ENGL 102
BASIC ENGLISH II:
INTRODUCTORY ENGLISH LANGUAGE COURSE
The syllabus for ENGL 102 – Basic English II: Introductory English Language Course from Social Sciences, Humanities and Communications School prepared and revised in 2015 was used as reference for the elaboration of this module.
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Course Information

Course Title: Basic English II: Introductory English Language Course

Duration: 5 Weeks

Code: ENGL 102

Pre-requisite: None

Description:
Emphasizes the development of basic written communication and reading skills. Grammar instruction is provided for students who need to improve their proficiency in English.

General Objectives

At the end of the course, the student will:

Cognitive objectives:

1. Understand specific information from short dialogues and oral texts.
2. Demonstrate understanding of possessive and plural nouns.
3. Use definite and indefinite articles correctly.
4. Talk about people and things using pronouns correctly.
5. Describe people, objects, and places using adjectives correctly.
6. Compare actions and qualities using adverbs.
7. Read and identify main ideas and supporting details.
8. Organize events in logical order.
9. Make inferences.
10. Use context clues to identify meaning.
11. Write paragraphs developing a main idea with its supporting details.
12. Apply spelling rules of plurals and possessive nouns.
13. Apply the spelling rules to state comparison of adverbs and adjectives.
14. Use capitalization, spelling, and punctuation marks correctly.
Technical Objectives:

1. Read, paraphrase, or illustrate a short reading selection.
2. Use the internet to research topics to enrich the readings lessons (different countries and cultural manifestations)
3. Access websites to enhance their language development.
4. Write paragraphs about a variety of topics stating a main idea.
5. Apply the spelling rules of the plural and possessives of nouns.
6. Use subject, object, and possessive adjectives correctly.
7. Use possessive adjectives accurately.
8. Apply the rules of comparison of adjectives and adverbs correctly.

Affective objectives:

1. Evaluate and assess his own language, reading, and writing progress.
2. Participate willingly in group and cooperative learning activities.
3. Recognize and value multicultural differences and cultural manifestations different from their own.
4. Recognize the importance of learning English as an asset for their professional development.

Textbook and References


Other resources


Electronic Sources

The following institutional electronic addresses will be used as part as reference for all five workshops

Acquisition of texts by chapters

- www.cengage.com

Acquisition of ebooks

- http://www.pearsoneducacion.net/puerto-rico/inicio
- www.mcgraw-hill-educacion.com
- http://store.virtusbooks.com/

Institution Libraries

Universidad del Turabo (For some resources your username (email) and password will be requested)

http://bv.ut.suagm.edu/es

- Data Base
  - http://bv.ut.suagm.edu/es

- Library Catalog (To identify text available in the library)
  - http://bibliotecavirtualut.suagm.edu/es/publications

Universidad del Este

https://mysuagm.suagm.edu/web/une-servicios-al-estudiante/biblioteca1

- Data Base (For some resources your username (email) and password will be requested)
  - https://mysuagm.suagm.edu/web/une-servicios-al-estudiante/bases-de-datos

- Library Catalog (To identify text available in the library)
  - https://mysuagm.suagm.edu/web/une-servicios-al-estudiante/motores-de-busqueda
Universidad Metropolitana

http://bibliotecaumet.suagm.edu/

- **Data Base** (For some resources your username (email) and password will be requested)
  - http://bibliotecaumet.suagm.edu/index.php/buscar-informacion-link/articulos-via-db-link
  - http://www.doaj.org/

- **Library Catalog** (To identify text available in the library)
  - http://cat.umet.suagm.edu/vwebv/searchBasic?sk=en_US

**Important Links:**

- **American Psychological Association (APA) Style Publication Manual**
  - http://www.apastyle.org
  - https://mysuagm.suagm.edu/web/uneservicios-al-estudiante/manuales-de-estilo

- **Copyright and Plagiarism**
  - http://www.suagm.edu/Programa_Ahora/copyright/guia_derechos_autor.pdf
  - https://mysuagm.suagm.edu/web/uneservicios-al-estudiante/plagio

- **Information for students: Information published, rules, manual, etc.**
  - http://www.suagm.edu/umar/ve_publicaciones.asp
  - http://www.suagm.edu/turabo/con_manuales_docs_estudiante.asp
  - http://estune.suagm.edu/encuentros
Important notice: If for a reason you cannot access any website provided in this module, do not limit yourself in searching for other websites on-line.

Here are some websites you can use:

- https://scholar.google.com/
- http://www.sciencedirect.com/
- http://www.search.com/
- http://www.academicinfo.net/subject-guides
- http://eric.ed.gov/
- http://www.base-search.net/
- http://bv.ut.suagm.edu/es

The facilitator can make any changes or add electronic addresses if it is necessary.
Tutorials:
Access any links provided below to use in the Blackboard:

1. Discussion Forum
2. Chat
3. Group Pages
4. E-mail
5. Verify Grades
6. Access a Course
7. Submit a Task
8. Send email
9. Audio with audacity
10. Video with windows moviemaker
11. Students’ Tutorial to Access Modules
12. Email account Activation Windows Live

Access to the links below to use the library:

Universidad del Este
https://mysuagm.suagm.edu/web/une-servicios-al-estudiante/tutoriales

