in groups, students will decide which of the TV commercials that each one developed as a pre-class assignment will be presented to the class.
7. Facilitator will share the Wimba Voice Board recorded commercials.
8. Students will continue working on the Language Lab/E-Lab interactive exercises designed to develop/improve linguistic skills in English.
9. They will also continue working on the digital portfolio following the guidelines stipulated in the Digital Performance Portfolio Assessment Handbook.

Assessment

1. **Individual:** Each student evaluates or self-scores pre-class assignments and participation using the rubrics found in the appendixes.
2. **Group:** With partners or in small groups, students discuss this kind of research and the confidence they have in its results.
3. **Oral:** Facilitator will share the Wimba Voice Board recorded commercials made by the students.
4. **Written:** Students construct an essay from data provided by the facilitator.

Lesson Wrap-Up:

1. **Individual:** Students respond to the following questions and turn in their paragraphs.
   a. Which part of this workshop did you find the easiest to understand?
b. Was there anything you did you not understand about the materials in this workshop?

c. How can you overcome any future difficulties related to the course materials if any should arise? Respond in writing.

2. **Group:** In pairs, discuss which were your favorite commercials that were presented in class and which are your favorite TV commercials and explain why.
Workshop Eight

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

1. Review/proofread his/her entire college-level research term paper and reflect on it.
2. Complete the term paper following the guidelines stipulated.
3. Discuss writing strategies and paragraph/essay structure.
4. Practice and apply shortcuts in planning and writing any type of college-level research paper.

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

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

**Speak:** Present the PowerPoint presentation following the guidelines established.

**Read:** Read current articles/or online information related to the topic presented in the PowerPoint presentation and share it in class.

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

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

http://www.writedesignonline.com/assignments/shownottell.html

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

http://www.youtube.com/watch?v=l7AWnfFRc7g

Stephen Denning, management expert, advocates using stories to persuade.
Designer Tim Brown uses integrative (design) thinking as answer to big problems.

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

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

Virtual Library

- http://bibliotecavirtualut.suagm.edu/

Assignments Due Prior to the Workshop:

1. Use Wimba to engage in oral discussion. Be sure to respond to colleagues’ postings. Be sure to follow all the guidelines determined by the facilitator.

2. Use the Virtual Library to conduct research on effective speaking skills. Make an outline including the most important information.

3. Define the academic vocabulary of the workshop.

4. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator.

5. Access NetTutor to obtain English language online tutoring services, to further develop writing skills, and to post grammar related questions.

6. Read the recommended URL’s and other reference materials.

7. Complete their Word Log.
8. Term paper, final version due.

9. Power Point Presentation. (Individually or in pairs)
   
   a. **Choose one of the following topics:**
      
      b. Compare and contrast urban and rural life. Focus on 3 or 4 aspects, for example: Entertainment, employment, friendships, social life and others.
      
      c. Create a small brochure to encourage people to protect their local environment.
         
         i. Include a list of things they could do at home, at work, at school, and in the community.
      
      d. Write about what you think life will be like in the next 50 years. Use evidence encountered in this course to support your view.
   
10. E-Lab Practice: Access to Tell Me More. Follow the instructions:
    
    a. Go: E-lab (left side of your Blackboard)
    
    b. Go: Home
    
    c. Click: Resources
    
    d. Select: Advanced B2
    
    e. Go to: Access Workshops
    
    f. Select: At the restaurant
    
    g. Click: Start – begin to work. At the end of the week and before each workshop, take with you a copy of your progress in Tell Me More. The facilitator will collect the copy. After you finish it, continue with A Busy Thursday Morning

**Academic Core Vocabulary**

(To be provided by the facilitator.)
List of Supplementary Materials for the Workshop:

(To be provided by the facilitator.)

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

<table>
<thead>
<tr>
<th>A. Lesson Preparation</th>
<th>B. Scaffolding</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> Adaptation of Content</td>
<td><em>X</em> Modeling</td>
</tr>
<tr>
<td><em>X</em> Links to Background Knowledge</td>
<td><em>X</em> Guided Practice</td>
</tr>
<tr>
<td><em>X</em> Links to Past Learning</td>
<td><em>X</em> Independent Practice</td>
</tr>
<tr>
<td><em>X</em> Strategies Incorporated</td>
<td><em>X</em> Comprehensible Input</td>
</tr>
</tbody>
</table>

CALLA Strategies (Cognitive Academic Language Learning Approach)

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

| _X_ Cognitive | 1) __________________________ 2) __________________________ |
| _X_ Metacognitive | 1) __________________________ 2) __________________________ |
| _X_ Social/Affective | 1) __________________________ 2) __________________________ |

C. Grouping Options

| _X_ Whole Group |
| _X_ Small Group |
| _X_ Partners |
| _X_ Independent Work |

D. Integration of Processes

| _X_ Listening |
| _X_ Speaking |
| _X_ Reading |
| _X_ Writing |

E. Application (Activities)

| _X_ Dynamic |
| _X_ Meaningful/Relevant |
| _X_ Rigorous |
| _X_ Linked to Objectives |
| _X_ Promote engagement |
Integrated Activities of Content and Language to Achieve Content and Language Objectives:

1. A student representative conducts *Course Evaluation*.

2. Students report notes on research assigned and share what each has learned about learning from the facts and from the way the facts were presented.

3. Students do their Power Point presentations (individually or in pairs) as part of their *prior to class* assignment. (Part of *Group assessment*.)

4. Students react orally to implied ideas in statements presented by the facilitator on topics discussed during previous workshops. Class works in groups on developing a direct, interesting, precise style (see Appendix Section).

