

**ENGL 350**  
**Conversational English**



Universidad del Este, Universidad Metropolitana, Universidad del Turabo

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**The syllabus for ENGL 350 - Conversational English from Universidad Metropolitana prepared and revised in 2011 was used as reference for the elaboration of this module.**

**ENGL 350- Conversational English**

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**Course Information**

<b>Course Title:</b>	Conversational English
<b>Duration:</b>	Five weeks
<b>Code:</b>	ENGL 350
<b>Pre-requisite:</b>	ENGL 211-212 or 215-216
<b>Description:</b>	

This course provides practice for the development of oral communication skills to be used in personal and professional settings.

**General Objectives**

At the end of the course, the student will:

**A. Cognitive objectives:**

1. Communicate in English in a professional level.
2. Organize their ideas orally in a logical sequence using accurate pronunciation, intonation, and grammar.
3. Enhance their academic and professional vocabulary.
4. Participate in oral communication activities such as, telephone conversations, interviews, meetings, negotiations, and individual and group presentations.
5. Produce formal presentations using visual and technological aids.

**B. Technical Objectives:**

1. Correct use of the spoken Standard English language in academic and professional environments.
2. Apply correct usage of grammar when speaking.

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3. Use correct pronunciation and intonation.
4. Apply critical thinking skills in ethical situations.
5. Use specialized databases to conduct research.

**C. Affective objectives:**

1. Establish criteria by differentiating between a formal or informal conversation.
2. Self-monitor their spoken language in short dialogues.
3. Collaborate with their peers in activities of vocabulary enrichment.
4. Establish goals to enhance their grammar.
5. Participate in language and vocabulary building activities to improve oral language.

**Textbook(s):**

Powell, Mark.(2004). *New Business Matters*. Boston, Cengage Learning.

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**Electronic Sources**

The following institutional electronic addresses will be used as a source of reference for all five workshops

*Student Blog*

<http://programaahoraestudiantil.wordpress.com/>

Acquisition of texts by chapters

- <http://www.cengagebrain.com/market/index.html>

Acquisition of *ebooks*

- <http://ebooks.pearson.es/>
- [www.mcgraw-hill-educacion.com](http://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://bibliotecavirtualut.suagm.edu/>

- *Data Base*
  - <http://bibliotecavirtualut.suagm.edu/>
- *Library Catalog* (To identify texts available in the library)
  - <http://ut.suagm.edu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First>

Universidad del Este

[http://www.suagm.edu/une/portal\\_de\\_biblioteca/](http://www.suagm.edu/une/portal_de_biblioteca/)

- *Data Base* (For some resources your username (email) and password will be requested)
  - [http://www.suagm.edu/une/portal\\_de\\_biblioteca/dbase.htm](http://www.suagm.edu/une/portal_de_biblioteca/dbase.htm)
- *Library Catalog* (To identify text available in the library)

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- <http://une.suagm.edu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First>

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[http://www.suagm.edu/umet/biblioteca/se\\_biblioteca.asp](http://www.suagm.edu/umet/biblioteca/se_biblioteca.asp)

- *Data Base* (For some resources your username (email) and password will be requested)
  - <http://infotrac.galegroup.com/default>
  - [http://www.suagm.edu/umet/biblioteca/se\\_biblioteca\\_base\\_datos\\_materia.asp](http://www.suagm.edu/umet/biblioteca/se_biblioteca_base_datos_materia.asp)
  - [http://www.suagm.edu/umet/biblioteca/se\\_biblioteca\\_base\\_datos\\_lista.asp](http://www.suagm.edu/umet/biblioteca/se_biblioteca_base_datos_lista.asp)
  - <http://www.doaj.org/>
- *Library Catalog* (To identify text available in the library)
  - <http://um.suagm.edu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First%20>

