ENGL 152

INTERMEDIATE COMMUNICATIVE ENGLISH
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Course Information

Course Title: Intermediate Communicative English

Code: ENGL 152

Length: 5 weeks

Pre-requisite: ENGL 151

Description:

English 152 is a first year level course that provides speaking and paragraph writing development. It reinforces and expands students' ability to comprehend and respond to real-life situations in English. In addition, the course provides students with paragraph writing skills, focusing on: topic sentence, supporting details, and conclusion. Various types of paragraph development will be covered: Opinion, Narrative, and Descriptive.

General Objectives

At the end of the course, the student will:

1. Become effective "functional bilinguals" in today's changing world.
2. Express their own ideas, feelings, and opinions in English.
3. Learn to use natural conversations inside and outside of the classroom.
5. Distinguish between general and specific ideas.
6. Learn and use various patterns of development in writing (narration, description, persuasive)
7. Develop strategies for expanding academic writing skills
8. Use revising techniques to correct grammatical and mechanical errors.

Texts and Bibliography


Electronic addresses

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Universidad Metropolitana
http://www.suagm.edu/SUAGM/m1/html/webvoy.htm

Note: If for any reason you cannot access the URL’s presented in the module, do not limit your investigation. There are many search engines you can use for your search. Here are some of them:

www.google.com    www.alltheweb.com

The facilitator may make changes and add additional web resources if deemed necessary.

Note: If any facilitator or student needs to conduct a research or submit a questionnaire and carry out any interview, must consult with SUAGM’s Compliance Office first to study its policies and request the corresponding authorization.

To access the Compliance Office authorization forms, you can:

- Access our webpage
  http://www.suagm.edu/suagm/suagm/vpauxrecursos_vpare.aspx, select Oficina de Cumplimiento and click Formularios, or

- Access directly this link
In addition to the forms, you can also access the instructions to make the online certification for IRB Institutional Review Board, Health Information Portability Accounting Act (HIPAA) and the Responsibility Conduct for Research Act (RCR).

If you have any question, please contact with the Institutional Coordinators or with the Compliance Office:

Evelyn Rivera Sobrado, Compliance Office Director
Tel. (787) 751-0178 Ext. 7196

Carmen Crespo, Compliance Coordinator for UMET Tel. (787) 766-1717 Ext. 6366

Josefina Melgar, Compliance Coordinator for Turabo
Tel. (787) 743-7979 Ext.4126

Dr. Rebecca C. Cherry, Compliance Coordinator for UNE Tel. (787) 257-7373 Ext. 3936

**Evaluation:**

1. Dialogue presentation in workshop five. 100 pts
2. Writing assignments Workshops 3 and 5. 100 pts (50 pts each)
3. Class participation 100 pts
4. Class assignments
   a. Writing assignment for Workshop 1 50 pts
   b. Writing assignment for Workshop 2 50 pts

**Departmental Exam (Bonus)**

*This is a required activity and it cannot be replaced.*

The departmental exam is intended to measure students learning in the area of ENGL 152 INTERMEDIATE COMMUNICATIVE ENGLISH through a comprehensive test and to gather information to help improve the quality of teaching and learning process.
A bonus will be credited to the final grade of the course ENGL 152 INTERMEDIATE COMMUNICATIVE ENGLISH to any student who accomplishes 70% or more in the *Departmental Exam*. The Facilitator will determine the activity or evaluation criteria to award this bonus. This bonus will be up to five (5) points of the total score of the evaluation criteria.

Example:

Total points : 50 points
Points obtained by the student : 38 (76%)
Percent for the student’s Departmental Exam : 73%

The instructor could add from one (1) to five (5) points of the bonus as follows:

<table>
<thead>
<tr>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>5 points</th>
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<td>(38+1 pt.)/50</td>
<td>(38+2 pts.)/50</td>
<td>(38+3 pts.)/50</td>
<td>(38+4 pts.)/50</td>
<td>(38+5 pts.)/50</td>
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<td>39/50 = 78%</td>
<td>40/50 = 80%</td>
<td>41/50 = 82%</td>
<td>42/50 = 84%</td>
<td>43/50 = 86%</td>
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**Description of course policies:**

1. Attendance at all class sessions is mandatory. If the Facilitator excuses an absence, the student must make up for all presentations, papers, or other assignments due on the date of the absence. The Facilitator will have the final decision on approval of absences. He/she reserves the right to accept or reject assignments past due, and to adjust the student’s grade accordingly.

2. Oral presentations and special activities cannot be remade. If the student provides a valid and verifiable excuse (ex. medical or from a court), he/she will be summoned for a written test on the activity in which he/she did not attend.

3. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires at least ten hours of preparation.

4. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All
quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own.

5. If the Facilitator makes changes to the study guide, such changes should be discussed with the students during the first workshop. Changes agreed upon should be indicated in writing and given to the students and to the program administrator.

6. The facilitator will establish the means and way of contact with the students.

7. The use of cellular phones is prohibited during sessions.

8. Children or family members are not allowed to the classrooms.

9. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

10. In-group works, except under exceptional circumstances, it will be considered that all the members of the group perform work and thus they will be evaluated equally.

11. The written works and assignments will be turned on that assigned date in their entirety.
Workshop One

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

1. Define what a paragraph is
2. Define the writing process
3. Identify topic sentences and supporting sentences
4. Practice Conversational English – greetings, introductions, beginning conversations with questions

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http://www.suquam.edu/SUAGM/m1/html/webyo y.htm

Writing

http://owl.english.purdue.edu http://owl.english.purdue.edu/owl/resource/606/01/ Page on paragraphs  http://owl.english.purdue.edu/owl/resource/701/01/ Free download of Power Point Presentation on the writing process (Also read the notes for each slide. Go to “View” and “Notes Page”).

http://writing2.rich mond.edu/writing/www eb/index.html Alphabetical index to topics related to writing.

http://lrs.ed.uiuc.edu/st udents/fwalters/toeflwrite.html The TOEFL-Prep Writing Practice Site
http://elt.heinle.com/cgi-
telt/course_products_wp.pl?fid=M20H&product_isbn_issn=0618271929&discipline_num-
ber=301&from_series_id=100000822&subject_code= This is the page for the Tutorial
Quizzes of the text *Great Paragraphs*
http://academicwriting.suite101.com/article.cfm/seven_types_of_paragraphs
Characteristics of seven types of paragraphs
Conversation Sites http://elt.heinle.com/cgi-
telt/course_products_wp.pl?fid=M20H&product_isbn_issn=1413003974&discipline_num-
ber=301&from_series_id=100000361&subject_code= Listening exercises and
Quizzes for text *Intermediate Listening Comprehension*.
http://esl.about.com/od/beginnerpronunciation/a/greetings.htm Greetings
http://www.eslgold.com/speaking/ss_introducing_others.html Introduction Expressions
http://www.eslcafe.com/grammar/conversational_language09.html Greetings
http://www.englishclub.com/speaking/greetings.htm Greetings in different situations
http://www.englishclub.com/speaking/titles.htm Proper titles for addressing people
http://iteslj.org/questions/ Index of questions for conversation

**Assignments for workshop one**

Instructions:

1. Visit the websites and find the answers to the following questions. Write your
   answers to these questions and then add a personal reflection on how you
   approach and complete a writing task at school or at work.
   a. What is the definition of a phrase, clause, and paragraph?
   b. What is the definition of topic sentence?
   c. What are supporting sentences?
   d. What are transition words or phrase?
   e. Briefly describe the three parts of the writing process

2. Go to the Webpage for the Tutorial Quizzes for *Great Paragraphs* and do quiz 1.
3. Go to the Webpage for the Tutorial Quizzes for *Intermediate Listening Comprehension* and do quiz 1.