5. Class turns in assignments (Word Log, term paper, E-Lab, and presentation), and then self-score with rubrics.

6. Students will complete the final activities and exercises in the Language Lab as determined by the facilitator and hand in the required document found in Appendix D.

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

8. Students will complete the course evaluation.

9. Students will take any final exam or final assessment as per the facilitator’s instructions.

10. Overview of activities, achievements, and closing remarks.
Assessment

1. **Individual:** Students evaluate or self-score pre-class assignments and participation using the rubrics in the appendix section.

2. **Group:** Students do their Power Point presentations (individually or in pairs) as part of their *prior to class* assignment.

3. **Written:** Students will take any final exam or final assessment as per the facilitator’s instructions.

4. **Oral:** Students will record their reactions to the experiences lived throughout the course.

Lesson Wrap-Up

1. **Individual:** Each student will write an end-of-course reflection addressing the following:
   - Explain your most significant learning from this course.
   - Did that learning fit into your personal learning objectives? Explain.
   - How will you apply this learning in your profession?

2. **Group:** Students will share their end-of-course reflections. They will also have the opportunity to ask questions for clarification of ideas and concepts covered during the duration of the course.
APPENDIX SECTION
APPENDIX A

NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION

Retrieved from: WIDA Consortium http://www.wida.us/
**“Can Do” Listening Rubric**

<table>
<thead>
<tr>
<th>National Proficiency Levels</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Starting                   | • Identifies objects  
|                            | • Names concrete objects  
|                            | • Points to picture/object of the word heard  
|                            | • Follows simple commands  
|                            | • Repeats words or simple phrases  
|                            | • Understands simple messages – gestures, pointing |
| Emerging                   | • Draws a picture  
|                            | • Requires continuous repetition  
|                            | • Follows verbal dictations  
|                            | • Checks-off words that were heard  
|                            | • Repeats information heard to determine comprehension  
|                            | • Understands slow speech and multiple repetitions |
| Developing                 | • Understands more details of spoken language  
|                            | • Needs limited or no repetition and slow speech  
|                            | • Understands basic academic vocabulary which is frequently used in class discussions  
|                            | • Understands class discussions with some difficulty  
|                            | • Understands most of what was said |
| Expanding                  | • Needs limited or no repetition at normal speed speech  
|                            | • Understands academic vocabulary used in class discussions  
|                            | • Understands class discussions with little difficulty  
|                            | • Understands nearly everything said |
| Bridging                   | • Needs no repetition at normal speed speech  
|                            | • Understands elaborate academic vocabulary used in class discussions  
|                            | • Understands class discussions with no difficulty  
|                            | • Demonstrates a native-like ENGLlish speaker’s understanding of what is said |
## “Can Do” Speaking Rubric

<table>
<thead>
<tr>
<th>National Proficiency Levels</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Starting**                | • Names concrete objects  
• Responds a simple yes or no to questions  
• Repeats words or simple phrases  
• Uses one word commands  
• Mispronounces words making it difficult to be understood  
• Breaks speech into parts making comprehension difficult  
• Uses limited or no vocabulary to support message |
| **Emerging**                | • Uses a few more words to respond to questions although grammatically incorrect  
• Uses one-, two-, and multiple-word commands  
• Uses verb tenses interchangeably  
• Misuses words in daily speech  
• Repeats spoken words or phrases to improve understanding due to pronunciation flaws  
• Uses grammar and word order incorrectly  
• Uses vocabulary (emerging stage) to support oral messages |
| **Developing**              | • Responds using longer phrases/sentences  
• Initiates and carries out conversations; however, there may be interruptions due to thinking of the correct words to say  
• Applies grammar and word order correctly most of the time  
• Demonstrates correct use of basic academic vocabulary which is frequently used in class discussions and/or oral assignments.  
• Speaks with some hesitation  
• Uses vocabulary to support oral messages  
• Speaks with less difficulty, but listener must pay close attention to pronunciation. |
| **Expanding**               | • Responds using elaborate phrases/sentences  
• Uses and interprets idiomatic expressions  
• Converses more fluently in social settings  
• Uses academic vocabulary frequently in class discussions  
• Participates in class discussions using academic content with slight hesitation  
• Misuse of grammar and word order seldom occurs and does not interrupt meaning  
• Pronounces most words accurately and clearly |
| **Bridging**                | • Speaks fluently  
• Uses elaborate academic vocabulary in all class discussions correctly  
• Participates in class discussion using academic content without hesitation  
• Uses appropriate vocabulary to support oral messages at all times  
• Uses correct grammar and word all the time  
• Speaks with native-like pronunciation and intonation |
## “Can Do” Reading Rubric