*Important Links:*

- **American Psychological Association (APA) Style Publication Manual**
  - <http://www.apastyle.org/index.aspx>
  - [http://www.suagm.edu/une/portal\\_de\\_biblioteca/manualesEstilos.htm](http://www.suagm.edu/une/portal_de_biblioteca/manualesEstilos.htm)
- **Copyright and Plagiarism**
  - [http://www.suagm.edu/umet/biblioteca/se\\_biblioteca\\_derecho\\_autor.asp](http://www.suagm.edu/umet/biblioteca/se_biblioteca_derecho_autor.asp)
  - [http://www.suagm.edu/une/portal\\_de\\_biblioteca/autorPlagio.htm](http://www.suagm.edu/une/portal_de_biblioteca/autorPlagio.htm)
- **Information for students: Information published, rules, manual, etc.**
  - [http://www.suagm.edu/umet/ve\\_publicaciones.asp](http://www.suagm.edu/umet/ve_publicaciones.asp)
  - [http://www.suagm.edu/turabo/con\\_manuales\\_docs\\_estudiante.asp](http://www.suagm.edu/turabo/con_manuales_docs_estudiante.asp)
  - [http://www.suagm.edu/une/con\\_rec\\_publicaciones.asp](http://www.suagm.edu/une/con_rec_publicaciones.asp)



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- <http://www.suagm.edu/une/pdf/manualNormasAcademicasAdministrativasSubgraduado2009.pdf>
- <http://www.suagm.edu/turabo/pdf/2009-Manual-Informativo-Estudiante.pdf>

**Important notice: If for any reason you cannot access any of the websites provided in this module, do not limit yourself in searching for other websites online.**

**Here are some websites you can use:**

<http://scholar.google.cl/schhp?hl=es>

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

<http://digital.ub.uni-bielefeld.de/index.php>

[www.Findarticles.com](http://www.Findarticles.com)

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

**The facilitator can make any changes or add electronic addresses if it is necessary.**

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**Tutorials**

Access any of the links provided below for use in *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 the links below to use the *Library*:

Universidad del Este

[http://www.suagm.edu/une/portal\\_de\\_biblioteca/tutoriales.htm](http://www.suagm.edu/une/portal_de_biblioteca/tutoriales.htm)

Universidad del Turabo

<http://bibliotecavirtualut.suagm.edu/Instruccion/tutoriales.htm>

Universidad Metropolitana

[http://www.suagm.edu/umet/biblioteca/se\\_biblioteca\\_tutoriales.asp](http://www.suagm.edu/umet/biblioteca/se_biblioteca_tutoriales.asp)

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**Evaluation**

Evaluation Criteria	Maximum Score	Maximum Percent (%)	Acquired Punctuation	Acquired Percent (%)
Participation/ Attendance * ( <a href="#">Appendix A</a> )	20	5%		
Tests and Quizzes*	100	25%		
Portfolio* (Appendixes <a href="#">B</a> y <a href="#">B2</a> )	80	20%		
Other: (in class activities) Weekly Oral Activities Forum Debate Final Oral Presentation	200	50%		
<b>Total:</b>	<b>400</b>	<b>100%</b>		

*\*This criteria are required in all courses for the AHORA Program.*

**The facilitator for the course will determine due dates for the delivery of projects, tasks, portfolio and trial management, among others.**

**[Appendix I](#): (Conversion Table)**

**Evaluation Chart**

A	B	C	D	F
100 - 90	89 – 80	79 - 70	69 - 60	59 - 0

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***Explanation of the Evaluation criteria:***

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 agree upon a means to hand in the assigned work and be prepared for the next workshop.
2. 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.
3. **Portfolio ([Appendixes 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.
4. **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
5. **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.

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**Compliance with the 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/acaareoficomitesirbnet.asp> , select Compliance Office and choose Forms.

- (2) In a direct way, visit :

<http://www.suagm.edu/acaareofiformularios.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:

<b>Name</b>	<b>Position</b>	<b>Contact</b>
Mrs. Evelyn Rivera Sobrado	Office of Compliance Director	Tel. (787) 751-0178 Ext. 7196
Miss Carmen Crespo	UMET Compliance Coordinator	Tel. (787) 766-1717 Ext. 6366
Mrs. Josefina Melgar	Turabo Compliance Coordinator	Tel. (787) 743-7979 Ext.4126
Mrs. Natalia Torres	UNE Compliance Coordinator	Tel. (787) 257-7373 Ext. 2279

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**Course 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 on 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 rescheduled. 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.
6. 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. ([http://www.suagm.edu/une/portal\\_de\\_biblioteca/autorPlagio.htm](http://www.suagm.edu/une/portal_de_biblioteca/autorPlagio.htm))  
([http://www.suagm.edu/umet/biblioteca/se\\_biblioteca\\_derecho\\_autor.asp](http://www.suagm.edu/umet/biblioteca/se_biblioteca_derecho_autor.asp))
7. 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.
8. The Facilitator will establish means of contact and communication for the course.
9. The use of cell phones is prohibited during all workshops.