Universidad del Turabo
http://bv.ut.suagm.edu/es/resources-and-guides
http://ut.suagm.edu/es/estudprofesionales/tutoriales

Universidad Metropolitana
http://bibliotecauimet.suagm.edu/index.php/servicios/guias-de-ayuda-y-tutoriales
Evaluation:

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Maximum Score</th>
<th>Maximum Percent (%)</th>
<th>Acquired Punctuation</th>
<th>Acquired Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/ Attendance* (Appendix A)</td>
<td>20</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests and Quizzes *</td>
<td>100</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio* (Appendixes B y B2)</td>
<td>25</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td> Oral Presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td> Writing tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td> Journals/Forums</td>
<td>255</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td> Role Playing</td>
<td></td>
<td></td>
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<tr>
<td> Group Discussions</td>
<td></td>
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<td></td>
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<tr>
<td> Laboratory Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>400</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Estos criterios son requeridos en todos los cursos del Programa AHORA.

El/la Facilitador/a del curso determinará las fechas límites para la entrega de trabajos, tareas, portafolio y administración de pruebas, entre otros.

(Ver Anejo I: Tabla de conversión)

Evaluation Curve

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 90</td>
<td>89 – 80</td>
<td>79 - 70</td>
<td>69 - 60</td>
<td>59 - 0</td>
</tr>
</tbody>
</table>
Evaluation Criteria Explanation:

1. **Participation and Attendance:** (Appendix A) The attendance and participation is mandatory; these are compulsory in each workshop. In case of absence, the student should contact the facilitator in order to be excused and means to hand in the assigned work and be prepared for the next workshop. All activities carried out in the absent workshop, subject to evaluation, will be considered and evaluated according to the parameters specified in the module and communicated standards by the facilitator in Workshop 1.

2. **Portfolio (Appendix B and B2):** It will consist of a reflection, a criticism or an analysis of the Works presented, which include the degree of success achieved in relation to the goals proposed at the beginning of the course, the intellectual growth and skills developed in the course. The Facilitator will determine the delivery date and the format of the Portfolio.

3. **Theoretical Test:** A theoretical test or several quizzes will be offered where the acquired knowledge will be assessed. The Facilitator will determine the date to administer the test or the quizzes.

4. **Other:** The Facilitator will identify and provide more details on the evaluation criteria listed in this row. Some of the criteria which may be used include: essays, oral presentation, information brochure, comparative table among others.
Compliance with Research Law

Ana G. Mendez University system through the Institutional Board of Review (IRB) that is regulated by the Federal Law 45 CFR 46 Parts A, B, C y D, establishes that the Facilitator or the student who requires or carries out an investigation or administers questionnaires or interviews, should refer to norms and procedures of the Compliance Office and request authorization.

To access the forms of the Compliance Office enter in the following ways.

1. Go to the website [http://www.suagm.edu/ac_aa_re_ofi_comites_irbnet.asp](http://www.suagm.edu/ac_aa_re_ofi_comites_irbnet.asp), select Compliance Office and choose Forms.

2. In a direct way, visit [http://www.suagm.edu/ac_aa_re_ofi_listado_formularios2.asp](http://www.suagm.edu/ac_aa_re_ofi_listado_formularios2.asp).

In addition to the forms, the instructions for the certification are available online. These certifications are: IRB Institutional Review Board, Health Information Portability Accounting Act (HIPAA), and Responsibility Conduct for Research Act (RCR). If you have any questions contact the Institution Coordinator Office or the Office of Compliance to the following numbers:

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Posición</th>
<th>Contacto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sra. Evelyn Rivera Sobrado</td>
<td>Directora Oficina de Cumplimiento</td>
<td>Tel. (787) 751-0178 Ext. 7196</td>
</tr>
<tr>
<td>Srta. Carmen Crespo</td>
<td>Coordinadora Cumplimiento UMET</td>
<td>Tel. (787) 766-1717 Ext. 6366</td>
</tr>
<tr>
<td>Sra. Josefina Melgar</td>
<td>Coordinadora Cumplimiento Turabo</td>
<td>Tel. (787) 743-7979 Ext. 4126</td>
</tr>
<tr>
<td>Sra. Natalia Torres</td>
<td>Coordinadora de Cumplimiento UNE</td>
<td>Tel. (787) 257-7373 Ext. 2279</td>
</tr>
</tbody>
</table>
Course’s Guidelines

1. Attendance is compulsory. The student must present a valid excuse to the Facilitator for any absence and replace the work for the workshop. The Facilitator reserves the right to accept the excuse and the work presented and adjusts the assessment as he/she understands necessary.

2. The student will log to Blackboard before the beginning and during the course to be informed of the announcements published by the Facilitator in the platform or any other related activity.

3. Oral presentations and special activities cannot be rearranged. If the student presents a valid and verifiable excuse (e.g. medical or court), the Facilitator will schedule an interview for a written test of the activity not attended.

4. This course is in an accelerated mode and requires that the student prepares before each workshop as specified in the module. An average of 15 hours weekly is required to prepare for each workshop.