<table>
<thead>
<tr>
<th>National Proficiency Level</th>
<th>Criteria</th>
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</thead>
</table>
| **Starting**              | - Lacks comprehension of a wide array of written material (not developed)  
                          | - Lacks ability to interpret graphs, charts, tables, and forms in textbooks (not developed)  
                          | - Struggles with use of pre-reading and reading skills (not developed)  
                          | - Lacks ability to apply reading strategies in order to guess meanings of unfamiliar words from context (not developed)  
                          | - Struggles with use of strategic reading skills (in order to plan his/her reading assignments, diagnose deficiencies, resolve deficiencies independently or with the help of others, etc.) (not developed) |
| **Emerging**              | - Improving comprehension (slowly emerging) of a wide array of written material (e.g., fictional and non-fictional texts that bridge personal, professional and academic themes, news articles, short stories, short novels, etc.)  
                          | - Demonstrates correct interpretation of basic graphs, charts, tables and forms in textbooks  
                          | - Applies limited pre-reading (e.g., activation of prior knowledge, semantic maps, etc.) and reading skills (e.g., skimming, scanning, inferences, paragraph frames, DRA, SQ4R, etc.) (slowly emerging)  
                          | - Struggles with ability to use limited reading strategies to guess meanings of unfamiliar words from context (e.g., definition, restatement, examples, surrounding words, etc.)  
                          | - Strives to understand (even when not successful) the relationship between ideas (e.g., time, logical order, comparison/contrast, cause/effect), and reading patterns in order to identify literary genres (as listed above)  
                          | - Applying successful reading skills (as listed above) are still emerging |
| **Developing**            | - Comprehends a wide array of written material (as listed above)  
                          | - Interprets basic graphs, charts, tables and forms  
                          | - Applies correctly pre-reading and reading skills (as listed above)  
                          | - Applies correct use of reading strategies to guess meanings of unfamiliar words from context (as listed above)- evidence of emerging.  
                          | - Understands the relationship between ideas (as listed above)-evidence of emerging.  
                          | - Uses strategic reading skills (as listed above) that are evident. |
| **Expanding**             | - Comprehends a wide array of level-appropriate written materials (as listed above) with mature accuracy  
                          | - Interprets increasingly complex graphs, charts, tables, and forms accurately  
                          | - Applies pre-reading and reading skills (as listed above) very strongly  
                          | - Applies strategies to guess meanings of unfamiliar words from context (as listed above) which is clearly evident  
                          | - Identifies signal words to understand the relationship between ideas (as listed above), and reading patterns to identify literary genres (as listed above)- emerging strongly  
                          | - Understands the relationship between ideas (as listed above)-strongly evident.  
                          | - Uses strategic reading skills (as listed above) with mature accuracy |
| **Bridging**              | - Comprehends various types and lengths of level appropriate written materials (as listed above)-fully developed  
                          | - Interprets complex graphs, charts, tables, and forms accurately  
                          | - Applies pre-reading and reading skills (as listed above)-fully developed  
                          | - Applies reading strategies to determine the meaning of unfamiliar words in a text (as listed above) with accuracy  
                          | - Understands the relationship between ideas (time, logical order, comparison/contrast, cause/effect)  
                          | Demonstrates fully developed strategic reading skills (as listed above) |
## “Can Do” Writing Rubric

<table>
<thead>
<tr>
<th>National Proficiency Levels</th>
<th>Criteria</th>
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</table>
| **Starting**               | Lacks clear writing and focus. Details are limited or unclear. There’s no clear distinction to what is important and what is supported.  
Lacks engaging and drawing a conclusion. Paper simply starts and ends. Lack of transitions 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**               | Writes sentences that are still unclear there seems to be a guide to a focused topic; however, it may drift at times. There is an attempt in details to support main idea. Reader can still feel confused.  
Attempts to write an introduction and or conclusion. Use of transitions helps, but paper is in need of more details.  
Struggles with some vocabulary terms that are used inappropriately. Greater command of the parts of speech is developing., but many words are still used incorrectly.  
Attempts to create a style of sentence structure here and there; although, for the most part it sticks to one style.  
Shows need of improving spelling, punctuation, capitalization, and other writing conventions. It is still difficult to read the writing; but there are signs of improvement.  
Demonstrates emerging strategic writing skills. |
| **Developing**             | Writes with an unclear focus. Writing appears to be on one topic, but shifts to another topic at times. Support of main idea is lacking. Reader is left with unanswered questions.  
Attempts to write a proper introduction and conclusion however, both are dull or unclear. Transitions help connect ideas although at times they distract the flow.  
Selects and uses words appropriately; however, they are not higher level and need more vigor.  
Formulates well-written sentences; however, style and structure of sentences are 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**              | 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**               | Writing is clear and focused on a narrowed topic. Details are relevant and accurate, and they support the main ideas. Reader’s questions are answered.  
Writing has a clear introduction that’s hooks the reader and conclusion that leaves a lasting impression. Use of transitions helps the reader to connect ideas. Reading flows and not dull.  
Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing.  
There is a variety in length and structure of the sentences. The style of sentences varies on how they begin. Sentences create fluency and rhythm.  
Excellent control of spelling, punctuation capitalization and other writing conventions.  
Strategic writing skills are fully developed. |
APPENDIX B

THE WRITING PROCESS

SIX TRAIT ANALYTIC WRITING RUBRIC

Source: Arizona Department of Education. Retrieved from:

Six Trait Analytic Writing Rubric

Student’s name: ___________________________ Date: __________________
Facilitator’s name: _________________________ Course: _________________
Assignment: ______________________________

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

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

<table>
<thead>
<tr>
<th>Writing Traits</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
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<tr>
<td>Ideas and Content</td>
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<tr>
<td>Organization</td>
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<td>Voice</td>
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<td>Word Choice</td>
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<td>Sentence Fluency</td>
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<tr>
<td>Conventions</td>
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<tr>
<td><strong>Totals</strong> (Add all the totals down, then across to obtain the Grand Total.)</td>
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</table>

Grand Total: __________________

Final Score: _________________
### Scoring Scale: (36-0)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding:</td>
<td>33-36 points</td>
<td>A</td>
</tr>
<tr>
<td>Very Good:</td>
<td>29-32 points</td>
<td>B</td>
</tr>
<tr>
<td>Satisfactory:</td>
<td>24-28 points</td>
<td>C</td>
</tr>
<tr>
<td>Fair:</td>
<td>19-23 points</td>
<td>D</td>
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<tr>
<td>Poor:</td>
<td>0-18 points</td>
<td>F</td>
</tr>
</tbody>
</table>
### Six Trait Analytic Writing Rubric