**Activities**

1. Facilitator will introduce him/herself.
2. Conduct an icebreaker activity for students to get to know each other.
   a. Interview a partner using at least five questions from Appendix A.
   b. Students will introduce their partner to the class and mention at least two details from the interview questions.
3. Discuss the objectives, course evaluation, explain and clarify doubts regarding the course module and its use, and select student representative.
4. Facilitator will guide the group in some activities on greetings and introductions.
   List the different possibilities which would be acceptable for each situation.
   a. Greeting a close friend at 8:30 am
   b. Greeting a stranger in the elevator at 8:30 am
   c. Greeting your spouse on the phone at 3:30 pm
   d. Greeting a group of people at 7:30 pm
   e. Saying goodbye to a close friend (same sex and opposite sex).
   f. Saying goodbye to friends 10:00 pm
5. Introductions: expressions and phrases to use when introducing one person to another.
   a. Have students do brief role-plays to practice introductions.
   b. Use phrases in Appendix B
6. Conversation: Have a twenty to thirty minute conversation period. Conversation requires both partners to ask questions and respond, to agree and disagree, to ask follow-up questions to get more detailed information. Conversation is similar to tennis or ping-pong. The ball must continue back and forth. If a player stops the ball, there is no longer any game. So also with conversations.
7. Have students use the conversation questions in Appendix C. Students should choose a few questions randomly to generate a conversation. Facilitator should
visit with the students to listen to the conversation, participate in the conversation, and spot-check specific conversation issues that arise.

9. Writing
   a. Briefly review the student assignment on paragraphs.
   b. Have students take out paper to write one of the following assignments:
      i. Write three paragraphs about something you used to do as a child and no longer do, what you do now, and what you hope to be doing in the future.
      ii. Write three paragraphs about a mistake you made in past, action you are presently taking, and the benefits you expect as a result.
      iii. Write three paragraphs on Puerto Rico as it was during your parents' childhood, as it is today, and how it may be in your grandchildren's time. Choose a particular feature such as education, communication, transportation, or clothing.
      iv. This is to be turned in. It will serve as a guideline of the writing skills of the class. It is not for a grade, but it will be corrected and returned. Future assignments will be graded.

Assessment
1. Appendix N Rubrics for writing assessment.
2. Appendix O Rubrics for speaking assessment.
3. Appendix M Rubrics for participation assessment.
4. Written assignments turned in will be corrected.
Workshop Two

Specific Objectives

By the end of this workshop, the student will:

1. Improve writing organization
2. Effectively use appropriate elements for narrative writing
3. Practice variety in sentence structure and paragraphing
4. Practice conversation about family
5. Role-play situations

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http://www.suqm.edu/SUAGM/m1/html/webvoy.htm
http://elt.heinle/cgi-
telt/course_products_wp.pl?fid=M20H&product_isbn_issn=0618271929&discipline_number=301&from_series_id=1000000822&subject_code= This is the page for the Tutorial Quizzes of the text Great Paragraphs
http://elt.heinle.com/cgi-
http://owl.english.purdue.edu/owl/resource/685/04/ The narrative Essay
http://www.unc.edu/depts/wcweb/handouts/paragraphs.html#top

Paragraph development

Eng1 52- Intermediate Communicative English
http://academicwriting.suite101.com/article.cfm/example_of_a_narrative_paragraph

Narrative Paragraph elements

Assignments for workshop two

Instructions:

1. Go to the Webpage for the Tutorial Quizzes for Great Paragraphs and do quiz 2.
2. Go to the Webpage for the Tutorial Quizzes for Intermediate Listening Comprehension and do quiz 2.
3. Go to Appendix F and rewrite the sentences to show a variety of sentence structures. Add paragraphing where you feel it is appropriate. You may combine ideas in order to add interest to your sentences and add transitional words or phrases. This is to turn in.

Activities

1. In small groups students will compare their work on Appendix F. Discuss the pros and cons of the various alternatives. Discuss the use of transition words and phrases. Turn in the assignments.
2. Discuss the narrative paragraph elements.
3. Facilitator will provide opportunity for writing a brief narrative paragraph. You may choose a topic from Appendix G: Writing Topics.
4. Review greetings and introductions especially if new students have joined the group in workshop two.
5. Students should sit in pairs with a different partner from workshop one to have some conversation time. Use the conversation questions on the family in Appendix C: Conversation Questions on Family. Facilitator will move around the room to listen to and participate in students’ conversations. Facilitator will also correct students as necessary.
6. Have students begin preparing a dialogue that will be presented in workshop five. Students should select their partner, select topic, and begin writing out dialogue. Dialogue will be presented in Workshop 5. The dialogue should include
greetings, questions, and answers. The dialogues should last approximately two minutes. Some dialogue ideas could be

a. a phone call and invitation,
b. meeting a friend you haven’t seen in years,
c. buyer-seller,
d. borrower-lender,
e. or any of the many situations used in class exercises.

7. Conversation Role-playing: Have pairs of students come forward to perform one of the role-playing dialogues. (The following Role Play Topics are just a small sample from the game, Roll Play, by Dymon Publications.

http://www.eslgold.com/speaking/role_play_topics.html)

1 A: Invite B to go somewhere this weekend.  
B: Politely refuse A's invitation.

2 A: Call and tell your boss (B) you can't come to work because of illness.  
B: You think A is bluffing (not really sick).

3 A: Ask B to teach you to play tennis.  
B: You hate coaching for free.

4 A: Try to get B to divulge a secret about someone else.  
B: Don't be persuaded to do it.

5 A: Ask B to give you a ride home.  
B: A's house is out of the way, and your time is limited.

6 A: Call and tell B you can't come to the party on Friday.  
B: Try to get A to come to the party. (It's a surprise party for him/her.)

7 A: Call to order a pizza.  
B: Wrong number. You sell pitas, not pizzas.

8 A: Present B with an unsolicited gift.  
B: You do not feel comfortable accepting the gift.

9 A: Try to get B to go on a date with your niece/nephew.  
B: You can't stand A's niece/nephew.

10 A: You ran over B's favorite pet with your truck. Apologize to him/her.  
B: You are very upset with the news. The pet is irreplaceable.

11 A: You lost your wedding ring. Tell your spouse (B).  
B: Get angry with A for losing the ring

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After each role-play, have students comment on the conversation, pronunciation, vocabulary used. There is also a separate Evaluation for role plays in Appendix L.

**Next week:** Turn in a narrative. You may use a topic of your own choice or choose on from Appendix H. The narrative should have a **minimum** of five paragraphs. See Workshop 3 for other assignments due next week.

**Assessment**

1. Appendix N Rubrics for writing assessment.
2. Appendix O Rubrics for speaking assessment.
3. Appendix M Rubrics for participation assessment.
4. Written assignments turned in will be corrected.
Workshop Three

Specific Objectives

By the end of this workshop, the students will:

1. Use adjective, adverbs, comparatives and superlatives for effective descriptive writing
2. Learn effective revising techniques
3. Express themselves talking about health and about future plans

Internet Addresses

Electronic addresses

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tell/course_products_wp.pl?fid=M20H&product_isbn_issn=0618271929&discipline_number=301&from_series_id=1000000822&subject_code=

http://elt.heinle.com/cgi-
tell/course_products_wp.pl?fid=M20H&product_isbn_issn=1413003974&discipline_number=301&from_series_id=1000000361&subject_code=

This is the page for the Tutorial Quizzes of the text Great Paragraphs

http://owl.english.purdue.edu/owl/resource/685/03/ The Descriptive Essay
http://owl.english.purdue.edu/handouts/general/gl_describe.html Writing Descriptions - Tips
http://owl.english.purdue.edu/owl/resource/536/01/ Definition and differences between
Adjectives and Adverbs

http://www.efinet.com/tutorials/adjcompsup.php Forming Comparative and superlative adjectives
http://thewritesource.com/writing_topics/#inc Lists of topics for writing

**Assignments for workshop three**

Instructions:

1. Go to the Webpage for the Tutorial Quizzes for *Great Paragraphs* and do quiz 3.
2. Go to the Webpage for the Tutorial Quizzes for *Intermediate Listening Comprehension* and do quiz 3.
3. Review the use of adjectives and adverbs.
4. Check an English textbook or do webs search on “Adjective Word Order”. Then place all the adjectives in parentheses in the correct word order to complete these sentences
   1. (Japanese, mahogany, big, three, narrow, long, antique, beautiful, black, coffee)
      Mary went shopping for furniture yesterday and bought _____ _____ _____
      _____ _____ _____ tables.
   2. (tiny, old, plastic, ugly) (modern, large, teak, European, elegant)
      John redecorated his new office. He got rid of his _____ _____ _____
      _____ desk and now has a/an _____ _____ _____ _____ _____ desk.
5. Bring narrative writing assignment to turn in.
Activities

1. Students will turn in their narrative writing assignment and their solution to the adjective word order assignment.
2. Discuss the definition, use, and word order of the adjective.
3. Using **Adjectives**: In class, write brief paragraphs describing specific objects.
   