5. The Facilitator may require the participant to rewrite any work that does not comply with the requirements previously established.

   a. Ethical behavior is expected in all course activities. This means that all work must be original and that any used references should indicate the source, either via citations or bibliography. Plagiarism will not be tolerated, and in detected cases the student is exposed to receive zero at work and referred to the Disciplinary Committee of the institution. Students should observe practices that seek to prevent incurring in plagiarism of documents and works.

      (https://mysuagm.suagm.edu/web/une-servicios-al-estudiante/plagio)

      (http://bibliotecauum.suagm.edu/index.php/para-investigar/herramientas-para-investigar/guia-de-derecho-de-autor)

6. If the Facilitator makes any changes, they must be discussed with the students during the first workshop and will deliver the agreements in writing to the students and the Program.

7. The Facilitator will establish means of contact and communication for the course.
8. The use of cell phones is prohibited during all workshops.

9. Children and relatives are not allowed in the classrooms.

10. Students who receive vocational rehabilitation services must communicate with the Facilitator at the beginning of the semester to plan a reasonable accommodation and assisted equipment required in accordance with the recommendations of the Vice-Presidency for Development and Retention. Also those students with special needs who require some assistance or accommodations in any aspect of the course should contact the Facilitator. Students with special needs must contact the Facilitator in case of needing differentiated evaluation due to particular needs.

11. Every student is responsible for compliance with the academic and administrative rules of the institution that is available at the Student Affairs Vice-Presidency, including the regulation of students.
Specific Objectives:
By the end of the workshop, the student will:

1. Identify the communicative process and the factors that influence diverse communicative circumstances.
2. Formulate questions relating to personal information.
3. Demonstrate their correct use of language by engaging in conversations.
4. Interact effectively in the classroom with their peers.

Electronic searches
Using a search engine or in the virtual library database, conducting research, taking into consideration:

- Communicative process
- Factors that may influence the communicative process
- Different forms of communication
- How to describe a process

Assignment to be handed-in on Workshop one:

Instructions:

1. Discussion Forum:
   a. Students will answer the questions posted by the professor on the Blackboard discussion forum about the importance and uses of the English language for everyday life situations.

2. Complete the following before coming to Workshop 1
   a. After conducting the previously mentioned research, students will summarize their findings and come prepared to discuss the communicative process.
3. Prepare an autobiography (between 15-20 sentences) and be prepared to read in class, answer questions after reading and hand in to Facilitator after class.
Activities:

1. Ice breaker activity will be carried out selected by the Facilitator.

2. The Facilitator will discuss the following:
   a. Course objectives
   b. Resources available
   c. Evaluation criteria (refers to the appendix)
      i. Portafolio
      ii. Determine if it will be in a digitalized or paper presentation.
   d. Due dates and information related to tasks, works and tests will be arranged and discussed.
   e. A demonstration for access and use of tools available in Blackboard will be presented by the Facilitator.
   f. Blackboard
      i. Tasks
         1. The Facilitator will create the spaces in order for students to submit tasks and will explain in detail the process to submit tasks.
      ii. Tests or Quizzes
         1. The Facilitator will explain the process to complete the tests created in Blackboard.
      iii. Forums: The Facilitator will promote the creation of Student Blogs in Blackboard to encourage students’ interaction in class.
         1. Presentation Blog
         2. Thematic Blog, the facilitator will define the Topic and will indicate the available period to submit and will place the following basic participation rules in which each student will:
            a. Create a conversation topic (*new thread*) (1 per participant).
b. React to at least two of the themes placed by the students. Select Student Representative

3. The Facilitator may share necessary electronic documentation using additional resources option in Blackboard.

4. Other related topics to the course that the Facilitator consider important.

5. If any changes are made to the grading evaluation criteria, these should be given in writing to the student and the AHORA Program office during the first workshop.

6. The Facilitator will elicit from the students their research results and forum posts in order to begin a group discussion regarding the communication process and the possible uses of the English language for their daily and/or professional lives.

7. Students will share their autobiographies with the rest of the class and be prepared to answer questions either from the Facilitator or their peers.

8. Students will hand in their autobiographies for correction.

9. Facilitator will instruct students to sit in pairs and conduct an oral peer to peer evaluation IN ENGLISH of their participation in class and observe their interactions. (Appendix L)

10. The Facilitator clarifies doubts related to tasks to be performed before the next workshop. It is very important to verify tasks and suggested activities for the next workshop to proceed with the necessary arrangements.

11. By the end of the workshop, the student must complete and submit the Assessment/appraisal document.

12. All work, evidence of assessment or other documents in the course must be included in the portfolio, after having been corrected and evaluated by the facilitator.

Assessment

1. Student will write a one-minute paper to hand in (See Appendix F)
Specific Objectives:
By the end of the workshop, the students will:

1. Compare and contrast cultural differences between English-speaking communities.
2. Use the internet to research topics to enrich the readings lessons (different countries and cultural manifestations).
3. Interpret the assigned readings, stating their opinions.
4. Evaluate their performance as well as their peers.

Electronic searches.
Using a search engine or in the virtual library database, conducting research, taking into consideration:

- In which countries is English mostly spoken as a first language (besides the U.S.)? Mention a minimum of 4.
- In which countries is English mostly spoken as a second language? Mention a minimum of 4.

