ENGS 111
INTERMEDIATE SPEAKING, READING AND WRITING IN COLLEGE ENGLISH II
The syllabus for ENGS 111 – Intermediate Speaking, Reading and Writing in College English II from Universidad del Este prepared and revised in 2016 was used as reference for the elaboration of this module.
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Course Title: Intermediate Speaking, Reading and Writing in College English II

Duration: 5 Weeks

Code: ENGS 111

Pre-requisite: ENGS 110

Description:

This course emphasizes oral communication, reading comprehension, and writing competencies. It emphasizes on strategies for generating ideas for writing, planning, and organizing material, intended to prepare students for the demand of college writing, focusing on reading critically and incorporating source material in student’s own writing. By differentiating between rhetorical styles, students in this course will compose appropriate types of essays, building upon the paragraph development skills acquired in ENGS 110. Research projects will be developed through the responsible use of technology and information resources. The course is competency-based and encourages the responsible use of technology and information.

General Objectives

At the end of the course, the student will:

1. Articulate a discourse to compare and contrast opinions, interpret problems, respect diversity, assume positions and validate a process in relation to a variety of topics ranging from personal and professional about diverse, cultural, local, and global issues.
2. Analyze readings to interpret the author’s purpose, central themes and supporting details, interpret inferences, reach conclusions, and support outcomes from a variety of multidisciplinary readings.
3. Generate descriptive, expository, and narrative purposes from multidisciplinary contexts in oral and written formats.
4. Integrate conventions of writing to compose shorts essays and other types of writing using APA form and style.

5. Integrate research and information literacy skills in an adequate and responsible manner to classify, compare and contrast, explain, criticize and validate information from various reliable sources to generate oral and written assignments.

**General Competency**

- **Effective Communication:** Listen, speak, read, and write coherently, correctly, and concisely during and for a variety of communicative circumstances. The ethical and critical use of the language and other non-verbal expressive codes are included for effective participation in communicative processes in diverse contexts.

**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/une-servicios-al-estudiante/manuales-de-estilo

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

- **Information for students: Information published, rules, manual, etc.**
  - http://www.suagm.edu/umet/ve_publicaciones.asp
  - http://www.suagm.edu/turabo/con_manuales_docs_estudiante.asp
  - http://estune.suagm.edu/encuentros
  - http://estune.suagm.edu/vicerrectoria_politicas#overlay-context=vicerrectoria_politicas
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](https://mysuagm.suagm.edu/web/une-servicios-al-estudiante/tutoriales)

Universidad del Turabo

[http://bv.ut.suagm.edu/es/resources-and-guides](http://bv.ut.suagm.edu/es/resources-and-guides)
[http://ut.suagm.edu/es/estudprofesionales/tutoriales](http://ut.suagm.edu/es/estudprofesionales/tutoriales)

Universidad Metropolitana

[http://bibliotecauimet.suagm.edu/index.php/servicios/guias-de-ayuda-y-tutoriales](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* (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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<td></td>
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<tr>
<td>▪ Group Discussions</td>
<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)

Curva de Evaluación

<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>
Explicación de los criterios de evaluación:

1. **Participation** ([Appendix A](#)): Participation is an irreplaceable element in every 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 prepares for the next workshop. All activities carried out in the absent workshop, subject to evaluation, will be considered and evaluated per 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_irknet.asp](http://www.suagm.edu/ac_aa_re_ofi_comites_irknet.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>Srita. 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. 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://bibliotecaumet.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 permitted only in course activities, according how the facilitator establishes it.

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. Identify the sequence of events or steps in a process.
4. Dramatize a How to … process.
5. Demonstrate their correct use of language by engaging in conversations.
6. 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:
   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 (Appendix M).

2. Complete the following before coming to Workshop 1
   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.

4. Select a process they are familiar with which can be demonstrated and explained: How to… in class (between 7-10 steps total).

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 read their autobiographies to 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 introduce the topic of How to… by means of one or more examples of a process which commonly occurs in everyday life (example: send an email, complete a bank transaction, etc.). This can be done either by means of short videos or a live demonstration (depending on the processes selected).

10. Students will present orally, dramatizing the How to… they have prepared previously and brought to class.

11. 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 K)

12. 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.
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.