   Choose one of the topics given here or choose an appropriate one for this exercise from Appendix H: Writing Topics. (Facilitator: Give students time to write the paragraphs and share the paragraphs with their classmates. Be available to help students while they write). Give students time to write the paragraphs and share the paragraphs with their classmates. Discuss the use of descriptive words and phrases.
   
   a. Describe a Christmas tree.  
   b. Describe your first car.  
   c. Describe your wedding dress.  
   d. Describe your favorite chair.  
   e. Describe your bedroom or your child’s bedroom.
4. Using **Adverbs**: Discuss the definition and functions of the adverb.
5. Write brief paragraphs describing specific actions. Choose one of the topics given here or choose an appropriate one for this exercise from Appendix H: Writing Topics. (Facilitator: Give students time to write the paragraphs and share the paragraphs with their classmates. Be available to help students while they write). Discuss the use of descriptive words and phrases.
   
   a. Describe how someone drives a car.  
   b. Describe how to parallel park  
   c. Describe the movements of someone dancing.  
   d. Describe the flight of a bird  
   e. Describe the time your child first walked.
6. **Comparisons:** Give students time to write the paragraphs and share the paragraphs with their classmates. Discuss the use of descriptive words and phrases. If necessary review the comparative and superlative forms in English.
   a. Compare a carpenter's hands and surgeons' hands. b. Compare your first car and your present car.
   c. Compare driving your car and driving a tourism bus.

7. **Conversation:** Allow students about 20 minutes to have conversations in English using the questions in Appendix D Health. Facilitator will move around the room to listen to and participate in students' conversations. Facilitator will also correct students as necessary.

8. Have students imagine it is now five years after graduating from the university. Have students talk about what they have done, are doing, will be doing, and still have yet to do in the future.

9. Pass around a bag or box containing the students' names. Each student picks a name. Student A will call out the name picked and ask the person a question about health (the question may be from the list in Appendix D or an original question). Student B will answer the question out loud. Student B then picks a new name from the bag or box.

10. Have two students come forward to demonstrate a 911 emergency call. Discuss the demonstration.

**Assessment**

1. Appendix N Rubrics for writing assessment.
2. Appendix O Rubrics for speaking assessment.
3. Appendix M Rubrics for participation assessment.
4. Written assignments turned in will be corrected.
Workshop Four

Specific Objectives
By the end of this workshop, the student will:
1. Learn techniques for persuasive writing
2. Practice proofreading skills
3. Practice conversation skills
4. Express themselves giving directions

Internet addresses

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ber=301&from_series_id=1000000822&subject_code= This is the page for the Tutorial
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telt/course_products_wp.pl?fid=M20H&product_isbn_issn=1413003974&discipline_num-
ber=301&from_series_id=1000000361&subject_code= Listening exercises and Quizzes
for text Intermediate Listening Comprehension.
http://owlenglish.purdue.edu/owl/resource/561/01/ Proofreading techniques
http://www.unc.edu/depts/wcweb/handouts/proofread.html Proofreading techniques
http://writing.wisc.edu/Handbook/Proofreading.html How to Proofread
Assignments for workshop four

Instructions:

1. Go to the Webpage for the Tutorial Quizzes for Great Paragraphs and do quiz 4.
2. Go to the Webpage for the Tutorial Quizzes for Intermediate Listening Comprehension and do quiz 4.
3. Go to the websites on proofreading. Review the various ideas and techniques given for proofreading. Write one page listing and explaining the top five ideas that would help you to proofread your work.
4. Retype the following passage, proofreading for errors in spelling, punctuation, capitalization, grammar, and usage.

Guy de Maupassant

High school students are probably most familiar with author Guy de Maupassant as a short story writer. De Maupassant was a good friend of the novelist Gustave Flaubert; in fact, his' writing style is like Flaubert's. As a child, De Maupassant often observed the worst side of society and later he used that in his stories. His short stories are memorable for their ironic endings in which the main characters beliefs are turned upside down. In "the Necklace, for example, he describes a minor official and his wife who reduce theirselves to poverty by repaying a debt. After years of hardship, they learn that the debt was all together unnecessary.

De Maupassant's novels, like his stories, are simple realistic, and pessimistic. In one novel, for instance, the central character is an unethical journalist which succeeds despite his dishonesty. De Maupassant allows hisself to feel compassion for only the poor and powerless. The vain, foolish or selfish he portrays with merciless clarity.
Activities

1. Students will turn in their assignments.
2. Facilitator will lead the group in a discussion of proofreading, proofreading techniques, common mistakes in proofreading, and provide some proofreading exercises.
3. Persuasive Writing: Discuss the characteristics of the persuasive essay.
4. Have the students choose one of the following subjects to develop the outline of a persuasive essay.
   a. Persuade readers to donate blood
   b. Persuade readers to contribute money to a social cause (feeding the hungry, sheltering the homeless, caring for orphans or the elderly, etc)
   c. Persuade the readers to support legislation on a particular issue (raise the drinking age to 21, enforce driving tests for people over 75, require one semester of public service for high-school graduates, If I were governor I would…).
   d. Persuade readers to recycle plastics, paper, or glass.
   e. Choose an appropriate topic from Appendix H: Writing Topics
5. While students are writing their outlines, facilitator should be available to help with structure, vocabulary, outlining techniques, etc.
6. In small groups have students share their topic and their outline with the group.
7. Students may use this outline to write their final writing assignment to be turned in at Workshop 5.
8. Conversation time. Allow students to have 20-30 minutes of supervised conversation with a new partner. Students may use the Conversation Questions – Sports or may talk about topics of interest to them. Facilitator will move around the room to listen and participate in students' conversations. Facilitator will also correct students as necessary.
9. Practice asking for and giving directions. Using the map of Old San Juan in Appendix P, have students
   a. Locate specific places. For example, Plaza de Armas is on San Francisco St.
   b. Ask for directions to find a place. Where is El Morro?
   c. Ask for directions to get from one place to another. How do I get from Plaza Dársenas to La Fortaleza?
10. Allow students time to rehearse their dialogues for Workshop 5.

Assessment
1. Appendix N Rubrics for writing assessment.
2. Appendix O Rubrics for speaking assessment.
3. Appendix M Rubrics for participation assessment.
4. Written assignments turned in will be corrected.
Workshop Five

Specific Objectives

By the end of this workshop, the student will:

1. Practice job interviews
2. Practice dialogues
3. Practice conversation about Work

Internet addresses

Electronic addresses

Bibliotecas del Sistema
Universidad del Turabo
http://bibliotecavirtual.ut.suauq.edu/ Universidad del Este
http://www.suauq.edu/une/portal%5Fde%5Fbiblioteca/
Universidad Metropolitana
http://www.suauq.edu/SUAGM/m1/html/webvoy.htm
http://elt.heinle.com/cgi-
telt/course_products_wp.pl?fid=M20H&product_isbn_issn=0618271929&discipline_num-
ber=301&from_series_id=100000822&subject_code= This is the page for the Tutorial Quizzes of the text Great Paragraphs
http://elt.heinle.com/cgi-
telt/course_products_wp.pl?fid=M20H&product_isbn_issn=1413003974&disciplin-
e_number=301&from_series_id=100000361&subject_code= Listening exercises and Quizzes for text Intermediate Listening Comprehension.
http://www.jobinterviewquestions.org/questions/general-questions.asp General job interview questions
http://www.career.vt.edu/JOBSEARC/interview/questions.htm Job Interview questions
http://hotjobs.yahoo.com/interview Interviewing Ideas Index
http://career-advice.monster.com/job-interview/careers.aspx Interview Index
Assignments for workshop two

Instructions:
1. Go to the Webpage for the Tutorial Quizzes for Great Paragraphs and do quiz 5.
2. Go to the Webpage for the Tutorial Quizzes for Intermediate Listening Comprehension and do quiz 5.
3. Study the General Job Interview questions and the suggested manner for answering. Visit the website to find other types of questions.  