Assignment to be handed-in on Workshop two:
Instructions:

1. Students will answer the following questions to be handed in after discussion in class:
   a. Where have you been on vacation?
   b. Have you ever visited a different country? Where did you go?
   c. Which countries would you like to visit? Why?
   d. Which countries would you not like to visit? Why?
   e. Would you like to travel around the world? Explain.

2. Summarize their online research and come prepared to discuss orally in class.

Activities
1. Facilitator will begin the class with a reading selection about a cultural celebration, activity or custom (this can be from any country).
2. Facilitator will discuss the reading selection with the students and complete exercises on fact and opinion and scanning for specific information.

3. Facilitator will engage in a discussion using the results from the online research conducted by the students relating the use of English in different countries around the world and collectively conclude which are the three countries where English is most widely used as a first and the three where it is a second language.

4. Conclusions will be reached regarding cultural differences amongst these English-speaking countries by means of an oral discussion.

5. Students will silently read a selection brought by the Facilitator regarding the use of English in a global context.

6. Peer to peer discussion of the reading selection will be supervised by the Facilitator where the students are required to state their opinions about the selection. (Appendix L)

7. Facilitator will lead a discussion of the answer to the questions brought in by the students with relation to vacationing and travel.

8. Facilitator will elicit from the students a minimum of four to five scenarios in which English would be used during their travels.

9. A brief video demonstrating a real life situation where speaking English is necessary while travelling will be presented to the students (at the airport, restaurant, landmark, etc.).

10. Students will sit in pairs, select ONE situation where English is necessary, and write a short dialogue to use in a role playing activity.

11. Facilitator will instruct the students to, after practicing their dialogues, present them in front of the class. (Appendix L)

12. Facilitator explains the assignment given for Workshop Three.

13. The Facilitator clarifies doubts related to tasks to be performed before the next workshop. It is very important to verify tasks and suggested activities for the next workshop to proceed with the necessary arrangements.

14. By the end of the workshop, the student must complete and submit the Assessment/appraisal document.

15. All work, evidence of assessment or other documents in the course must be included in the portfolio, after having been corrected and evaluated by the Facilitator.
Assessment

1. Students will complete the Appendix E “Immediate Written Response”
Workshop 3
Future Plans

Specific Objectives:
By the end of the workshop, the student will:

1. Write a topic sentence, supporting sentences, and concluding sentences with unity and coherence.
2. Write controlled paragraphs and expository paragraphs on various topics.
3. Recognize paragraph structure in a simple three paragraph essay.
4. Use appropriate conventions of writing.

Electronics searches.
Using a search engine or in the virtual library database, conducting research, taking into consideration:

- How to write a complete and coherent paragraph
- How to write a three paragraph essay

Assignments to be handed in on workshop three:

Instructions:

1. Organize and bring the portfolio to class. Hand it in to the Facilitator. This may also be sent electronically according to the discretion of the Facilitator.
2. Write a paragraph following the structure researched entitled: My Future Plans.

Activities

1. Students will read their paragraphs to the rest of the group.
2. The Facilitator introduces the topic by means of a PowerPoint Presentation on paragraph structure and essay writing.
3. Students will complete various reading exercises, designed to recognize the structure of the paragraph: topic sentence, supporting details and concluding sentence.
4. The completed exercises will be discussed and handed in.
5. Students will then practice writing an expository paragraph following the explanation provided by the Facilitator and following the structure previously explained regarding their plans for the future (immediate and long term).
6. Facilitator will provide a three paragraph essay to be read aloud and discussed in class which follows the theme of the workshop.

7. Students will evaluate the essay for unity, clarity and structure in order to determine if it is well-written.

8. The Facilitator clarifies doubts related to tasks to be performed before the next workshop. It is very important to verify tasks and suggested activities for the next workshop to proceed with the necessary arrangements.

9. By the end of the workshop, the student must complete and submit the Assessment/appraisal document.

10. All work, evidence of assessment or other documents in the course must be included in the portfolio, after having been corrected and evaluated by the Facilitator.

Assessment

1. Students will write a three paragraph essay on the topic assigned by the Facilitator and upload to Blackboard by the date given by the Facilitator.

2. Students will complete the Appendix C “Muddiest Point”
Specific objectives

By the end of the workshop, the student will:

1. Identify and discuss main ideas and supporting details.
2. Identify similarities and differences among ideas.
3. Infer conclusions using predictive outcomes.
4. Use context or visual clues to establish meaning.
5. Identify author’s purpose.

Electronic searches.

Using a search engine or in the virtual library database, conducting research, taking into consideration:

- History of the internet
- Top 10 uses of the internet

Assignments to be handed in on workshop four:

Instructions:

1. Using the research conducted online, write a seven sentence paragraph regarding your findings on the history of the internet.
2. Bring the list of the ten most common uses for the internet to class for discussion.

Activities:

1. Facilitator introduces the topic with a reading selection about the history of the internet.
2. Students will then be led into a discussion in which they will compare and contrast the selection to their paragraph, finding the similarities and differences between them and noting them down on the chart from Appendix K.
3. Students will compare and contrast the results and offer a conclusion.
4. Facilitator will instruct the students to either silently read or read aloud (taking turns) a selection regarding the use and abuse of the internet.
5. An oral group discussion of the reading selection will be carried out.
6. Facilitator will lead a discussion regarding the most common websites used, eliciting the information from the students. These will be divided into age groups and purpose of use (work, school, leisure, etc.).