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10. Children and relatives are not allowed in the classrooms.
11. Students who receive vocational rehabilitation services must communicate with the Facilitator at the beginning of the course 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.
12. Every student is responsible for compliance with the academic and administrative rules of the institution that are available at the Student Affairs Vice-Presidency, including the regulation of students.

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**Workshop 1  
Formal vs. Informal Conversation**

**Specific Objectives:**

By the end of the workshop, the student will:

1. Recognize the difference between a formal and informal conversation and its uses.
2. Classify the key words and know their usage in conversation.
3. Categorize the dialogues provided into either formal or informal.
4. Construct a conversation utilizing the key words discussed in class.
5. Practice the dialogue constructed with their peers.
6. Discuss the business plan of the hypothetical company to be used throughout the course for all related activities.

**Electronic searches:**

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

- a. Types of conversation
- b. Formal conversation
- c. Informal conversation
- d. Difference and similarities between formal and informal conversation

**Assignment to be completed prior to Workshop one:**

**Instructions:**

1. Complete the Blackboard Forum created for this:
  - a. How do you use the English language in your life? Solely for school purposes, or do you use it at home and work also?
  - b. Post a response to a minimum of two classmates. (see Forum Rubric in Appendix \*)



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2. Read posts submitted by classmates, take notes and come prepared to discuss the forum findings.
3. Make a chart listing four to five differences between the two types of conversation and be prepared to discuss your findings in class.

**Activities:**

1. Ice breaker activity will be carried out by the Facilitator.
2. The Facilitator will discuss the following:
  - a. Course objectives
  - b. Resources available
  - c. Evaluation criteria (refers to the Appendix)
    - i. Portfolio
    - ii. Determine if it will be in a digitalized or paper presentation.
3. Due dates and information related to tasks, assignments and tests will be arranged and discussed.
4. A demonstration of access and use of tools available in Blackboard will be presented by the Facilitator.

*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

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2. Thematic Blog, the Facilitator will define the Topic, 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.
5. Select Student Representative.
6. The Facilitator may share necessary electronic documentation using additional resources options in Blackboard. .
7. Other related topics to the course that the Facilitator considers important.
8. If any changes are made to the grading evaluation criteria, these should be given in writing to the student and the office program during the first workshop.
9. Discuss the business plan of the hypothetical company to be used throughout the course for all activities.
10. Discuss the results of the forum posts from the students on the uses they have for the English language.
11. Group discussion of FORMAL vs INFORMAL conversation.
12. Complete the chart in [Appendix J](#) classifying key words used in either formal or informal conversation.
13. Facilitator presents a set of (2) dialogues and students read aloud and decide if they are using FORMAL or INFORMAL English.
14. After a class discussion of the terms, the facilitator selects a total of 20 words (between the formal and informal), and writes them on the board to be used in a dialogue by the students.
15. By the end of the workshop, the student must complete and submit the Assessment/appraisal document.

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**Assessment**

Students sit in groups (according to the size of the class), construct and present orally, two similar dialogues, one using FORMAL and the other, INFORMAL English. (See [Appendix K](#)).

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**Workshop 2  
Language in the Context of Office Scenarios**

**Specific Objectives:**

By the end of the workshop, the students will:

1. Compile a list of terms used when answering telephone calls and taking messages.
2. Construct a basic template for use when taking messages.
3. Apply effective telephone conversational skills.
4. Develop a list of specific questions to ask a candidate for a job opening based on their professional profile.
5. Practice interviewing various candidate.

**Electronic searches:**

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

- Use of key words or phrases for communication via telephone.
- Terms and questions frequently used in interview scenarios.
- Go to Blackboard and download the job advertisement descriptions posted by the facilitator (3 or more depending on size of group).
- Analyze the sample resumes posted by the facilitator in Blackboard (same number as job advertisements).

**Assignment to be completed prior to Workshop two:**

**Instructions:**

1. Student will list the basic phrases used when making and receiving business related telephone calls.

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2. Prepare a minimum of 10 questions to be used during the interview for each of the positions posted.
3. Study the resumes in order to effectively participate in the job interview.