Activities
1. Students will present their dialogues.
2. Students will turn in their final writing assignment.
3. Conversation: Allow students some time for conversations with a new partner. Facilitator will move around the room to listen and participate in students’ conversations. Facilitator will also correct students as necessary. Students may use the Conversations Questions about Work in Appendix F.
4. Facilitator will conduct a discussion on the topic of job interview skills.
5. Students will take turns conducting job interviews in small groups.
   a. Students may use some of the interview questions in Appendix Q.
   b. Students must exchange roles so that each student has the opportunity to be the interviewer, to be the interviewee, and to be an observer.
   c. The Facilitator will move from group to group observing and giving advice as needed.
   d. His/her peers will evaluate the interviewee’s performance using the Peer Evaluation Sheet in Appendix I.
   e. Each group of students must have at least three participants:
      i. An interviewer
ii. An interviewee  
iii. An observer (there may be more than one)  
f. Students will conduct three rounds of interviews taking turns as indicated in the table.

<table>
<thead>
<tr>
<th></th>
<th>Round 1</th>
<th>Round 2</th>
<th>Round 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Interviewer</td>
<td>Observer</td>
<td>Interviewee</td>
</tr>
<tr>
<td>Student B</td>
<td>Interviewee</td>
<td>Interviewer</td>
<td>Observer</td>
</tr>
<tr>
<td>Student C</td>
<td>Observer</td>
<td>Interviewee</td>
<td>Interviewer</td>
</tr>
</tbody>
</table>

Assessment

1. Appendix N Rubrics for writing assessment.  
2. Appendix O Rubrics for speaking assessment.  
3. Appendix M Rubrics for participation assessment.  
4. Written assignments turned in will be corrected.
Appendix
Appendix A - *Conversation questions*


**Getting to Know Each Other**

1. Do you have any pets?
2. What was the last book you read?
3. Are you good at cooking/swimming/etc?
4. Are you married or single?
5. Do you have brothers and sisters?
6. Are they older or younger than you?
7. Do you like baseball?
8. Do you live alone?
9. What are you studying? What is your academic major?
10. Do you live in a house or an apartment?
11. Have you ever lived in another country?
12. How do you spend your free time?
13. How long have you been studying English?
14. How old are you?
15. How tall are you?
16. Tell me about a favorite event of your childhood.
17. What are your hobbies?
18. What countries have you visited?
19. What do you do on Sundays?
20. What do you do? What's your job?
21. What do you like to do in your free time?
22. What's something you do well?
23. Where are you from?
24. Where do you live? How long have you lived there?
25. Which sports do you like?
26. Who has had the most influence in your life?
27. Would you like to be famous?
28. What is your goal in life?
29. Are you a 'morning' or 'night' person?
30. What jobs have you done?
31. Which do you prefer, sunrises or sunsets?
32. Are you a task-oriented person or a people-oriented person?
Appendix B - *Introductions*

About.com: [http://esl.about.com/od/beginnerpronunciation/a/intros.htm](http://esl.about.com/od/beginnerpronunciation/a/intros.htm)

English as 2nd Language

**Introductions - Social Language**

By Kenneth Beare, About.com

There are a number of phrases that are commonly used to introduce strangers.

(name), I don't think you've met (name).

I don't think you know (name)
May I introduce you to (name)
(name), do you know (name)?
(name), I'd like you to meet (name)

When you meet someone the first time, it is common to greet the person with "How do you do?" the correct response is "How do you do." Here is a short introductory conversation:

Ken: Peter, I'd like you to meet Mary.
Peter: How do you do?
Mary: How do you do.
Ken: Mary works for.

A variation is also "It's a pleasure to meet you." or "Pleased to meet you."

Ken: Peter, I'd like you to meet Mary.
Peter: It's a pleasure to meet you.
Mary: How do you do.
Ken: Mary works for

Ken: Peter, I'd like you to meet Mary.
Peter: How do you do?
Mary: Pleased to meet you.
Ken: Mary works for

In informal situations, especially in North America, introductions are also made simply saying: "This is (name)." It is also common to just say "Hi" or "Hello" as a response in this informal setting.

Ken: Peter, this is Mary.
Peter: How do you do?
Mary: Pleased to meet you.
Ken: Mary works for

It is also quite common to shake hands when you are introduced. After the initial introduction, hand shaking generally takes place in more formal, business situations. Otherwise, people just say "Hi."
Appendix C - *Conversation Questions Family*

[htesli.org/questions/](http://itesli.org/questions/) Index of questions for conversation

1. Are you married?
2. Are you pressured by your family to act in a certain way?
3. Are you the oldest among your brothers and sisters?
4. Are your parents strict?
5. Do you get along well with your family?
6. Do you have any brothers or sisters? If so, how old are they?
7. Do you have any children? If yes, what are their names and ages?
8. Do you look more like your mother or your father?
9. Do you often argue with your mother or father? What about?
10. Do your parents let you stay out late?
11. Are friends more important than family? What do you think?
12. How did you get your name?
13. How many people are in your family?
14. How often do you see your cousins?
15. How often do you see your grandparents?
16. How often is your entire family together?
17. Should people follow the religion of their parents, or should they have the liberty to choose another?
18. What are some of your fondest memories of childhood?
19. What are your parents like?
20. What do you and your family like to do together?
21. What is the best memory you have of your family doing something together?
22. What would you change about your childhood?
23. Would you live with your parents after you get married?
24. Should children help with the housework?
25. Do you think your parents understand you? Why or why not?
26. Who does the household work, your father or your mother or both of them?
27. What was the most important thing your parents taught you?
28. What's the best thing about your mom?
29. What's the best thing about your grandparents?
30. Should parents give their children an allowance?
31. How often does your family eat dinner together?
32. How should parents discipline their children?
33. What's the best thing about your dad?
Appendix D - *Conversation Questions Health*

http://itesli.org/questions/ Index of questions for conversation

1. Are you a member of a health spa/gym?
2. Are you afraid of needles?
3. Are you healthy?
4. Are your parents healthy?
5. Do think that you need to lose weight?
6. Do you always eat healthy food?
7. Do you bruise easily?
8. Do you consider alcohol a drug?
9. Do you drink a lot?
10. Do you ever get headaches? Do you know anyone who suffers from migraine headaches?
11. What kind of exercise do you do?
12. How often do you exercise?
13. Do you go for regular medical check-ups?
14. Do you go to the dentist's twice a year?
15. Do you have a lot of stress?
16. Do you normally go to one doctor in particular or any available doctor?
17. Do you have any allergies?
18. Do you have any scars?
19. Do you take medicine when you are sick?
20. Do you take vitamins?
21. Do you think it is unhealthy to keep a cat in your home?
22. Do you think pets are good for a person's health?
23. Do you think you are overweight?
24. Do you usually get enough sleep?
25. Do you watch your weight? What foods do you think are healthy?
26. Have you ever been hospitalized?
27. Have you ever broken a bone?
28. Have you ever donated blood?
29. Have you ever had braces on your teeth?
30. Have you ever had stitches?
31. Have you ever sprained your ankle?
32. What are some things that cause stress?
33. What are some ways to deal with stress?
34. How can you reduce stress in your life?
35. How have you been feeling lately?
36. How many hours of sleep do you get a night?
37. How many hours of sleep do you usually get?
38. How often do you catch a cold?
39. How often do you get sick in one year?
40. How would you recommend treating a cold?
Appendix E - Conversation Questions - Sports