7. Facilitator explains the assignment given for Workshop Four.

8. The Facilitator clarifies doubts related to tasks to be performed before the next workshop. It is very important to verify tasks and suggested activities for the next workshop to proceed with the necessary arrangements.

9. By the end of the workshop, the student must complete and submit the Assessment/appraisal document.

10. All work, evidence of assessment or other documents in the course must be included in the portfolio, after having been corrected and evaluated by the facilitator.

Assessment

1. Students will complete Self-Evaluation (Appendix D)
Workshop 5
Final Test and Oral Presentations

Specific Objectives:
By the end of the workshop, the student will:

1. Complete the final written test which includes the skills presented throughout the course.
2. Present a brief oral presentation on a topic related to the in class discussions.

Electronic searches.
Using a search engine or in the virtual library database, conducting research, taking into consideration:

- The additional information necessary for their oral presentation

Assignment to be handed-in on workshop five:

Instructions:

1. Hand in or Email your electronic portfolio by the date provided by the Facilitator.
2. Study for the final test
3. Prepare a five-minute oral presentation on the topic of your choice from the ones previously discussed in class (Appendix M).

Activities:

1. Students will complete the final test.
2. Students will present his/her oral presentation (Appendix M).
3. Facilitator will evaluate his/her presentation.
4. Facilitator will provide the portfolio grade (see appendix - B2).
5. By the end of the workshop, the student must complete and submit the Assessment/appraisal document.
6. All work, evidence of assessment or other documents in the course must be included in the portfolio, after having been corrected and evaluated by the facilitator.

Assessment

1. Students will complete the Appendix D Self Evaluation
Appendix A

Assessment Matrix: Participation and Attendance

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Facilitator:</td>
</tr>
<tr>
<td>PT:</td>
<td>Section:</td>
</tr>
</tbody>
</table>

Using the scale below, the Facilitator will determine if the student complies with submitted criteria.

Scale:

<table>
<thead>
<tr>
<th>Criterios</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Comentarios</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asistió puntualmente a todos los talleres (presenciales y/o sincrónicos)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Su participación y contribución fue activa, demostrando interés, iniciativa y creatividad en el desarrollo de la clase,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Formula y contesta preguntas del facilitador y de sus compañeros de forma clara y argumentativa, demostrando que estaba preparado para la clase presencial o sincrónica.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Participó puntual y activamente de los foros y otras herramientas de colaboración publicadas en Blackboard y/o en herramientas externas Web 2.0 siguiendo las instrucciones requeridas para cada una.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ingresó a Blackboard para completar y/o entregar tareas, pruebas u otras actividades asignadas por el facilitador en las fechas requeridas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suma según puntuación de escala:**

Total: ___/ 20

*La puntuación máxima de la matriz valorativa es 20. Este número equivale al 5% de la nota final del curso.*

Student’s Signature: ____________________________
Facilitator’s Signature: ____________________________

Comments:

________________________________________________________________________________________
________________________________________________________________________________________
Appendix B

Guide for the Portfolio Preparation

What is a Portfolio?

According to Lamberto Vera (2005) the portfolio is a strategy that consists of the collection of works performed by the student to demonstrate efforts, achievements and progress during a class period.

What is the purpose of the Portfolio?

The professor will establish the goal and objectives of the use of the Portfolio as an assessment tool in the class.

  o The main purpose is to demonstrate the knowledge acquired by the student and raise his/her learning process.

What are the elements of the Portfolio?

The Portfolio prepared by the student for the course must have the following elements in physical and conceptual structure:

I. **Cover Page** (The information should be centralized)

  a. The page must contain:

     i. Upper part:

        1. University Name and Escuela de Estudios Profesionales

     ii. Center

        1. Portfolio of Name of the Course

     iii. Bottom part:

        1. Student’s name, Course code, Facilitator’s course name and handed in date.

II. **Table of Contents** (in the order the information is included without listing)
III. Introduction
   a. It will consist of a reflection, a criticism or an analysis of the Works presented, which include the degree of success achieved in relation to the goals proposed at the beginning of the course, intellectual growth and skills developed in the course.

IV. Self-Portrait
   a. Biographical data of the student, goals and/or professional expectations, self-assessment of the profession.

V. Collected information and divided by workshops (as applicable to the course)

Each workshop should include a reflective overview of its contents. Among the works that might appear are the following:
   a. Homework / Tasks
   b. Tests or Quizzes
   c. Special Works, individually or in groups
   d. Other Evaluation Strategies
   e. Assessment activities
      i. Reflective journals, expressions of the student of academic or personal issues
      ii. One minute paper.
      iii. Muddiest Point
      iv. Case study
      v. Oral Presentations
      vi. Conceptual maps of the studied unit
      vii. Rendition Works
      viii. Other activities presented in the module or suggested by the Facilitator
   f. Final self-evaluation of the Portfolio
      i. Reflection that answers the following:
         1. What did I learn from this course?
         2. For what can I use this acquired knowledge?
         3. Which areas do I domain?
         4. Which areas do I still need to strengthen?
5. During the process of development of the Portfolio, which topics or strategies I would like to find in another course? What I would not like to find?