#### Trait #1: Idea and Content

**Criteria per Level**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6     | The writing is exceptionally clear, focused and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by  
- clarity, focus, and control.  
- main idea(s) that stand out.  
- supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support  
- a thorough, balanced, in-depth explanation/exploration of the topic; the writing makes connections and shares insights.  
- content and selected details that are well suited to audience and purpose. |
| 5     | The writing is clear, focused and interesting. It holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by  
- clarity, focus, and control.  
- main idea(s) that stand out.  
- supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.  
- a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights.  
- content and selected details that are well suited to audience and purpose. |
| 4     | The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by  
- an easily identifiable purpose.  
- clear main idea(s)  
- supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support.  
- a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present.  
- content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose. |
| 3     | The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by  
- an easily identifiable purpose and main idea(s).  
- predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere.  
- support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general.  
- details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information.  
- difficulties when moving from general observations to specifics. |
| 2     | Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by  
- a purpose and main idea(s) that may require extensive inferences by the reader.  
- minimal development; insufficient details.  
- irrelevant details that clutter the text.  
- extensive repetition of detail. |
| 1     | The writing lacks a central idea or purpose. The writing is characterized by  
- ideas that are extremely limited or simply unclear.  
- attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea. |

Source: Arizona Department of Education. Retrieved from:  
# Trait #2: Organization

## Criteria per Level

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6     | The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by:  
- effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow.  
- a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure.  
- smooth, effective transitions among all elements (sentences, paragraphs, and ideas).  
- details that fit where placed. |
| 5     | The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by:  
- effective sequencing; the organizational structure fits the topic, and the writing is easy to follow.  
- an inviting beginning that draws the reader in and a satisfying sense of resolution or closure.  
- smooth, effective transitions among all elements (sentences, paragraphs, and ideas).  
- details that fit where placed. |
| 4     | Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by:  
- clear sequencing.  
- an organization that may be predictable.  
- a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety.  
- a body that is easy to follow with details that fit where placed.  
- transitions that may be stilted or formulaic.  
- organization which helps the reader, despite some weaknesses. |
| 3     | An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by:  
- attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear.  
- a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. “My topic is...”; “These are all the reasons that...”)  
- transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused.  
- a structure that is skeletal or too rigid.  
- placement of details that may not always be effective.  
- organization which lapses in some places, but helps the reader in others. |
| 2     | The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by:  
- some attempts at sequencing, but the order or the relationship among ideas is frequently unclear.  
- a missing or extremely undeveloped beginning, body, and/or ending.  
- a lack of transitions, or when present, ineffective or overused.  
- a lack of an effective organizational structure.  
- details that seem to be randomly placed, leaving the reader frequently confused. |
| 1     | The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by:  
- a lack of effective sequencing.  
- a failure to provide an identifiable beginning, body and/or ending.  
- a lack of transitions.  
- pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly.  
- a lack of organization which ultimately obscures or distorts the main point. |

Source: Arizona Department of Education. Retrieved from:  
Trait #3: Voice

Criteria per Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by: • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.</td>
</tr>
<tr>
<td>5</td>
<td>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by: • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.</td>
</tr>
<tr>
<td>4</td>
<td>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by: • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.</td>
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<tr>
<td>3</td>
<td>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by: • a limited sense of audience; the writer’s awareness of the reader is unclear. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary.</td>
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<tr>
<td>2</td>
<td>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by: • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of “writing to be read.” • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.</td>
</tr>
<tr>
<td>1</td>
<td>The writing seems to lack a sense of involvement or commitment. The writing is characterized by: • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of “writing to be read.” • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.</td>
</tr>
</tbody>
</table>

## Trait #4: Word Choice

### Criteria per Level

<table>
<thead>
<tr>
<th>Level</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>• accurate, strong, specific words; powerful words energize the writing.</td>
</tr>
<tr>
<td></td>
<td>• fresh, original expression; slang, if used, seems purposeful and is effective.</td>
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<tr>
<td></td>
<td>• vocabulary that is striking and varied, but that is natural and not overdone.</td>
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<tr>
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<td>• ordinary words used in an unusual way.</td>
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<tr>
<td></td>
<td>• words that evoke strong images; figurative language may be used.</td>
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<tr>
<td>5</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>• accurate, specific words; word choices energize the writing.</td>
</tr>
<tr>
<td></td>
<td>• fresh, vivid expression; slang, if used, seems purposeful and is not particularly effective.</td>
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<tr>
<td></td>
<td>• attempts at colorful language that may occasionally seem overdone.</td>
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<tr>
<td></td>
<td>• occasional overuse of technical language or jargon.</td>
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<tr>
<td></td>
<td>• rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.</td>
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<tr>
<td>4</td>
<td>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</td>
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<tr>
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<td>• words that work but do not particularly energize the writing.</td>
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<tr>
<td></td>
<td>• expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.</td>
</tr>
<tr>
<td></td>
<td>• attempts at colorful language that may occasionally seem overdone.</td>
</tr>
<tr>
<td></td>
<td>• occasional overuse of technical language or jargon.</td>
</tr>
<tr>
<td></td>
<td>• reliance on clichés and overused expressions.</td>
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<tr>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>• words that work, but that rarely capture the reader’s interest.</td>
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<tr>
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<td>• expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective.</td>
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<td></td>
<td>• attempts at colorful language that seem overdone or forced.</td>
</tr>
<tr>
<td></td>
<td>• words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used.</td>
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<td>• reliance on clichés and overused expressions.</td>
</tr>
<tr>
<td>2</td>
<td>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</td>
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<td>• words that are colorless, flat or imprecise.</td>
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<tr>
<td></td>
<td>• monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message.</td>
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<tr>
<td></td>
<td>• images that are fuzzy or absent altogether.</td>
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<tr>
<td>1</td>
<td>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</td>
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<td>• general, vague words that fail to communicate.</td>
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<td>• an extremely limited range of words.</td>
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<td>• words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.</td>
</tr>
</tbody>
</table>