**Activities:**

1. Facilitator will discuss by means of a PowerPoint presentation, the rules and terms used for business call situations integrating the findings brought to class by the students.
2. Facilitator will aid in the construction of a template used for taking messages.
3. Students will practice taking messages and handling telephone calls by role playing the “customer” and “employee”.
4. Facilitator will discuss the job advertisements posted by identifying the components and analyzing the requirements for each job in order for the students to prepare effectively for the role play exercise.
5. Facilitator will discuss and analyze the resumes posted by identifying the components and analyzing the qualifications that each candidate has in order for the students to prepare effectively for the role play exercise.
6. Students will complete a chart supplied by the Facilitator for activities 5 and 6.
7. Facilitator will elicit from the students the questions formulated by them in order to select those appropriate for use in the interviews to be conducted in class.
8. Students will update their questions list and prepare for the interview exercise.
9. Interview exercises will be carried out.
10. Facilitator explains the assignment due for Workshop Three.
11. The Facilitator will explain the debate to be carried out in Workshop 3.
12. The Facilitator will assign debate teams for the next workshop. Each team will have 20 minutes at the end of the class to meet and organize their strategy.
13. By the end of the workshop, the student must complete and submit the Assessment/ appraisal document.
14. 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.

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**Assessment:**

1. Student will interview a classmate and be interviewed by one of their peers. (See [Appendix K](#)).

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**Workshop 3  
Workforce Management**

**Specific Objectives:**

By the end of the workshop, the student will:

1. Voice their opinion, while participating in a class debate, on the benefits and or drawbacks of hiring full time or part time employees.
2. Draw conclusions based on the arguments presented throughout the debate.
3. Summarize their research on labor laws in Puerto Rico.
4. Summarize their research on labor laws in one of the states (USA).
5. Argue the most important guidelines for employees in the workforce in accordance to the class discussion.

**Electronics searches:**

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

1. The pros and cons of hiring full time or part time employees (according to topic assigned in class).
2. The existing labor laws in Puerto Rico and one other state of your election (USA).

**Assignments to be completed prior to workshop three:**

Instructions:

1. Prepare a list of the pros and cons of hiring either full or part time employees (minimum of 5 each).
2. Compare the labor laws in Puerto Rico to those of the state (USA) selected. Summarize your findings.
3. Meet with your panel and discuss your strategy for the class debate.

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**Activities:**

1. Facilitator will discuss the guidelines for the class debate and clarify any last minute doubts.
2. Panels will have 15 minutes to meet and finalize their strategy and prepare for debate.
3. Room will be set up debate style (2 opposing tables) while students are preparing.
4. Facilitator will play the role of the moderator during the class debate.
5. Students will discuss their individual and group participation in the debate and be evaluated using [Appendix L](#).
6. Facilitator will sit students in groups of 3 (or another number according to the size of the group) in order to brainstorm and decide upon the basic (and indispensable) guidelines that they would incorporate into the company workplace in relation to: employee attendance, performance evaluation, and benefits program.
7. Students will (orally) present their findings to the rest of the class and justify the reasons they believe these are important for the workplace.
8. Facilitator will summarize topics discussed in class.
9. Facilitator explains the assignment given for Workshop Four.
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.



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**Assessment**

1. Students will participate in class debate. (Rubric posted on BB)
2. Student will present the compilation of employee guidelines that they have created (oral discussion).
3. Students will complete [Appendix F](#) "One minute paper"

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**Workshop 4  
Globalization**

**Specific objectives**

By the end of the workshop, the student will:

1. Define the concept of globalization and relate it to the reality in PR.
2. Evaluate possible markets to introduce the product worldwide in order to complete the task of marketing a new product.
3. Filter the list of possible markets to include only those feasible.
4. Support their research with concrete facts.
5. Present their finding to the class for discussion and analysis.

**Electronic searches:**

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

- Definition of Globalization
- Search for feasible options of countries where the company product can be exported to considering: marketing, distribution, competitors and any other element you feel is necessary to consider.

**Assignments to be completed prior to workshop four:**

Instructions:

1. Prepare a paragraph defining globalization and how it applies to our economic reality in Puerto Rico.
2. Narrow down the research to three possible feasible markets (to introduce product) basing their selection on the variables assigned.