http://itesli.org/questions/ Index of questions for conversation

1. Are you a good ___? (tennis player, basketball player, swimmer, ...)
2. Are you a member of any sports team? If not, have you ever been?
3. Are you good at basketball?
4. Do you often play sports?
5. Did your high school have a good baseball team?
6. Do you ever listen to baseball games on the radio?
7. Do you jog more than once a week?
8. Do you know how to play golf?
9. Do you like to exercise?
10. Do you like to ski?
11. Do you like playing tennis?
12. Do you like to snowboard?
13. Do you like to watch sports on TV?
14. Do you like watching car races?
15. Do you like wrestling?
16. Do you like ___? (Insert a name of a baseball player, tennis player, etc.)
17. Do you play any sports?
18. Do you think athletes earn enough money, not enough money or too much money?
19. Do you think everybody should practice sports?
20. Do you think playing sports helps people work better as a team at work?
21. Do you think that parents are too involved in their children’s sports activities?
22. Have you ever been skiing?
23. Have you ever been to a soccer game? (...a football match)
24. Have you ever played golf?
25. Have you ever been to watch a professional game?
26. Have you ever tried snow-boarding?
27. How often do you exercise?
28. How often do you go swimming?
29. Where do you go?
30. Who do you go with?
31. What do you think is the most popular sport in the world?
32. What do you think of pro wrestling? Thai kick boxing? Japanese sumo?
Appendix F - Conversation Questions - Work

http://itesli.org/questions/ Index of questions for conversation

1. Describe a typical day at your current job?
2. Describe some of the people that you work with?
3. Describe your current job.
4. Describe your first job.
5. Do you have a part-time job? If so, what do you do?
6. Do you have to attend a lot of meetings for your job?
7. Do you have to do a lot of paperwork?
8. Do you have to work overtime?
9. Do you like your job? Why or why not?
10. Do you think it is more important to make a lot of money or to enjoy your job?
11. How long do you plan to continue working where you are?
12. How many days a week do you work?
13. How old were you when you got your first job?
14. How well do you get along with your boss?
15. What are some jobs that you think you would never do?
16. What are some jobs that you think would be fun?
17. What do you think is the best job? What do you think is the worst?
18. What do you think would be the most interesting job? The most boring?
19. Would you consider the military as a career choice? Why or why not?
20. Would you consider yourself to be an ambitious person at work?
21. Would you describe yourself as a workaholic?
22. Would you like a job in which you traveled a lot?
23. Would you like a job that required you to sit at a computer all day?
24. Would you like to do the same job for the rest of your life?
25. Would you like to work in an office? Why or why not?
26. Would you rather be a doctor or a banker?
27. Would you rather work inside or outside?
28. Do you prefer to work alone or with others?
Appendix G- Revising Sentences and Paragraphs

Directions: Revise the following short sentences to show a variety of sentence structures. Add paragraphing where you feel it is appropriate. You may combine ideas in order to add interest to your sentences.

1. Doug and Cindy went on vacation in June.
2. They went to Washington DC.
3. They toured the White House and the Capitol.
4. Doug and Cindy met with their state senator there.
5. He took them by subway to the Senate Dining Room for lunch.
6. One day Doug and Cindy went to the Holocaust Museum.
7. They saw grim reminders of this travesty against mankind.
8. Another day they visited the Washington, Lincoln, and Jefferson Memorials.
9. Three days were spent visiting various Smithsonian museums.
10. Cindy’s favorite was the Museum of Natural History.
11. Doug’s favorite was the Air and Space Museum.
12. The last day of their trip was spent at the Vietnam Veterans’ Memorial and Arlington National Cemetery.
13. President John F. Kennedy is buried at Arlington National Cemetery.
14. His gravesite is marked by an eternal flame.

Appendix H - Writing Topics

You may choose from the following topics for writing assignments or classroom activities.

1. My craziest experience in a restaurant or shopping mall
2. The hardest thing I’ve ever done
3. Let’s hear it for my favorite senior citizen.
4. A friend who moved away
5. I couldn’t believe that my mother volunteered me for that job.
6. Putting my foot in my mouth
7. What if school sports were dropped?
8. Who knows me best?
9. What do I worry about?
10. My muscles were so sore after . . .
11. “Obstacles are what you see when you take your eyes off the goal.”
12. An unforgettable dream
13. My worst vacation
14. A “visit” to a hospital, doctor’s office, or dentist’s office
15. Coping with brothers and sisters
16. A typical evening at home
17. Morning madness
18. When I was a discipline problem
19. A meaningful gift I’ve given or received
20. We all make mistakes.
21. Why do I deserve the job?
22. My brother (or sister) made me so mad!
23. Something this school really needs is . . .
24. I take some things too seriously.
25. What do I do to break routine?
26. The next wave of personal communication
27. Greed
28. Alone on a desert island
29. Let’s push alternative sources of energy.
30. ______ is like a boomerang.
31. How it would feel to walk in space
32. What invention would you like to see in your lifetime?
33. Why appearance is not so important
34. How I express myself artistically
35. Is pollution a necessary evil?
36. What different colors mean to me
37. Why are soap operas so popular?
38. I take some things too seriously.
39. How do people who are in constant pain cope?
40. Is this love?
41. Foods I love, foods I hate
42. Tools I’ll need in my intended profession
43. Why are some people so cruel?
44. What animals can teach humans
45. Self-esteem
46. Sometimes, adults seem . . .
47. My dream car
48. The idea hit me like a tornado.
49. My Web site
50. If I were a superhero, I’d be . . .
51. What do I do to break routine
## Appendix I Persuasive Writing Assessment

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Takes a clear position and supports it consistently with well-</td>
<td>Takes a clear position and supports it with relevant reasons and/or examples; may use persuasive strategy to convey an argument.</td>
<td>Takes a clear position and supports it with some relevant reasons and/or examples; there is some development of the essay.</td>
<td>Takes a position, but essay is underdeveloped.</td>
<td>Attempts to take a position (addresses topic), but position is very unclear OR takes a position, but provides minimal or no support; may only paraphrase the prompt.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Is focused and well organized, with effective use of transitions.</td>
<td>Is well organized, but may lack some transitions.</td>
<td>Is generally organized, but has few or no transitions among sections.</td>
<td>Is organized in parts of the essay; other parts are disjointed and/or lack transitions.</td>
<td>Is disorganized or unfocused in much of the essay OR is clear, but too brief.</td>
<td>Exhibits little or no apparent organization.</td>
</tr>
<tr>
<td>Sentence Fluency and Word Choice</td>
<td>Consistently exhibits variety in sentence structure and word choice.</td>
<td>Exhibits some variety in sentence structure and uses good word choice; occasionally, words may be used inaccurately.</td>
<td>Most sentences are well constructed but have similar structure; word choice lacks variety or flair.</td>
<td>Sentence structure may be simple and unvaried; word choice is mostly accurate.</td>
<td>Sentences lack formal structure; word choice may often be inaccurate.</td>
<td>Sentences run-on and appear incomplete or rambling; word choice may be inaccurate in much or the entire essay.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.</td>
<td>Errors in grammar, spelling, and punctuation do not interfere with understanding.</td>
<td>More frequent errors in grammar, spelling, and punctuation, but they do not interfere with understanding.</td>
<td>Errors in grammar, spelling, and punctuation sometimes interfere with understanding.</td>
<td>Errors in grammar, spelling, and punctuation interfere with understanding in much of the essay.</td>
<td>Errors in grammar, spelling, and punctuation prevent reader from fully understanding essay.</td>
</tr>
</tbody>
</table>
# Appendix J  
**Narrative Writing Assessment**