**Trait #5: Sentence Fluency**

**Criteria per Level**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Sample</th>
</tr>
</thead>
</table>
| **6** | The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by:  
- a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next.  
- extensive variation in sentence structure, length, and beginnings that add interest to the text.  
- sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.  
- varied sentence patterns that create an effective combination of power and grace.  
- strong control over sentence structure; fragments, if used at all, work well.  
- stylistic control; dialogue, if used, sounds natural. | [Detailed example text] |
| **5** | The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by:  
- a natural, fluent sound; it glides along with one sentence flowing into the next.  
- variation in sentence structure, length, and beginnings that add interest to the text.  
- sentence structure that enhances meaning.  
- control over sentence structure; fragments, if used at all, work well.  
- stylistic control; dialogue, if used sounds natural. | [Detailed example text] |
| **4** | The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by:  
- a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace.  
- some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact.  
- strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective.  
- occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural. | [Detailed example text] |
| **3** | The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by:  
- some passages that invite fluid oral reading; however, others do not.  
- some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns.  
- good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.  
- sentences which, although functional, lack energy.  
- lapses in stylistic control; dialogue, if used, may sound stilted or unnatural. | [Detailed example text] |
| **2** | The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by:  
- significant portions of the text that are difficult to follow or read aloud.  
- sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).  
- a significant number of awkward, choppy, or rambling constructions. | [Detailed example text] |
| **1** | The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by:  
- text that does not invite—and may not even permit—smooth oral reading.  
- confusing word order that is often jarring and irregular.  
- sentence structure that frequently obscures meaning.  
- sentences that are disjointed, confusing, or rambling. | [Detailed example text] |

Source: Arizona Department of Education. Retrieved from:  
### Trait #6: Conventions

#### Criteria per Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6     | The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by:  
  - strong control of conventions; manipulation of conventions may occur for stylistic effect.  
  - strong, effective use of punctuation that guides the reader through the text.  
  - correct spelling, even of more difficult words.  
  - paragraph breaks that reinforce the organizational structure.  
  - correct grammar and usage that contribute to clarity and style.  
  - skill in using a wide range of conventions in a sufficiently long and complex piece.  
  - little or no need for editing. |
| 5     | The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by:  
  - strong control of conventions.  
  - effective use of punctuation that guides the reader through the text.  
  - correct spelling, even of more difficult words.  
  - paragraph breaks that reinforce the organizational structure.  
  - correct capitalization; errors, if any, are minor.  
  - correct grammar and usage that contribute to clarity and style.  
  - skill in using a wide range of conventions in a sufficiently long and complex piece.  
  - little need for editing. |
| 4     | The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by:  
  - control over conventions used, although a wide range is not demonstrated.  
  - correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect.  
  - spelling that is usually correct, especially on common words.  
  - basically sound paragraph breaks that reinforce the organizational structure.  
  - correct capitalization; errors, if any, are minor.  
  - occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.  
  - moderate need for editing. |
| 3     | The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by:  
  - some control over basic conventions; the text may be too simple to reveal mastery.  
  - end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.  
  - spelling errors that distract the reader; misspelling of common words occurs.  
  - paragraphs that sometimes run together or begin at ineffective places.  
  - capitalization errors.  
  - errors in grammar and usage that do not block meaning but do distract the reader.  
  - significant need for editing. |
| 2     | The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by:  
  - little control over basic conventions.  
  - many end-of-sentence punctuation errors; internal punctuation contains frequent errors.  
  - spelling errors that distract the reader; misspelling of common words often occurs.  
  - paragraphs that often run together or begin in ineffective places.  
  - capitalization that is inconsistent or often incorrect.  
  - errors in grammar and usage that interfere with readability and meaning.  
  - substantial need for editing. |
| 1     | Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by:  
  - very limited skill in using conventions.  
  - basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.  
  - frequent spelling errors that significantly impair readability.  
  - paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text.  
  - capitalization that appears to be random.  
  - a need for extensive editing. |

Source: Arizona Department of Education. Retrieved from:  
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 with a wide variety of visual and auditory on-line exercises, Internet-based research, and guided writing activities, that allow students to improve their skills in listening and reading comprehension, pronunciation, vocabulary building, grammar, and writing.

The Language Lab also includes a package of 140 carefully selected English for Speakers of Other Languages (ESOL) Web sites, as well as other Spanish Web pages to meet the students’ needs. Additionally, the Language Lab and E-Lab have other software to boost language and academic content learning such as Tell Me More, NetTutor, and Wimba Voice.

**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 each class. Students must have Internet connection, Internet Explorer browser, and access to Blackboard to be able to use this program.

The system will initially assess students’ knowledge and create a learning path specifically tailored to each student’s needs, thus allowing facilitators to measure every student’s progress. Students will be able to improve 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). For those classes which do not have live tutoring, students can post questions, and they 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)
- Computer Information Systems (student must be enrolled in the course)
**Wimba Voice** is an electronic tool that promotes the use of voice online during the development of the academic content, and allows students/facilitator interaction. Students will use Wimba Voice to create voice posts for discussion boards, prepare voice presentations, send voice e-mails, and for other assignments. The Wimba Voice program has 5 functions:

- **Voice Authoring**: allows recording and listening to voice content on a webpage.
- **Voice Discussion Board**: allows posting and listening to voice messages within discussion boards.
- **Voice Presentation**: allows presenting web content alongside voice messages.
- **Voice E-mail**: allows sending voice messages via e-mail.
- **Voice Podcaster**: allows creating and distributing voice messages to participants
APPENDIX D