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**Activities**

1. Facilitator will collect the portfolio during the first 20 minutes of the workshop.
2. Facilitator will lead a discussion on the concept of Globalization by means of a PowerPoint presentation.
3. Students will provide their insight throughout the discussion according to research completed by them previously (students will read their paragraphs).
4. Facilitator will provide a worksheet for students to complete by providing the information compiled of the researched markets (name of city/country, demographics, and reasons for selecting).
5. After completing, an oral discussion comparing findings students will be grouped according to similarities in findings.
6. Students will be instructed (in their groups), to select one of the possible markets and discuss why this is the strongest opportunity (amongst the group).
7. The facilitator will then ask the members of each group to inform (orally in front of the class) what conclusions they reached and why.
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 the [Appendix C](#) “Muddiest Point”
2. Oral participation rubric [Appendix K](#) will be used to assess participation in class discussions.

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**Workshop 5**

**Brand, Market, and Product Description**

**Specific Objective:**

By the end of the workshop, the student will:

1. Create a product to be marketed following the guidelines in [Appendix M](#).
2. Decide upon a marketing method using the guidelines provided.
3. Market their product by means of a PowerPoint presentation.
4. Evaluate the products marketed by their peers using Rubric in [Appendix N](#)
5. Argue their peer evaluations based upon the criteria provided on the Rubric.

**Electronic searches:**

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

- Successful marketing techniques
- How to create and market a product

**Assignment to be completed prior to workshop five:**

Instructions:

1. Review the research project to make sure it is complete.
2. Prepare a power point presentation on the topic selected of his/her investigation.
3. Prepare yourself for the oral presentation.

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**Activities:**

1. Facilitator will collect the portfolio during the first 20 minutes of the class.
2. Students will present their PowerPoint on the product they have created and are interested in marketing (Facilitator can assign this as an individual task or pair up the students depending on the size of the group).
3. Facilitator will evaluate the presentations.

**Assessment**

1. Student will be evaluated with a rubric on his/her presentation ([Appendix N](#)).
2. Students will complete the [Appendix D](#), Self-Evaluation document.

**Appendixes**

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**Appendix A**

**Assessment Matrix: Participation and Attendance**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Course: \_\_\_\_\_ Facilitator: \_\_\_\_\_  
 PT: \_\_\_\_\_ Section: \_\_\_\_\_

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

Scale:

5 Totally accomplished      4 Almost accomplished      3 Partially Accomplished      2 Slightly Accomplished      1 Not Accomplished

Criteria	5	4	3	2	1
1. Attended all workshops					
2. Arrived on time to all workshops.					
3. Contributed to class discussions					
4. Demonstrated interest in class discussions					
5. Answered questions of the Facilitator					
6. Asked relevant questions of the class					
7. Demonstrated been prepared for class					
8. Contributed to the class with material and additional information					
9. Presented arguments based on readings and class work					
10. Demonstrated attention and interest to the points and arguments of classmates					
11. Answered questions and approaches of classmates					
12. Demonstrated initiative and creativity in class activities					
13. Promoted the cooperation, participation and integration among the classmates					
14. Actively participated in forums and other collaboration tools published in Blackboard					
15. Accessed Blackboard to complete tasks, tests, or other activities assigned by the Facilitator					
<b>Total score:</b>					
<b>Total:</b>	__ / 75				

\*The maximum of the value matrix score is 75. This number is equivalent to 5% of the final grade for the course. To calculate the percentage reached by the student follow the rule according to the following example: Considering that the student scored 70 points the formula would be  $(70 \times 5\%) / 75 = 4.66\%$ .

Student's Signature \_\_\_\_\_ Facilitator Signature \_\_\_\_\_

Comments: \_\_\_\_\_

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**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.

- *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)



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**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 dominate?
    4. Which areas do I still need to strengthen?