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. Contrast cultural differences between English-speaking communities.
2. Interpret the assigned readings, stating their opinions.
3. 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 (the students are required to state their opinions about the selection). (Appendix K)

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 K)

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
The Internet and Its Effect

Specific Objectives:

By the end of the workshop, the student will:

1. Discuss main ideas and supporting details.
2. Identify similarities and differences among ideas.
3. Infer conclusions using predictive outcomes.
4. Establish meaning using context or visual clues.
5. Identify author’s purpose.
6. Interpret graphs, charts, and tables.

Electronics 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 three:

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 J.
3. 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.).
4. Students will prepare a table to compare and contrast the results and offer a conclusion.

5. Facilitator will instruct the students to silently read a selection regarding the use and abuse of the internet (the selection will include graphs, charts, and tables).

6. Written exercises on main idea and details, identifying the author’s purpose and interpreting graphs, charts and tables will be handed out, completed individually and turned in by the students upon completion of the reading.

7. As a final activity, the Facilitator will project a variety of photos taken from the internet and ask students to use them (visual clues) to establish meaning. In other words, orally explain what they see in the photos.

8. Facilitator explains the assignment given for Workshop Four.

9. 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.

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

11. 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)
Specific objectives

By the end of the workshop, the student will:

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

Electronic 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 four:

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. The Facilitator introduces the topic by means of a PowerPoint Presentation on sentence writing, paragraph structure and essay writing.
2. Students will complete various reading exercises, designed to recognize the structure of the paragraph: topic sentence, supporting details and concluding sentence.
3. The completed exercises will be discussed and handed in.
4. 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).
5. Facilitator will provide three paragraph narrative and descriptive essays to be read aloud and discussed in class following the theme of the workshop.

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

7. 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.

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

9. 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. Apply the written skills emphasized throughout the course.
2. Create a brief oral presentation applying adequate oral communication skills and correct grammatical structure.

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 upload your electronic portfolio by the date provided by the Facilitator.
2. Study for the final test.
3. Prepare a seven to ten-minute oral presentation on the topic of your choice from the ones previously discussed in class (Appendix L).

Activities:

1. Students will complete the final test.
2. Students will present his/her oral presentation (Appendix L).
3. Hand in a written copy of their presentation following the guidelines provided by the Facilitator.
4. Facilitator will evaluate his/her presentation.
5. Facilitator will provide the portfolio grade (see Appendix - B2).

Assessment

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

Assessment Matrix: Participation

Name: __________________________ Date: __________________________
Course: __________________________ Facilitator: __________________________
PT: __________________________ Section: __________________________

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

Scale:

<table>
<thead>
<tr>
<th>5 Totally accomplished</th>
<th>4 Almost accomplished</th>
<th>3 Partially Accomplished</th>
<th>2 Slightly Accomplished</th>
<th>1 Not Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterios</td>
<td>4 3 2 1 0</td>
<td>Comentarios</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Asistió puntualmente a todos los talleres (presenciales y/o sincrónicos)

2. Su participación y contribución fue activa, demostrando interés, iniciativa y creatividad en el desarrollo de la clase,

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.

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.

5. Ingresó a Blackboard para completar y/o entregar tareas, pruebas u otras actividades asignadas por el facilitador en las fechas requeridas.

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:

____________________________________________________________________________________
____________________________________________________________________________________

ENGS 111 – Intermediate Speaking, Reading and Writing in College English II
29
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)
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