LANGUAGE LAB/E-LAB DOCUMENTATION
APPENDIX D

LANGUAGE LAB/E-LAB DOCUMENTATION

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

Ana G. Méndez University System

Language Lab/E-Lab

Attendance Log

Student’s Name: __________________________________________________

Student’s ID Number: _______________________

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

Facilitator’s Name: _________________________________________________

Semester: ________________    PT: ____________________
CONTINUATION OF APPENDIX D

Language Lab/E-Lab Documentation

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

<table>
<thead>
<tr>
<th>AREAS OF IMPROVEMENT AND/OR SUGGESTED BY FACILITATOR</th>
<th>DATE</th>
<th>ELECTRONIC RESOURCES USED AND TASKS COMPLETED</th>
<th>AGM CLASSROOM LAB. (L)</th>
<th>OFF-CAMPUS PRACTICE (O)</th>
<th>STAFF/FACULTY SIGNATURE</th>
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<tr>
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**Total number of hours: _______**
APPENDIX E

PARAGRAPH CONSTRUCTION RUBRIC
## APPENDIX E: PARAGRAPH CONSTRUCTION RUBRIC

<table>
<thead>
<tr>
<th>Evaluation Areas</th>
<th>SCORE:</th>
<th>GRADE**:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>3 Points Each</td>
<td>2 Points Each</td>
</tr>
<tr>
<td><strong>Topic Sentence</strong></td>
<td>Topic sentence is clear as it relates to the assigned topic, and it is correctly placed.</td>
<td>Topic sentence is either unclear as to the assigned topic, or it is incorrectly placed.</td>
</tr>
<tr>
<td><strong>Explanation of Topic Sentence (Supporting Ideas)</strong></td>
<td>There are three sentences explaining topic sentence related to the assigned topic.</td>
<td>There are only two sentences explaining topic sentence, or the explanation is too general.</td>
</tr>
<tr>
<td><strong>Evidence for Topic Sentence (Elaborating Details)</strong></td>
<td>Evidence for all three explanation sentences related to the assigned topic is provided.</td>
<td>Evidence for two explanation sentences related to the assigned topic is provided, or evidence is too general.</td>
</tr>
<tr>
<td><strong>Conclusion Sentence</strong></td>
<td>Conclusion sentence rephrases the topic sentence related to the assigned topic, and it explains its importance.</td>
<td>Conclusion sentence rephrases the topic sentence, but it doesn’t explain its importance.</td>
</tr>
<tr>
<td><strong>Fragments and Run-on Sentences</strong></td>
<td>There are no fragments or run-on sentences.</td>
<td>There is one fragment or run-on sentence.</td>
</tr>
<tr>
<td><strong>Use of Transition Words</strong>*</td>
<td>Transition words are used effectively throughout the written work.</td>
<td>Transitions are used throughout, but one transition word is used incorrectly. It is missing one or two transition words.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Paragraph has no errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns.</td>
<td>Paragraph has two errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns.</td>
</tr>
</tbody>
</table>

**Legible** | **Marginally Legible** | **Not legible**
*What are transitions words and how they are used in effective writing?* Transition words: are phrases or words used to connect one idea to the next; are used by the writer to help the reader progress from one significant idea to the next; show the relationship within a paragraph (or within a sentence) between the main idea and the support the writer gives for those ideas. Different transition words have different functions. Refer to: (https://www.msu.edu/user/jdowell/135/transw.html).

**GRADE BASED ON SCORES:**

A: All Green  
B: 20 Points (Green/Yellow)  
C: All Yellow Scores  
D: 13 Points (Yellow/Red)  
F: All Red Score
Appendix F

Term Paper Assignment

Write a term paper on changes brought by technology and the global world to family, culture, gender, crime, or environment. Your paper is to be a persuasive one. You must choose one of these 5 areas and within it find a controversial issue. That means one on which some intelligent, informed readers disagree with you. You try to get them to agree with you.

You must

1. find a topic you would enjoy going into more deeply

2. do enough background reading to narrow the topic,

3. phrase it as a question (both sides of which you will investigate).

4. explore the readers’ probable response to the evidence you uncover,

5. think about how you will handle their needs, benefits, and expectations so that you can

6. structure a paper that causes them to change their minds and end by agreeing with you.

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

Due: draft of one part Workshop 5, Engl. 115

Final form Workshop 3 or 5, Engl. 116.

Plus references of 6 to 10 sources (if possible briefly annotated).

Research and the writing it involves can be challenging. But it can be exhilarating too, if you approach it in the right way. Brainstorm a bit. Talk to friends. Try Google. You will have to tackle these questions.
Appendix G

Choosing a Topic

Which of the possible subjects do you like best?

________________________________________________________________________

Where has modern change most interestingly affected that?

________________________________________________________________________

What’s the area of that that’s especially divided in popular opinion?

________________________________________________________________________

What side of the question convinces you?

________________________________________________________________________

Why?

________________________________________________________________________

Where can you find and how can you use evidence on that to turn others around? Where can you most easily and quickly find good sources for that?

________________________________________________________________________
Appendix H

Choosing a Topic-Completed Sample

Which of the possible subjects do you like best?
Families that don’t function

Where has modern change most interestingly affected that? Parenting

What’s the area of that that’s especially divided in popular opinion?
Creating the program and paying for the solution

What side of the question convinces you?
New ideas, sound professionally designed programs, for example, In-home mentoring.

Why?
It keeps the family from being split, supports the parent, who with guidance might be able to better provide what her children most need.

Where can you find and how can you use evidence on that to turn others around? Where can you most easily and quickly find good sources for that?
Newspaper, textbooks, You tube videos, Google Scholar, good keywords.

Question?
Wouldn’t in-home mentoring of parenting skills accomplish more and cost less than foster care?
Appendix I

Brainstorming and Writing

Answer these questions about yourself on a piece of paper.