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5. During the process of development of the Portfolio, which topics or strategies I would like to find in another course? What would I 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**

Chang, K. (2005). *ePortfolio for the Assessment of Learning*. Recuperada de

<http://www.futured.com/documents/FuturEdePortfolioforAssessmentWhitePaper.pdf>

Cisneros, J. L., Hernández, L., Anguiano, H. (2002). *La técnica de Portafolio como estrategia de trabajo en la enseñanza de la sociología de la educación*. Recuperada de

<http://bibliotecadigital.conevyt.org.mx/colecciones/documentos/somece2002/grupo4/Cisneros.pdf>

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

RCampus (2010) Portafolios electrónicos y herramientas de avalúo. Recuperado de

<http://www.rcampus.com>

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**Appendix B-2**

**Matriz de valoración para actividades de avalúo del aprendizaje**

MATRIZ DE VALORACIÓN PARA ACTIVIDADES DE AVALÚO							
Nombre del Estudiante: _____		Curso: _____			Fecha: _____		
Criterio	Descripción	Domina totalmente 5	Domina bastante 4	Domina parcialmente 3	Domina poco 2	No domina 1	Puntuación
Contenido de curso	Información dividida por talleres que están relacionadas con las actividades de evaluación y avalúo (assessment) del estudiante.	Presenta todas las evidencias de trabajo desarrolladas en el curso.	Presenta algunas evidencias de trabajo desarrolladas en el curso.	Presenta el 50% de las evidencias de trabajo desarrolladas en el curso.	Presenta muy pocas evidencias.	No presenta las evidencias de trabajo por taller.	
Destrezas de comunicación oral y escrita	El portafolio contiene evidencias de comunicación oral y escrita y en los documentos utiliza el estilo APA.	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.	Presenta algunos errores ortográficos y gramaticales o de expresión oral y demuestra conocimiento básico del estilo APA.	Presenta varios errores de redacción, ortográficos y gramaticales o de expresión oral y poco conocimiento del APA.	Presenta muchos errores ortográficos, gramaticales, de redacción o de expresión oral y no domina el estilo APA.	La redacción es pobre con muchos errores ortográficos o de expresión oral. No utiliza el estilo APA.	
Pensamiento crítico	Demuestra un progreso personal y académico a través de reflexiones críticas, trabajos investigativos y/u otros.	Manifiesta un progreso académico y personal considerado.	Manifiesta un progreso académico y personal	Manifiesta algún nivel de progreso académico y personal.	Manifiesta poco progreso académico y personal.	No manifiesta progreso académico y personal.	
Destrezas tecnológicas	Utiliza elementos tecnológicos en la preparación del portafolio acorde con el contenido y formato del curso.	Demuestra alto interés y siempre utiliza elementos tecnológicos que apoyan la confección del portafolio.	Demuestra interés y utiliza elementos tecnológicos que apoyan la confección del portafolio.	Demuestra algo de interés y utiliza ciertas herramientas tecnológicas que apoyan la confección del portafolio.	Demuestra poco interés y utiliza escasos elementos tecnológicos en la confección del portafolio.	No demuestra interés ni utiliza elementos tecnológicos en la confección del portafolio.	
Iniciativa, ética y liderazgo	Ofrece información y evidencias adicionales que van más allá de lo asignado en clase o requerido para el curso, se apoya en fuentes	Presenta información adicional relacionada con el curso.	Presenta alguna información relacionada con el curso.	Presenta muy poca información adicional relacionada con el curso.	Presenta alguna información, pero no guarda relación con el	No presenta información adicional.	
Comentarios: _____						<b>TOTAL</b>	
_____							
_____							

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

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**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?

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

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

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**Appendix D**

**Self-Evaluation**

Name:	_____	Date:	_____
Course:	_____	Facilitator:	_____
PT:	_____	Section:	_____

Reflect on the following premises and answer:

1. What have I learned so far? Explain.

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

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

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

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5. What could I have done better? Explain.

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**Appendix E**

**Immediate Written Response**

Name :	_____	Date:	_____
Course:	_____	Facilitator:	_____
PT:	_____	Section :	_____

Question(s): \_\_\_\_\_

Question(s): \_\_\_\_\_

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**Appendix F**

**One-minute Paper**

Name: _____	Date: _____
Course: _____	Facilitator: _____
PT: _____	Section: _____

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

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

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2. What question was not answered in the class?

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

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**Appendix G**

**Guide to 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:

***1. 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.

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***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.

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**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

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**Appendix I**

**Conversion Table: Evaluation Criteria**

<b>Punctuation</b>	<b>Percentage</b>
A. Maximum score according to the assessment matrix	B. Maximum Percentage. According to the evaluation criteria.
C. Score achieved by the student	<b>X.</b> Percentage achieved by the student.