## Rubric for a Narrative Writing Piece

<table>
<thead>
<tr>
<th>FEATURES</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
| **FOCUS**         | Subject and unifying event clear and maintained  
• Theme/unifying theme explicitly stated  
• Reactions present throughout  
• Has effective closing  
| Subject and unifying event clear and maintained  
• Theme/unifying event is stated in opening or conclusion  
• Reactions present throughout (may not be even)  
• Has closing  
| Subject/topic clear; theme/unifying event may not be prompt dependent (requiring reader inference)  
• Theme/unifying event is stated and/or summarized  
• Reactions present  
• May end abruptly  
| Subject/issue vague  
• Reader must infer main event and theme  
• Unrelated ideas or major shift from focus (brainstorming)  
• May be insufficient writing to determine that subject and unifying event can be maintained  
| Subject/issue unclear, limited or confusing  
• Insufficient writing to show criteria are met  
| **ELABORATION**   | Most episodes and reactions elaborated with specific detail  
• Some episodes may be developed with more detail than others (not necessarily balanced or even)  
• Some development of depth  
| Some episodes or reactions elaborated with specific details  
Contains minimal depth  
| May contain list of episodes/events and/or reactions with some extensions  
Most elaboration may be general  
| May contain simple list of episodes and/or reactions with no extensions  
Mostly general or underdeveloped  
Lacks sufficiency to demonstrate developed elaboration  
| Some attempt at elaboration  
• May be confusing, unclear, or repetitive  
• Insufficient writing to show that criteria are met  
| **ORGANIZATION**  | Narrative structure clear; sequence of episodes moves logically through time without noticeable gaps  
• Episodic appropriately paragraphed  
• Coherence and cohesion demonstrated through some appropriate use of devices (transitions, pronouns, causal linkage, etc.)  
• Varied sentence structure produces some cohesion  
| Narrative structure is evident – sequence of episodes moves logically through time with a beginning, middle and ending with few gaps  
• Most paragraphing is appropriate  
• Coherence and cohesion (sentence to sentence) evident; may depend on holistic structure (chronology)  
• Most transitions are appropriate  
| Narrative structure is noticeable, but the reader may have to infer its sequence of episodes moves logically through time with some gaps  
• Some appropriate paragraphing  
• Evidence of coherence may depend on sequence  
• If present, transitions may be simplistic or even redundant  
| Structure is attempted, but reader may still have to infer  
• Lacks appropriate narrative structure (off-mode)  
• May have a major lapse or inappropriate transitions that disrupt progression of events  
• May have little evidence of appropriate paragraphing  
| Structure is attempted, but with little success (may be a random presentation of ideas)  
Confusing  
Insufficient writing to determine that organization can be sustained  
| Very confusing/little or no attempt at structure  
• Insufficient writing to meet criteria  

Engl 152- Intermediate Communicative English  
40
Focus: The clarity with which a paper presents and maintains a clear main idea, point of view, unifying event or theme.

Support/Elaboration: The degree to which the main point or event is elaborated and explained by specific details, descriptions, and reactions

Organization: The clarity of the logical flow of ideas (coherence and cohesion)

Conventions: Use of standard written English

Integration: Evaluation of the paper based on a focused, global judgment of how effectively the paper as a whole uses basic features to fulfill the assignment.
Appendix K *Interview Peer Assessment*

This sheet needs to be reproduced in sufficient quantity for each student to be evaluated by at least three others. Sheets must be tallied for final score per student.

<table>
<thead>
<tr>
<th>Name of interviewee:</th>
<th>Peer Assessment: Job Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCORE</strong></td>
<td>Answered questions effectively</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<td>2</td>
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<td>1</td>
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</tbody>
</table>
Appendix L *Role Play Rubric*

**Role Play Rubric**

Topic: ______________________ Date: ______________________

Assessed by: Teacher: ____________ Peer: ________________

Fixed Scale: 1 Seldom 2 Sometimes 3 Usually 4 Always

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 Excellent, completely fulfills criteria</th>
<th>4 Well done effectively fulfills criteria</th>
<th>3 Good, adequately fulfills criteria</th>
<th>2 Below average, partially fulfills criteria</th>
<th>1 Deficient, does not fulfill criteria</th>
<th>0 Did not participate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity of Speech:</strong> speech is loud and clear</td>
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<tr>
<td><strong>Expression of Feeling:</strong> speech expresses emotion and personality of character</td>
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<tr>
<td><strong>Use of Body Language:</strong> character uses gestures, facial expressions or posture to help communicate ideas/emotions</td>
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<tr>
<td><strong>Believability of the Role:</strong> portrayal is believable, sensitive to the character’s situation; stays in role, listens and responds to other characters</td>
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<tr>
<td><strong>Accuracy of the Role:</strong> portrayals are relevant to the character’s situation and feelings.</td>
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</tbody>
</table>

**Comments and Suggestions for Improvement:**
Appendix M Class Participation

Evaluation Sheet: Daily Class Participation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Workshop I</th>
<th>Workshop II</th>
<th>Workshop III</th>
<th>Workshop IV</th>
<th>Workshop V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (10 points per class)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Contributes to class discussion (2 points per class)</td>
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</tr>
<tr>
<td>Shows interest in what is discussed in class (2 points per class)</td>
<td></td>
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<tr>
<td>Ask questions pertinent to what is discussed in class (2 points per class)</td>
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</tr>
<tr>
<td>Answers questions from the facilitator and the classmates (2 points per class)</td>
<td></td>
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<tr>
<td>Comes prepared for class. Reading log. (2 points per class)</td>
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<tr>
<td>Total points/workshop</td>
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<td></td>
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</table>

Total: ___________________  Grade: ___________________

Observations
_________________________________________________________________
_________________________________________________________________

Engl 152- Intermediate Communicative English
44
**Appendix N**  
**Essay Evaluation**

<table>
<thead>
<tr>
<th>Point value</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The essay is clear, and well focused. Thesis stands out and is supported by details. The details provided are relevant and give important information, going beyond the obvious.</td>
<td>Thesis is clear but supporting information seems to be general. Some supporting ideas contain specific and details, however, others are not elaborated.</td>
<td>Some supporting details are needed. Key points are unsupported.</td>
<td>Unclear thesis. Supporting details are a seemingly random collection of information, unclear or not related to the topic.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Effective introduction, states the thesis, and previews the content of the paper. The conclusion clearly restates the main points of the essay and a final comment based on the content.</td>
<td>Introduction clearly states thesis and previews structure, however it isn’t inviting to the reader. Conclusion is recognizable and restates almost all of the main points.</td>
<td>Introduction states thesis but does not adequately preview the content, nor is it particularly inviting. Conclusion is recognizable, but does not restate all the main points of the essay.</td>
<td>There is no clear introduction of the thesis. No conclusion was provided.</td>
</tr>
<tr>
<td><strong>Elaboration</strong></td>
<td>Details have a logical sequence. Transitions are clear from sentence to sentence and paragraph to paragraph. The paper is well elaborated.</td>
<td>Details have a logical sequence, however it may be presented in less interesting ways. More variety of transition words needed. There is a lack of elaboration.</td>
<td>Some details lack of logical sequence. Use of some transition words. Some of the main points are repeated, or less significant details have been added.</td>
<td>Many details lack of a logical sequence; a sense of disorganization. Transition words are unclear or nonexistent. Little elaboration, and leaves out necessary support.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Sentences varied for rhetorical effect; Vivid diction and word choices are accurate.</td>
<td>Most sentences are well constructed with varied structure.</td>
<td>Some sentences are well constructed, but several are stiff and awkward, or difficult to understand.</td>
<td>Sentences are awkward, repetitive, or difficult to understand. Some may be incomplete.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Punctuation, grammar, spelling and aspects of format are handled correctly. The writer has prepared the paper carefully with attention to appearance.</td>
<td>Little punctuation grammar, spelling and aspects of the format errors are presented. There is some evidence the paper was carefully prepared with attention to appearance</td>
<td>Some Punctuation, grammar, spelling and aspects of format are handled correctly. Little attention to appearance.</td>
<td>Many errors of punctuation, grammar, spelling and some other aspects of format were handled incorrectly. No attention to appearance.</td>
</tr>
</tbody>
</table>
## Appendix O  Speaking Evaluation

<table>
<thead>
<tr>
<th>Organization</th>
<th>Subject Knowledge</th>
<th>Visuals</th>
<th>Mechanics</th>
<th>Eye Contact</th>
<th>Elocution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Audience cannot understand presentation because there is no sequence of information</td>
<td>Student does not have grasp of information; cannot answer questions about subject</td>
<td>Visuals are not used or not used appropriately in all or most sentences</td>
<td>Student's presentation has 4 or more spelling errors and/or grammatical errors.</td>
<td>Student reads all of report with no eye contact</td>
</tr>
<tr>
<td>4-2</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions</td>
<td>Student occasionally uses visuals that rarely support presentation</td>
<td>Presentation has 3 misspellings and/or grammatical errors</td>
<td>Student occasionally uses eye contact, but still reads most of report</td>
</tr>
<tr>
<td>7-5</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student is at ease with expected answers to all questions, but fails to elaborate</td>
<td>Student visuals relate but one or two mistakes are made.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors</td>
<td>Student maintains eye contact most of the time but frequently returns to notes</td>
</tr>
<tr>
<td>10-8</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration</td>
<td>Visuals are used appropriately and effectively throughout presentation</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Student maintains eye contact with audience, seldom returning to notes</td>
</tr>
</tbody>
</table>
Appendix P  Map for giving directions

Using the map of Old San Juan, take turns asking and giving your partner directions.  

a. Locate specific places. For example, Plaza de Armas is on San Francisco St.  
b. Ask for directions to find a place. Where is El Morro? Hard Rock Café,  
c. Ask for directions to get from one place to another. How do I get from Plaza Dársenas to La Fortaleza? What's the shortest way to Teatro Tapia?
Appendix Q

GENERAL JOB QUESTIONS
© 2009 - Job Interview Questions
http://www.jobinterviewquestions.org

General Questions  Questions start the minute the interview does, and to show that you are an exceptional candidate, you need to be prepared to answer not only the typical questions, but also the unexpected. You can expect questions regarding your qualifications, your academic preparation, career interests, experience, and ones that assess your personality.