6. What concept or skills-related questions were left unanswered?

VI. Appendixes
   a. Any document related to the course that has been part of the research process. For example: News, professional articles, videos, observations, etc.

VII. Means to deliver the Portfolio
   a. The student will deliver the Portfolio to the Facilitator:
      - Physical
      - Digital, (CD, flash memory, other.)
   b. The facilitator will assess the portfolio using the provided activities of appraisal assessment matrix and will save the copy as evidence for a period of one year.

VIII. The structure of the Portfolio should follow the Style Manual of APA in its latest 6th Edition

IX. The EEP sets availability of the following resources:
   a. Guía para la implementación del portafolio en cursos
   b. Formato de portafolio en PowerPoint

Resources for the Preparation of the Portfolio


Mahara (s.f.). Creación de portfolios y recursos libres. Recuperado de http://mahara.org/

### Appendix B-2

**Assessment Matrix for Assessment Activities**

<table>
<thead>
<tr>
<th>Criterio</th>
<th>Descripción</th>
<th>Domina totalmente</th>
<th>Domina bastante</th>
<th>Domina parcialmente</th>
<th>Domina poco</th>
<th>No domina</th>
<th>Puntuación</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contenido de curso</strong></td>
<td>Información dividida por talleres que están relacionadas con las actividades de evaluación y avalúo (assessment) del estudiante.</td>
<td>Presenta todas las evidencias de trabajo desarrolladas en el curso.</td>
<td>Presenta algunas evidencias de trabajo desarrolladas en el curso.</td>
<td>Presenta el 50% de las evidencias de trabajo desarrolladas en el curso.</td>
<td>Presenta muy pocas evidencias.</td>
<td>No presenta las evidencias de trabajo por taller.</td>
<td></td>
</tr>
<tr>
<td><strong>Destrezas de comunicación oral y escrita</strong></td>
<td>El portafolio contiene evidencias de comunicación oral y escrita y en los documentos utiliza el estilo APA.</td>
<td>Presenta trabajos de comunicación oral y escrita libres de errores gramaticales, ortográficos, de redacción o de expresión oral y aplica en forma correcta los requerimientos de APA.</td>
<td>Presenta algunos errores ortográficos y gramaticales o de redacción o de expresión oral y demuestra conocimiento básico del estilo APA.</td>
<td>Presenta varios errores de redacción, ortográficos y gramaticales o de expresión oral y poco conocimiento del APA.</td>
<td>Presenta muchos errores ortográficos, gramaticales, de redacción o de expresión oral y no domina el estilo APA.</td>
<td>La redacción es pobre con muchos errores ortográficos o de expresión oral. No utiliza el estilo APA.</td>
<td></td>
</tr>
<tr>
<td><strong>Pensamiento crítico</strong></td>
<td>Demuestra un progreso personal y académico a través de reflexiones críticas, trabajos investigativos y/u otros.</td>
<td>Manifiesta un progreso académico y personal considerado.</td>
<td>Manifiesta un progreso académico y personal.</td>
<td>Manifiesta algún nivel de progreso académico y personal.</td>
<td>Manifiesta poco progreso académico y personal.</td>
<td>No manifiesta progreso académico y personal.</td>
<td></td>
</tr>
<tr>
<td><strong>Destrezas tecnológicas</strong></td>
<td>Utiliza elementos tecnológicos en la preparación del portafolio acorde con el contenido y formato del curso.</td>
<td>Demuestra alto interés y siempre utiliza elementos tecnológicos que apoyan la confección del portafolio.</td>
<td>Demuestra interés y utiliza elementos tecnológicos que apoyan la confección del portafolio.</td>
<td>Demuestra algo de interés y utiliza ciertas herramientas tecnológicas que apoyan la confección del portafolio.</td>
<td>Demuestra poco interés y utiliza escasos elementos tecnológicos en la confección del portafolio.</td>
<td>No demuestra interés ni utiliza elementos tecnológicos en la confección del portafolio.</td>
<td></td>
</tr>
<tr>
<td><strong>Iniciativa, ética y liderazgo</strong></td>
<td>Ofrece información y evidencias adicionales que van más allá de lo asignado en clase o requerido para el curso, se apoya en fuentes</td>
<td>Presenta información adicional relacionada con el curso.</td>
<td>Presenta alguna información relacionada con el curso.</td>
<td>Presenta muy poca información adicional relacionada con el curso.</td>
<td>Presenta alguna información, pero no guarda relación con el</td>
<td>No presenta información adicional.</td>
<td></td>
</tr>
</tbody>
</table>

**Comentarios:**

_________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________

TOTAL

---

ENGL 102 – Basic English II: Introductory English Language Course

35
Discussion of Results of Assessment and Authorization for the Use of the Portfolio

I, _________________________________, with identification number S00__________________________:

1. Certify that the Facilitator discussed the results of assessment of the learning course.

2. Authorize the School of Professional Studies, AHORA Program, to keep the portfolio prepared for the course ___________________ for a period of time of a year, according to the policy of Ana G. Méndez University; from the date of delivery as evidence of the retrieved academic learning process.