**Formula:**

$$X = B \times C / A$$

**Example:**

**Criteria: Participation and Attendance**

<b>Punctuation</b>	<b>Percentage</b>
45	5%
40	<b>X</b>

**Formula:**

$$X = 5 \times 40 / 45$$

$$X = 4.4\%$$

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**Appendix J**

**Discussion Forum Rubric**

Discussion forum: Access the [Tutoriales](#) hyperlink in order to inform yourself about discussion forum participation.

On the assigned date, publish a post following the instructions for each workshop. Comment on at least two classmates' posts in some of the following ways:

- Make a question to verify a classmate's post or make him/her expand his/her post;
- Publish your initial/original statement and compare it with your classmates';
- Give ideas or suggestions;
- Validate ideas with personal experiences;
- Complete or support your classmate's posts;

Remember to support your posts and answers with references written in APA style.

<b>Discussion Forum Rubric</b>	<b>Maximum Score 10 pts</b>
His/Her answers to the questions are reflexive and based on the course's content. Uses APA Style format in order to support his/her comments with references.	<b>4</b>
His/Her comments to classmates' posts are reflexive. Ask questions on time in order to stimulate discussion.	<b>2</b>
His/Her final reflexion is a representation of the student's learning and professional development.	<b>2</b>
References are made following the APA Style format. His/Her grammatical skills are highly developed.	<b>2</b>
<b>TOTAL</b>	

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**Appendix K**

**Formal vs Informal Conversation**

<b>Formal Conversation</b>		<b>Informal Conversation</b>	
Key Words		Key Words	

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**Appendix L**

**Oral Conversation Rubric**

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

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



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**Appendix M**

**CLASS DEBATE RUBRIC**

Team members: \_\_\_\_\_

CATEGORY	4	3	2	1
Respect for Other Team	All statements, body language, and responses were respectful and were in	Statements and responses were respectful and used appropriate language, but once	Most statements and responses were respectful and in appropriate language, but there	Statements, responses and/or body language were consistently not respectful.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually	Information had several inaccuracies OR was usually not clear.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or	Every major point was adequately supported with relevant facts, statistics and/or	Every major point was supported with facts, statistics and/or examples, but the relevance	Every point was not supported.
Presentation Style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a	One or more members of the team had a presentation style that did not keep
Understanding of Topic	The team clearly understood the topic in-depth and presented their information	The team clearly understood the topic in-depth and presented their information with	The team seemed to understand the main points of the topic and presented those	The team did not show an adequate understanding of the topic.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical	All arguments were clearly tied to an idea (premise) but the organization was sometimes not	Arguments were not clearly tied to an idea (premise).
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant

Total: \_\_\_\_\_

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**Appendix N**

**Class Participation Rubric (ORAL)**

Student name: \_\_\_\_\_ Topic Presented: \_\_\_\_\_  
Date: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Body Language</b>	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	---
<b>Eye Contact</b>	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	---
<b>Introduction and Closure</b>	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	---
<b>Pacing</b>	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	---
<b>Poise</b>	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	---
<b>Voice</b>	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	---
				<b>Total----&gt;</b>	---

Comments:

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**Appendix O**

**Assessment Rubric for PowerPoint Presentations**

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

	(10)	(8)	(6)	(3)
<b>Organization</b>	Information is presented in a logical, interesting sequence	Information is presented in a semi logical sequence.	Difficult to follow presentation-- student jumps around	Cannot understand presentation--no sequence of information
<b>Subject Knowledge</b>	Demonstrates full knowledge by answering all class questions with explanations and elaborations	At ease with expected answers to questions but does not elaborate	Uncomfortable with information and is able to answer only rudimentary questions	Does not have a grasp of the information. Cannot answer questions about subject
<b>Graphics</b>	Explain and reinforce screen text and presentation	Relate to text and presentation	Occasionally uses graphics that rarely support text and presentation	Uses superfluous graphics or no graphics
<b>Research</b>	Uses a variety of sources in reaching accurate conclusions	Uses a variety of sources in reaching conclusions	Presents only evidence that supports a preconceived point of view	Does not justify conclusions with research evidence
<b>Mechanics</b>	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Many spelling errors and/or text is copied.
<b>Oral Presentation Elocution/Eye Contact</b>	Maintains eye contact and pronounces all terms precisely. All audience members can hear	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation	Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly

Observations: \_\_\_\_\_

\_\_\_\_\_

Total points: \_\_\_\_\_