1. Tell me about yourself
The most often asked question in interviews. You need to have a short statement prepared in your mind. Be careful that it does not sound rehearsed. Limit it to work-related items unless instructed otherwise. Talk about things you have done and jobs you have held that relate to the position you are interviewing for. Start with the item farthest back and work up to the present.

2. Why did you leave your last job?
Stay positive regardless of the circumstances. Never refer to a major problem with management and never speak ill of supervisors, co-workers or the organization. If you do, you will be the one looking bad. Keep smiling and talk about leaving for a positive reason such as an opportunity, a chance to do something special or other forward-looking reasons.

3. What experience do you have in this field?
Speak about specifics that relate to the position you are applying for. If you do not have specific experience, get as close as you can.

4. Do you consider yourself successful?
You should always answer yes and briefly explain why. A good explanation is that you have set goals, and you have met some and are on track to achieve the others.

5. What do co-workers say about you?
Be prepared with a quote or two from co-workers. Either a specific statement or a paraphrase will work.

6. What do you know about this organization?
This question is one reason to do some research on the organization before the interview. Find out where they have been and where they are going. What are the current issues and who are the major players?
7. What have you done to improve your knowledge in the last year?
Try to include improvement activities that relate to the job. A wide variety of activities can be mentioned as positive self-improvement. Have some good ones handy to mention.

8. Are you applying for other jobs?
Be honest but do not spend a lot of time in this area. Keep the focus on this job and what you can do for this organization. Anything else is a distraction.

9. Why do you want to work for this organization?
This may take some thought and certainly, should be based on the research you have done on the organization. Sincerity is extremely important here and will easily be sensed. Relate it to your long-term career goals.

10. Do you know anyone who works for us?
Be aware of the policy on relatives working for the organization. This can affect your answer even though they asked about friends not relatives. Be careful to mention a friend only if they are well thought of.

11. What kind of salary do you need?
A loaded question. A nasty little game that you will probably lose if you answer first. So, do not answer it. Instead, say something like, That's a tough question. Can you tell me the range for this position? In most cases, the interviewer, taken off guard, will tell you. If not, say that it can depend on the details of the job. Then give a wide range.

12. Are you a team player?
You are, of course, a team player. Be sure to have examples ready. Specifics that show you often perform for the good of the team rather than for yourself is good evidence of your team attitude. Do not brag; just say it in a matter-of-fact tone. This is a key point.

13. How long would you expect to work for us if hired?
Specifics here are not good. Something like this should work: I'd like it to be a long time. Or As long as we both feel I'm doing a good job.

14. Have you ever had to fire anyone? How did you feel about that?
This is serious. Do not make light of it or in any way seem like you like to fire people. At the same time, you will do it when it is the right thing to do. When it comes to the organization versus the individual who has created a harmful situation, you will protect the organization. Remember firing is not the same as layoff or reduction in force.

15. What is your philosophy towards work?
The interviewer is not looking for a long or flowery dissertation here. Do you have strong feelings that the job gets done? Yes. That's the type of answer that works best here. Short and positive, showing a benefit to the organization.
16. If you had enough money to retire right now, would you?
Answer yes if you would. But since you need to work, this is the type of work you prefer.
Do not say yes if you do not mean it.

17. Have you ever been asked to leave a position?
If you have not, say no. If you have, be honest, brief and avoid saying negative things
about the people or organization involved.

18. Explain how you would be an asset to this organization
You should be anxious for this question. It gives you a chance to highlight your best points
as they relate to the position being discussed. Give a little advance thought to this
relationship.

19. Why should we hire you?
Point out how your assets meet what the organization needs. Do not mention any other
candidates to make a comparison.

20. Tell me about a suggestion you have made
Have a good one ready. Be sure and use a suggestion that was accepted and was then
considered successful. One related to the type of work applied for is a real plus.

21. What irritates you about co-workers?
This is a trap question. Think real hard but fail to come up with anything that irritates
you. A short statement that you seem to get along with folks is great.

22. What is your greatest strength?
Numerous answers are good, just stay positive. A few good examples: Your ability to
prioritize, Your problem-solving skills, Your ability to work under pressure, Your ability to
focus on projects, Your professional expertise, Your leadership skills, Your positive
attitude.

23. Tell me about your dream job.
Stay away from a specific job. You cannot win. If you say the job you are contending for
is it, you strain credibility. If you say another job is it, you plant the suspicion that you will
be dissatisfied with this position if hired. The best is to stay genetic and say something
like: A job where I love the work, like the people, can contribute and can't wait to get to
work.

24. Why do you think you would do well at this job?
Give several reasons and include skills, experience and interest.

25. What are you looking for in a job?
See answer # 23
26. What kind of person would you refuse to work with?
Do not be trivial. It would take disloyalty to the organization, violence or lawbreaking to get you to object. Minor objections will label you as a whiner.

27. What is more important to you: the money or the work?
Money is always important, but the work is the most important. There is no better answer.

28. What would your previous supervisor say your strongest point is?
There are numerous good possibilities: Loyalty, Energy, Positive attitude, Leadership, Team player, Expertise, Initiative, Patience, Hard work, Creativity, Problem solver

29. Tell me about a problem you had with a supervisor
Biggest trap of all. This is a test to see if you will speak ill of your boss. If you fall for it and tell about a problem with a former boss, you may well below the interview right there. Stay positive and develop a poor memory about any trouble with a supervisor.

30. What has disappointed you about a job?
Don't get trivial or negative. Safe areas are few but can include: Not enough of a challenge. You were laid off in a reduction Company did not win a contract, which would have given you more responsibility.

31. Tell me about your ability to work under pressure.
You may say that you thrive under certain types of pressure. Give an example that relates to the type of position applied for.

32. Do your skills match this job or another job more closely?
Probably this one. Do not give fuel to the suspicion that you may want another job more than this one.

33. What motivates you to do your best on the job?
This is a personal trait that only you can say, but good examples are: Challenge, Achievement, Recognition

34. Are you willing to work overtime? Nights? Weekends?
This is up to you. Be totally honest.

35. How would you know you were successful on this job?
Several ways are good measures: You set high standards for yourself and meet them. Your outcomes are a success. Your boss tell you that you are successful.

36. Would you be willing to relocate if required?
You should be clear on this with your family prior to the interview if you think there is a chance it may come up. Do not say yes just to get the job if the real answer is no. This can create a lot of problems later on in your career. Be honest at this point and save yourself future grief.

37. Are you willing to put the interests of the organization ahead of your own?
This is a straight loyalty and dedication question. Do not worry about the deep ethical and philosophical implications. Just say yes.

38. Describe your management style.
Try to avoid labels. Some of the more common labels, like progressive, salesman or consensus, can have several meanings or descriptions depending on which management expert you listen to. The situational style is safe, because it says you will manage according to the situation, instead of one size fits all.

39. What have you learned from mistakes on the job?
Here you have to come up with something or you strain credibility. Make it small, well intentioned mistake with a positive lesson learned. An example would be working too far ahead of colleagues on a project and thus throwing coordination off.