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

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

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

Answer the following questions:

1. What’s the most essential characteristic of a happy home?

2. Who are the most interesting people on earth?

3. Society can most benefit by the difference between women and men. How?

4. Technology and the global world’s changes challenge crime resolution. Why?

5. Where does the salvation of the earth come from?
Appendix J

Form for requesting permission to start my term paper research.

Due: Week 2

**TOPIC**

**Working Title**

**Scope**

**Importance**

**Relevance**

**Interesting because**

**Sensory Details Involved**

**Plan of Action**

**Tentative Bibliography**

**Introduction**

**Question**

**Conclusion**
Appendix K

Letter requesting authorization to continue research.

Dear Professor __________________________

In our class ENGL 116-O, College Reading and Writing II, you have given us the option of any of the five topics of the course. I wish to choose the first, family, and concentrate on family values.

I’m interested in this topic because I plan to become a middle school teacher and know the importance of family in building a strong foundation for children in their early lives. My interest in the subject was sparked by an article in Time Magazine, “Sharing Family Values,” Which tells of a plan to teach the basics of good parenting by having single women with children learn to develop stronger family values by moving in with a mentor who can teach her the necessary skills. I am only now beginning my research but have found several other items including ___and ____, which look promising.

May I have your authorization to continue this line of investigation for my term paper? Thank you in advance for any help you can provide me.

Sincerely yours,
### RESEARCH REPORT EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Research report</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mechanics</strong></td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors</td>
<td>A few grammatical spelling, or punctuation errors</td>
<td>Many grammatical, Spelling, or Punctuation errors.</td>
</tr>
<tr>
<td><strong>Paragraph Construction</strong></td>
<td>All paragraphs include introductory sentence, explanations or details, and concluding sentence.</td>
<td>Most paragraphs include introductory sentence, explanations or details, and concluding sentence.</td>
<td>Paragraphs included related information but were typically not constructed well.</td>
<td>Paragraphing structure was not clear and sentences were not typically related within the paragraphs.</td>
</tr>
<tr>
<td><strong>Internet Use</strong></td>
<td>Successfully uses suggested internet links to find information and navigate within these sites easily without assistance.</td>
<td>Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.</td>
<td>Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.</td>
<td>Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.</td>
</tr>
</tbody>
</table>
Appendix M

Rubric Design Project for GRE Exam

http://www.ets.org/gre/general/scores/how/argument/essays#benchmark1
http://www.ets.org/gre/general/scores/how/argument

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

Task: design a simple rubric for GRE scoring similar to the 6-trait model.

Score of 6

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

A typical paper in this category:

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

See an example of an "Argumentative Essay" that earns a score of 6.

Score of 5

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

A typical paper in this category:

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

See an example of an "Argumentative Essay" that earns a score of 5.
**Score of 4**

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

A typical paper in this category:

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

See an example of an "Argumentative Essay" that earns a score of 4.

**Score of 3**

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

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

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

See an example of an "Argumentative Essay" that earns a score of 3.

**Score of 2**

A 2 paper demonstrates serious weaknesses in analytical writing.

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

- does not present a critique based on logical analysis, but may instead present the writer's own views on the subject
- does not develop ideas or is disorganized and illogical
- provides little if any relevant or reasonable support
- has serious problems in the use of language and in sentence structure that frequently interfere with meaning
- contains serious errors in grammar, usage or mechanics that frequently obscure meaning
See an example of an "Argumentative Essay" that earns a score of 2.

**Score of 1**

A 1 paper demonstrates fundamental deficiencies in analytical writing.

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

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

See an example of an "Argumentative Essay" that earns a score of 1.

**Score of 0**

A typical paper in this category is:

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

K-W-H-L Chart

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

1. What is your topic or problem?

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

3. What is your central research question or problem?

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

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>H</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I Know</td>
<td>What I Want to Know or What I Want to Solve</td>
<td>How will I find information? (Which resources, web pages, texts, formulas, methods, etc.)</td>
<td>What I Learned</td>
</tr>
</tbody>
</table>
Appendix O

K-W-H-L Chart-Completed Sample

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

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

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

   ___________________________________________________________________

   ___________________________________________________________________

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

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

   ___________________________________________________________________

   ___________________________________________________________________

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

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

   ___________________________________________________________________

   ___________________________________________________________________

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

Fishbone Chart

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

**DIY CHARTS**

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

Diagram. How to Improve Your Memory

From:
bnid=jH1Z6qggnbbhAM:&tbnh=139&tbnw=123&prev=/images%3Fq%3Dmemory%26start%3D40%26um%3D1%26hl%3Den%26sa%3DN%26rlz%3D1G1GGLQ_ENUS374%26ndsp%3D20%26tbs%3Disch:1
Appendix S

Writing Factors. Questionnaire.

What in your surroundings helps you write?