### MATRIZ DE VALORACIÓN PARA ACTIVIDADES DE AVALÚO

<table>
<thead>
<tr>
<th>Nombre del Estudiante: ___________________</th>
<th>Curso: ___________________</th>
<th>Fecha: ___________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Criterio</th>
<th>Descripción</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>
</tr>
<tr>
<td></td>
<td>Presenta todas las evidencias de trabajo desarrolladas en el curso.</td>
</tr>
<tr>
<td></td>
<td>Presenta algunas evidencias de trabajo desarrolladas en el curso.</td>
</tr>
<tr>
<td></td>
<td>Presenta el 50% de las evidencias de trabajo desarrolladas en el curso.</td>
</tr>
<tr>
<td></td>
<td>Presenta muy pocas evidencias.</td>
</tr>
<tr>
<td></td>
<td>No presenta las evidencias de trabajo desarrolladas en el curso.</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>
</tr>
<tr>
<td></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>
</tr>
<tr>
<td></td>
<td>Presenta algunos errores ortográficos y gramaticales o de expresión oral y demuestra conocimiento básico del estilo APA.</td>
</tr>
<tr>
<td></td>
<td>Presenta varios errores de redacción, ortográficos y gramaticales o de expresión oral y poco conocimiento del APA.</td>
</tr>
<tr>
<td></td>
<td>Presenta muchos errores ortográficos, gramaticales, de redacción o de expresión oral y no domina el estilo APA.</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>
</tr>
<tr>
<td></td>
<td>Manifiesta un progreso académico y personal considerado.</td>
</tr>
<tr>
<td></td>
<td>Manifiesta un progreso académico y personal.</td>
</tr>
<tr>
<td></td>
<td>Manifiesta algún nivel de progreso académico y personal.</td>
</tr>
<tr>
<td></td>
<td>Manifiesta poco progreso académico y personal.</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>
</tr>
<tr>
<td></td>
<td>Demuestra alto interés y siempre utiliza elementos tecnológicos que apoyan la confección del portafolio.</td>
</tr>
<tr>
<td></td>
<td>Demuestra interés y utiliza elementos tecnológicos que apoyan la confección del portafolio.</td>
</tr>
<tr>
<td></td>
<td>Demuestra algo de interés y utiliza ciertas herramientas tecnológicas que apoyan la confección del portafolio.</td>
</tr>
<tr>
<td></td>
<td>Demuestra poco interés y utiliza escasos elementos tecnológicos en la confección del portafolio.</td>
</tr>
<tr>
<td></td>
<td>No demuestra interés ni utiliza elementos tecnológicos en la confección del portafolio.</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>
</tr>
<tr>
<td></td>
<td>Presenta información adicional relacionada con el curso.</td>
</tr>
<tr>
<td></td>
<td>Presenta alguna información relacionada con el curso.</td>
</tr>
<tr>
<td></td>
<td>Presenta muy poca información relacionada con el curso.</td>
</tr>
<tr>
<td></td>
<td>Presenta alguna información, pero no guarda relación con el curso.</td>
</tr>
<tr>
<td></td>
<td>No presenta información adicional.</td>
</tr>
</tbody>
</table>

| Comentarios:                                                                                           |
|                                                                                                           |
|                                                                                                           |
|                                                                                                           |

**TOTAL**
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

Name: ___________________________ Date: ___________________________

Course: ___________________________ Facilitator: ___________________________

PT: ___________________________ Section: ___________________________

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): __________________________

Question(s): __________________________

Question(s): __________________________

Question(s): __________________________
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?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

History of the Internet

Compare and Contrast Exercise

Reading Selection

Your Paragraph

Similarities
Appendix K

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</td>
<td>Audience has difficulty following conversation because student</td>
<td>Students’ conversation presents information in logical sequence</td>
<td>Students’ conversation presents information in logical, interesting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sequence of information.</td>
<td>jumps around.</td>
<td>which audience can follow.</td>
<td>sequence which audience can follow.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Students’ conversation does not provide relevant information on</td>
<td>Students’ conversation is somewhat relevant to the topic and</td>
<td>Students’ conversation provides relevant content on the topic</td>
<td>Students’ conversation provides detailed relevant content (more</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the topic.</td>
<td>provides some related information.</td>
<td>but without additional details.</td>
<td>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</td>
<td>Student is totally at ease with conversing with partner and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a natural manner.</td>
<td>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</td>
<td>Student maintains eye contact most of the time but frequently</td>
<td>Student maintains eye contact with partner and seldom returns to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>from notes.</td>
<td>returns to notes.</td>
<td>notes.</td>
<td></td>
</tr>
<tr>
<td><strong>Elocution</strong></td>
<td>Student mumbles, incorrectly pronounces terms, and speaks too</td>
<td>Student's voice is low. Student incorrectly pronounces terms.</td>
<td>Student's voice is clear. Student pronounces most words correctly.</td>
<td>Student uses a clear voice with correct, precise pronunciation of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>quietly for students in the back of class to hear.</td>
<td>Audience members have difficulty hearing the conversation.</td>
<td>Most audience members can hear conversation.</td>
<td>terms so that all audience members can hear conversation.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points:
## Oral Presentarion Rubric

Student name: ________________________ Topic Presented:___________________________ Date: ___________________

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

**Total**

Comments:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Appendix M

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 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>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>