For the record so we sign,

Student’s signature : ___________________________ Date: ____________

Facilitator’s Signature: ___________________________ Date: ____________
Appendix C

Muddiest Point

Name: ___________________________ Date: ___________________________

Course: ___________________________ Facilitator: ___________________________

PT: ___________________________ Section: ___________________________

Instructions: After the workshop activities, answer and turn in the following. Remember to save as evidence in the Portfolio of the course once it is evaluated by the Facilitator.

1. Which was the topic that you best understood?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

2. Over which concept or skill do you still have doubts?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

3. How can this be clarified? Do you need additional help?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
### Appendix D

#### Self-Evaluation

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Facilitator:</td>
</tr>
<tr>
<td>PT:</td>
<td>Section:</td>
</tr>
</tbody>
</table>

Reflect on the following premises and answer:

1. What have I learned so far? Explain.

2. Was my participation in each workshop active? Explain.

3. Did I prepare properly for all workshops? Explain.

4. In which aspects did I highlight as a student? Explain.

5. What could I have done better? Explain.
Appendix E

Immediate Written Response

Name: ___________________________  Date: ___________________________

Course: ___________________________  Facilitator: ___________________________

PT: ___________________________  Section: ___________________________

Question(s): ___________________________________________________________

Question(s): ___________________________________________________________

Question(s): ___________________________________________________________

Question(s): ___________________________________________________________

Question(s): ___________________________________________________________

Question(s): ___________________________________________________________

Question(s): ___________________________________________________________

Question(s): ___________________________________________________________
## Appendix F

### One-minute Paper

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Facilitator:</td>
</tr>
<tr>
<td>PT:</td>
<td>Section:</td>
</tr>
</tbody>
</table>

**Instructions**: Answer the following questions and then hand it in to the facilitator.

1. What is the most important thing you learned in class?

2. What question was not answered in the class?

3. In what kind of situation can you apply the concepts discussed today?
Appendix G

Guide for Cases Analysis

Purpose

Case study promotes the student’s ability to think strategically, analyze problems and opportunities, and make valid alternatives based on the analysis performed. It also provides the student a systematic process to make decisions that are in the selection of the best strategy when compared to others.

Parts of the Case Analysis

Each case analysis must have a written report (___ points) and an oral presentation (___ points) for a total score of ___ points (the score will be assigned by the Facilitator of the course).

The written report should not exceed ___ pages, double spaced, and must include a minimum of five references from professional magazines, journals, books, studies, journals, among others of academic nature. The page limit does not include graphical annexes or tables that complement the analysis. The analysis should be concise and efficient without having to elaborate on areas that are not relevant. The writing must have the correct use of grammar and spelling.

The oral presentation must be of ___ minutes and innovative and varied audio-visual resources should be incorporated. In case of a group presentation, all members must actively participate.

The analysis (both written and oral) should be organized in the following manner:

I. Introduction

• Provide a brief overview of the case, including a brief description of the company, its vision and mission. This part must not exceed two paragraphs.
II. Problem/ Situation Description

- Express clearly the main problem without using complicated arguments.
- Provide a brief background of the situation presented in the case to position the analysis in perspective.

III. Analysis of the Situation

- Lead all necessary and relevant analysis (e.g. Analysis of the business environment, industry, competition, and consumer).
- Interpret the situation: strengths and internal weaknesses, opportunities and external threats (FODA) (analysis SWOT – acronym in English). A specific list of the four most important points must be submitted for each aspect. A brief explanation to the extent that is necessary can be included.

The analysis of the situation should focus on points that sustain the problem.

IV. Strategic Alternatives

- Provide a listing and (Specific) brief explanation of three strategic alternatives that could be considered to solve the problem previously identified.
- Provide a detailed comparison of each alternative using specific evaluation criteria.
- Support the evaluation with quantitative and qualitative analysis where applicable (tables, matrixes, figures can be included).
- Explain the advantages and disadvantages of each alternative.

V. Recommendations and Implementation

- Select the recommended strategic alternative to solve the problem.
Appendix H

Guide for the Preparation of the Essay

An organized essay consists of an introductory paragraph, three or more paragraphs that support the central idea of the topic and a concluding paragraph. All the paragraphs in the essay have a central idea expressed in a sentence (topic sentence) that usually opens the speech and in addition, several secondary ideas that support, explain, and expand the central idea.

Introductory Paragraph

The introductory paragraph must contain at the beginning, sentences related to the theme that will call the attention and the interest of the reader. Then, it shows the main idea of the essay and the statement of the problem or the formulation of the thesis sentence to be sustained. The declaratory sentence is the “what” and the “who” of the subject or the theme of the essay. It gives meaning and direction to the essay. This paragraph can contain, according to the type of the essay, the thesis to be demonstrated, the personal opinion or others opinions about the developed subject. It is also an approach of the topic in a question form without answering at the time, but answered later.