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

<table>
<thead>
<tr>
<th>Place</th>
<th>Formal</th>
<th>(desk, straight-backed chair, ________ )</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Informal</td>
<td>(bed, floor, soft chair, ________ )</td>
<td>NI</td>
</tr>
<tr>
<td>Surroundings</td>
<td>Clean messy</td>
<td>________________________</td>
<td>NI</td>
</tr>
<tr>
<td>Time</td>
<td>Morning (early, late)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Afternoon (early, late)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evening (early, late)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools</td>
<td>Pencil</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yellow pad</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spiral notebook</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td>Formal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Light bright</td>
<td>Soft</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperature</td>
<td>Warm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound</td>
<td>Quiet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Noisy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustenance</td>
<td>Food (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drink (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards</td>
<td>Do you promise yourself a reward for getting started? If so what?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do you promise yourself a reward for finishing? If so what?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>What other “rituals” do you have that make your writing more comfortable or effective?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Taken from Reid, 2000.
Appendix T

WORKSHOP CYCLE

- Family
- Earth
- Culture
- Crime
- Gender
## FEEDBACK CHARTS

### Planning & Research

<table>
<thead>
<tr>
<th></th>
<th>Clear/Focused on major idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis statement</td>
<td></td>
</tr>
<tr>
<td>Intent &amp; purpose</td>
<td>Clearly expressed</td>
</tr>
<tr>
<td>Target audience</td>
<td>Clearly defined</td>
</tr>
<tr>
<td>Scope</td>
<td>Appropriate for project</td>
</tr>
<tr>
<td>Information</td>
<td>Sufficient</td>
</tr>
<tr>
<td>Other perspectives &amp; possible questions</td>
<td>Taken into consideration</td>
</tr>
<tr>
<td>Facts &amp; opinions</td>
<td>Explained &amp; supported by convincing details</td>
</tr>
</tbody>
</table>
Appendix U (continued)

Organizing and Drafting

<table>
<thead>
<tr>
<th>Controlling ideas</th>
<th>Sufficiently developed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major ideas</td>
<td>Clearly defined</td>
</tr>
<tr>
<td></td>
<td>Logically sequenced</td>
</tr>
<tr>
<td></td>
<td>According to purpose</td>
</tr>
<tr>
<td>Minor ideas</td>
<td>Support major ideas</td>
</tr>
<tr>
<td>Introduction</td>
<td>Announces thesis &amp; controlling ideas</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Returns to controlling idea</td>
</tr>
<tr>
<td></td>
<td>Reviews the major ideas</td>
</tr>
</tbody>
</table>

How to get feedback?

Ask those around you:

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

How can you use feedback?
It helps you to revise your work.

How important is it to revise?
It’s crucial. You have to revise with a steady mind and you have to do it many times. As you continue to do it, you’ll begin to see that you’re improving.
Appendix U (Continued)

Revising

<table>
<thead>
<tr>
<th>Transitions</th>
<th>Act as verbal signals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections &amp; summaries</td>
<td>Used when necessary</td>
</tr>
<tr>
<td>Mechanical errors</td>
<td>That need to be corrected</td>
</tr>
<tr>
<td>Format</td>
<td>Makes for quick, clear understanding</td>
</tr>
<tr>
<td>Graphics</td>
<td>Clarify the text</td>
</tr>
</tbody>
</table>
Appendix V


http://www.howtoanalyzeinformation.com/
Appendix V (Continued)
Appendix V (Continued)

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

Appendix V (Continued)

Herbert Meyer. How to Analyze Information

Info revolution. Miracle.
Info? Like water: vital but risky. We must learn to analyze: make knowledge from info.
Analyze? We do it all the time; part of human nature. [sense & use]

Step One - Figure Out Where you Are

Step Two - Be Sure You're Seeing Clearly

Step Three - Decide What You Need to Decide

Step Four - Determine What You Need to Know

Step Five - Collect Your Information

Step Six - Turn the Information into Knowledge

Step Seven - Add the Final Ingredient

Why Bother to Learn All This?

A Personal Note

Priority of decisions... Some?
Huge, mistakes, luck, learning.
Jonas Salk: dinner, talk, question
(survival of the fittest?). Agree?
Yes, with a change. Fitness means wisdom.
recognition of insight. Survival depends on wisdom, learning to think.

Step Four - Determine What You Need to Know

Dinner. Menu? Ingredients?
Info : decision :: ingredients: meal. Topic of decision, then list of info.
Example: college. Then Q&A, locations, courses, cost, & so with opening sales office.
List? Sometimes short but sometimes so long writing’s necessary
Takes time. Sometimes things get left out. Get them later.
Appendix V (Continued)

Step Four - Determine What You Need to Know

Dinner. Menu? Ingredients?
Info: decision, ingredients: meal. Topic of decision, then list of info.
Example: college. Then Q&A, locations, courses, cost, & so with opening sales office.
List? Sometimes short but sometimes so long writing’s necessary
Takes time. Sometimes things get left out. Get them later.

Draw a table here, two columns across and four rows down. Then insert the elements that appear on the following page into it.
### Appendix V (Continued)

<table>
<thead>
<tr>
<th>Decide</th>
<th>Dinner. Menu? Ingredients?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[relationship implied?]</td>
<td>Info: decision : : ingredients : meal</td>
</tr>
<tr>
<td>First?</td>
<td>Topic</td>
</tr>
<tr>
<td>Then?</td>
<td>List of info</td>
</tr>
</tbody>
</table>
Appendix W

Memorable Details Exercise

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

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

Reflect a while on them. Tell a friend or family member about them. Write one sentence in response to each question. Try the graphic organizer for yourself on one of your writing projects. Come prepared to discuss your interaction with these examples and this method. You may also want to explore the rest of the website.

http://www.writingfix.com/PDFs/Pic_Book_Prompt_Worksheets/Important_Book_3rd_samples.pdf
http://www.writingfix.com/PDFs/Pic_Book_Prompt_Worksheets/Important_Book_3rd_samples.pdf

Decision Tree Exercise

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

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

Explore this web site. List ways you can use such diagrams in your own work or study.

Good sources for information on developing an effective writing style.

http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/336aa1a4426e652a852569c3006c815d?opendocument
Style seminar from N.Y.’s Empire State College, State University of N.Y.

http://owlenglish.purdue.edu/owl/resource/652/1/
Subordinates other elements of style into general group of tone

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

http://www.learnnc.org/lp/editions/few/684
Article on style as one of the 5 basic features of effective style. Worth reading & thinking about.