40. Do you have any blind spots?
Trick question. If you know about blind spots, they are no longer blind spots. Do not reveal any personal areas of concern here. Let them do their own discovery on your bad points. Do not hand it to them.

41. If you were hiring a person for this job, what would you look for?
Be careful to mention traits that are needed and that you have.

42. Do you think you are overqualified for this position?
Regardless of your qualifications, state that you are very well qualified for the position.

43. How do you propose to compensate for your lack of experience?
First, if you have experience that the interviewer does not know about, bring that up: Then, point out (if true) that you are a hard working quick learner.

44. What qualities do you look for in a boss?
Be generic and positive. Safe qualities are knowledgeable, a sense of humor, fair, loyal to subordinates and holder of high standards. All bosses think they have these traits.

45. Tell me about a time when you helped resolve a dispute between others.
Pick a specific incident. Concentrate on your problem solving technique and not the dispute you settled.

46. What position do you prefer on a team working on a project?
Be honest. If you are comfortable in different roles, point that out.

47. **Describe your work ethic.**
Emphasize benefits to the organization. Things like, determination to get the job done and work hard but enjoy your work are good.

48. **What has been your biggest professional disappointment?**
Be sure that you refer to something that was beyond your control. Show acceptance and no negative feelings.

49. **Tell me about the most fun you have had on the job.**
Talk about having fun by accomplishing something for the organization.

50. **Do you have any questions for me?**
Always have some questions prepared. Questions prepared where you will be an asset to the organization are good. Some examples are: how soon will I be able to be productive? and What type of projects will I be able to assist on?
## Anejo R Matriz de valoración: Participación y Asistencia

<table>
<thead>
<tr>
<th>Criterios</th>
<th>5 Cumplió totalmente</th>
<th>4 Cumplió bastante</th>
<th>3 Cumplió parcialmente</th>
<th>2 Cumplió poco</th>
<th>1 No cumplió</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asistió a todos los talleres presenciales</td>
<td></td>
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<tr>
<td>2. Llegó puntualmente a todos los talleres.</td>
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<tr>
<td>3. Contribuyó a las discusiones en clase</td>
<td></td>
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<tr>
<td>4. Demostró interés en las discusiones en clase</td>
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<tr>
<td>5. Contestó preguntas del facilitador</td>
<td></td>
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<td></td>
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<tr>
<td>6. Formuló preguntas pertinentes al tema de la clase</td>
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<tr>
<td>7. Demostró estar preparado para la clase</td>
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<tr>
<td>8. Contribuyó a la clase con material e información adicional</td>
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<tr>
<td>9. Presentó argumentos fundamentados en las lecturas y trabajos de la clase</td>
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<tr>
<td>10. Demostró atención e interés a los puntos y argumentos de sus compañeros</td>
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<tr>
<td>11. Contestó preguntas y planteamientos de sus compañeros</td>
<td></td>
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</tr>
<tr>
<td>12. Demostró iniciativa y creatividad en las actividades de clase</td>
<td></td>
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</tr>
<tr>
<td>13. Promovió la cooperación, participación e integración entre los compañeros de clase</td>
<td></td>
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<tr>
<td>14. Participó activamente de los foros y otras herramientas de colaboración publicadas en Blackboard</td>
<td></td>
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<tr>
<td>15. Ingresó a Blackboard para completar tareas, pruebas u otras actividades asignadas por el facilitador</td>
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</tbody>
</table>

| Suma según puntuación de escala:                                        | Total: 45 |

*La puntuación máxima de la matriz valorativa es 75. Este número equivale al 5% de la nota final del curso. Para calcular el porcentaje alcanzado por el estudiante se debe realizar una regla de tres simple según el siguiente ejemplo: Considerando que el estudiante obtuvo 70 puntos la fórmula sería la siguiente: (70 x 5%) / 75 = 4.66%.

**Firma estudiante**

**Firma facilitador/a**

**Comentarios**
Anejo S

Guía para la elaboración del portafolio

¿Qué es el Portafolio?
Según Lamberto Vera (2005) el portafolio es una estrategia que consiste en la recopilación de los trabajos que realiza el estudiante para demostrar sus esfuerzos, logros y progreso durante un período de clase.

¿Cuál es el propósito del portafolio?
El profesor indicará la meta y objetivos de la utilización del Portafolio como herramienta de avalúo (assessment) en su clase.
   - El propósito principal es demostrar el conocimiento adquirido por el estudiante y concienciar su proceso de aprendizaje.

¿Cuáles son los elementos del portafolio?
El portafolio que prepararán los/las estudiantes para el curso deberá tener los siguientes elementos de estructura física y conceptual:

I. **Portada** (La información debe estar centralizada)
   a. La página deberá contener:
      i. Parte superior:
         1. Institución universitaria y Escuela de Estudios Profesionales
      ii. Centro
         1. Portafolio de *Nombre del curso*
      iii. Parte inferior:
         1. Nombre del estudiante, código del curso, nombre del/de la facilitador(a) que ofreció el curso y la fecha de entrega.

II. **Tabla de contenido** (en el orden en que aparece la información y sin enumerar)
III. **Introducción**
   a. Consistirá de una reflexión, una crítica o un análisis de los trabajos presentados, donde incluya el grado de éxito alcanzado en relación a las metas que se propuso al inicio del curso, su crecimiento intelectual y las destrezas que desarrolló en el curso.

IV. **Auto-retrato**
   a. Datos biográficos del estudiante, metas y/o expectativas profesionales, autoevaluación de su profesión.

V. **Información recopilada y dividida por talleres** (según aplique al curso)
   Cada Taller deberá incluir una introducción reflexiva sobre su contenido. Entre los trabajos que podrían aparecer están los siguientes:
   a. Asignaciones.
   b. Examen o pruebas cortas
   c. Trabajos especiales, individuales o grupales
   d. Otras estrategias de evaluación
   e. Actividades de avalúo (**assessment**).
      i. Diarios Reflexivos, expresiones del estudiante sobre aspectos académicos o personales
      ii. *One minute paper.*
      iii. Punto más confuso
      iv. Estudio de caso
      v. Presentaciones orales
      vi. Mapas conceptuales de la unidad de estudio
      vii. Trabajos de ejecución
      viii. Otras actividades presentadas en el módulo o sugeridas por el/la facilitador/a.
   f. Auto-evaluación final del portafolio.
      i. Reflexión que conteste lo siguiente:
         1. ¿Qué aprendí de este curso?
         2. ¿Para qué puedo utilizar este conocimiento?
         3. ¿En cuál(es) área(s) tengo mayor dominio?
Escuela de Estudios Profesionales
Programa Ahora
Universidad del Turabo

4. ¿Qué áreas todavía necesito fortalecer?

5. En el proceso de desarrollo del portafolio, ¿qué temas o estrategias quisiera encontrar en otro curso? ¿qué no me gustaría encontrar?

6. ¿Qué dudas relacionadas a conceptos o destrezas quedan sin contestar?

VI. Anejos

a. Cualquier documento relacionado con el curso que haya sido parte del proceso de investigación. Ejemplo: noticias, artículos profesionales, video, observaciones, etc.

VII. Entrega del Portafolio

a. El estudiante entregará al Facilitador su Portafolio de forma:
   - Física, o
   - Digital, (CD, flash memory, otro.)

b. El profesor evaluará el portafolio utilizando la matriz de valoración de actividades de avalúo provista y guardará copia del mismo como evidencia por un año.

VIII. La estructura del portafolio debe seguir el Manual de estilo de la APA en su última edición (6ta).

IX. La EEP pone a su disposición:

a. Guía para la implementación del portafolio en cursos
b. Formato de portafolio en PowerPoint

Recursos para la preparación del Portafolio


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

http://www.youtube.com/watch?v=iJ93ocBFlf4

http://www.rcampus.com
# Anejo S-2

## Matriz de valoración para actividades de avalúo del aprendizaje

### MATRIZ DE VALORACIÓN PARA ACTIVIDADES DE AVALÚO

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

**Comentarios:**

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**Curso:** Engl 152- Intermediate Communicative English

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**TOTAL**