In a second sentence, state, highlight, and list the important details (aspects of central ideas) or topics to be discussed in the paragraphs in the body of the essay. This enumeration responds to the plan that has been traced in the development of the subject and at the same time it becomes the guide and the essay’s direction. Then, write sentences that complete, expand, and sustain the central idea, the purpose and the importance of the subject.
Body (Supporting Paragraph)

The body of the essay is the part in which the thesis presented in the introduction is developed and supported. It should have not less than three arguments that refute, test, and evidence the exposed approach in the introduction.

Assign a supporting paragraph that begins with a topic sentence that establishes and sets out the paragraph’s main idea. The main idea is the reasoning of conviction. For each paragraph, there should be a central idea. For every idea, there should be several secondary ideas that at the same time will exemplify and uphold the central idea. The topic sentence determines the direction and development of the paragraph.

Conclusion

In the final paragraph of the essay present briefly the following:

- A summary of the main points
- The reaffirmation of the thesis defended by the author
- Possible solutions to the problem
- New positions, new findings that strengthen the author’s thesis and that refute the contrary position
Appendix I

Conversion Table: Evaluation Criteria

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Maximum score according to the assessment matrix</td>
<td>B. Maximum Percentage. According to the evaluation criteria.</td>
</tr>
<tr>
<td>C. Score achieved by the student</td>
<td>X. Percentage achieved by the student.</td>
</tr>
</tbody>
</table>

Formula:

\[ X = \frac{B \times C}{A} \]

Example:

Criteria: Participation and Attendance

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>5%</td>
</tr>
<tr>
<td>40</td>
<td>X</td>
</tr>
</tbody>
</table>

Formula:

\[ X = \frac{5 \times 40}{45} \]

\[ X = 4.4\% \]
Appendix J

Rubric for Discussion Forums

Discussion Forum: to learn about the process of participation in forums, each student will log to the appropriate link located in the Tutoriales section from Blackboard. For the assigned day in the week of each workshop, post a comment following the instructions in each of the workshops. Then, comment in at least two publications of your classmates in one of the following ways:

- Send a question to verify or request further information.
- Share your initial comment and compare it with your classmates.
- Offer suggestions about the comment.
- Validate ideas with your own experiences.
- Complete or complement the publication of your classmates.

Remember to base your writing and responses to classmates with specific references according to your personal reading using the APA format in the latest edition.

<table>
<thead>
<tr>
<th>Workshops 1–5 Rubric Discussion Forum</th>
<th>Maximum 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer to the discussion question is reflective and representative to the readings and/or content of the course module. APA (6ª ed.) is used to quote and substantiate comments. It is made on time.</td>
<td>4</td>
</tr>
<tr>
<td>Answers thoughtfully to at least two of the comments of classmates and asks questions that extent the discussion and is carried out on time.</td>
<td>2</td>
</tr>
<tr>
<td>The final closing reflection (R &amp; R) of the reading and the discussion of content represents learning and professional development.</td>
<td>2</td>
</tr>
<tr>
<td>References are included following the APA format, as needed. Writing is grammatically strong.</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL
Appendix K

History of the Internet

Reading Selection

Homework Paragraph

Similarities
## Oral Conversation Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand conversation because there is no sequence of information.</td>
<td>Audience has difficulty following conversation because student jumps around.</td>
<td>Students' conversation presents information in logical sequence which audience can follow.</td>
<td>Students' conversation presents information in logical, interesting sequence which audience can follow.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Students' conversation does not provide relevant information on the topic.</td>
<td>Students' conversation is somewhat relevant to the topic and provides some related information.</td>
<td>Students' conversation provides relevant content on the topic but without additional details.</td>
<td>Students' conversation provides detailed relevant content (more than required) with explanation and elaboration.</td>
<td></td>
</tr>
<tr>
<td><strong>Mannerism</strong></td>
<td>Student is very nervous and talks in a stilted manner.</td>
<td>Student is a little nervous but is able to converse coherently.</td>
<td>Student is comfortable conversing with partner and converses in a natural manner.</td>
<td>Student is totally at ease with conversing with partner and converses articulately and confidently.</td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Student reads out conversation with no eye contact.</td>
<td>Student occasionally uses eye contact, but still reads mostly from notes.</td>
<td>Student maintains eye contact most of the time but frequently returns to notes.</td>
<td>Student maintains eye contact with partner and seldom returns to notes.</td>
<td></td>
</tr>
<tr>
<td><strong>Elocution</strong></td>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</td>
<td>Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing the conversation.</td>
<td>Student's voice is clear. Student pronounces most words correctly. Most audience members can hear conversation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:**
Appendix M

Oral Presentation Rubric

Student name: ________________________ Topic presented: ____________________________
Date: __________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Scoring Criteria</th>
<th>Total Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10 points)</td>
<td>The type of presentation is appropriate for the topic and audience.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information is presented in a logical sequence.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(45 points)</td>
<td>Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Terms are well-defined in language appropriate for the target audience.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation contains accurate information.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Material included is relevant to the message/purpose.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appropriate amount of material is prepared, and points made reflect well their relative importance.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is an obvious conclusion summarizing the presentation.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(45 points)</td>
<td>Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaker uses a clear, audible voice.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delivery is poised, controlled, and smooth.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good language skills and pronunciation are used.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual aids are well prepared, informative, effective, and not distracting.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Length of presentation is within the assigned time limits.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information was well communicated.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>