

Workshop:  
Task-Based Syllabi  
for the Advanced Language Learner  
*(Handout accompanying PPT)*

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## **Task-Based Syllabi for the Advanced Language Learner**

### **PowerPoint Information**

#### ***Framing the Workshop***

- Task definition
  - Primary focus on meaning
  - Systematically sequenced/scaffolded activities
- Project definition
  - “Extended tasks, which ...integrate language skills” (Hedge, 2000, p. 362)
  - Outcome for an authentic audience
- Targeted learning population
  - Advanced learners, academic context
  - Balanced bilingual selves
- “Task or exercise” warm-up

#### ***Business Proposal Project***

- Overview of tasks
  - Ss read text on web design elements
  - Ss examine program website
  - Ss select aspects of website to be improved (based on web design elements)
  - Ss research web design and specific design elements
  - RWR - Ss (in teams) write proposal to Program Administration on enhancement of website
  - LS - Ss (whole class) pitch proposal aspects to Program Administration
- RWR project tasks
  - Planning – brainstorm on web elements that need improvement on program website
  - Prioritizing/organizing – select three web design elements and website location
  - Locating relevant outside sources and specific source
  - Reviewing/understanding proposal purpose and format
  - Outlining and writing first draft (in teams)
  - Completing self-evaluation; peer review
  - Revising, editing, and submitting final draft to Program Administrators
- LS project tasks
  - Prioritizing/organizing – select web elements to pitch (in pairs)
  - Locating outside web examples and specific sources
  - Reviewing/understanding business pitch purpose and format
  - Outlining and peer practice
  - Revising and pitching final presentation to Program Administrators

#### ***Audit Class Project***

- Overview of tasks
  - Ss participate in audit class for 8 weeks
  - Ss complete reflection portfolio over 8 weeks
  - Ss read text “US Classroom Culture” (NAFSA publication) and “Class Wars” (newspaper)
  - RWR – Ss (in teams) prepare newsletter edition for program participants
  - LS - Ss (whole class) conduct panel discussion on audit class experience for program participants

- LS project tasks
  - Participating in an audit course
  - Completing 10 reflection portfolio tasks
    - Observational (student and teacher interactions)
    - Investigative (student and teacher interviews)
    - Informational (assignments and note-taking)
    - Synthesis activity
  - Reviewing/understanding panel presentation purpose and format
  - Outlining and class practice
  - Conducting panel presentation for program participants
- RWR project tasks
  - Locating outside sources
  - Conducting and synthesizing (preparing, organizing) information from classmate survey
  - Outlining and writing newsletter section first draft (in pairs)
  - Completing self-evaluation; peer review
  - Revising, editing, preparing final draft
  - Formatting – pictures, layout, font, etc.
  - Distributing to program participants before panel presentation

### ***Globalization Project***

- RWR Overview of tasks
  - Ss read Garrett Hardin’s “Lifeboat Ethics” (1974)
    - About the relationship between poverty, overpopulation, environment
  - Ss complete reading activities
  - Ss discuss personal reactions and list points of agreement/ disagreement
  - Ss conduct background research and select point of view: mainly agree/disagree
  - Ss locate more specific sources
  - Ss write critical review
- LS Overview of tasks
  - Ss listen to “Eight Questions about Globalization” (2002)
    - e.g., *What is it? Who benefits and who loses? What challenges does it face?*
  - Ss complete listening activities
  - Ss brainstorm and select globalization topic and countries of focus
  - Ss conduct background research and select presentation framework
  - Ss complete outline and visual aid software
  - Ss conduct symposium
- RWR project tasks
  - Planning – listing points of agree/disagreement
  - Locating specific sources and focused note-taking
  - Summarizing Hardin article
  - Outlining and writing first draft (individually)
  - Completing self-evaluation; peer review
  - Revising, editing, preparing final draft for review by other advanced class/es in program
- LS project tasks
  - Planning – brainstorm and select globalization topic and countries of focus
  - Locating specific sources and note-taking
  - Reviewing/understanding academic presentation purpose and format
  - Completing outline; preparing visual aid
  - Completing self evaluation; peer practice
  - Conducting symposium for other advanced class/es in program

## Summary

	RWR Component	LS Component
<i>Audience: Business Proposal Project</i>	Narrow – Program Administrators	Narrow – Program Administrators
<i>Audience: Audit Class Project</i>	Broad – Program participants (students, teachers, administrators)	Broad – Program participants (students, teachers, administrators)
<i>Audience: Globalization Project</i>	Specific – Advanced level students, teacher	Broad – Program participants (students, teachers, administrators)
<i>Writing / Presentation Format: Business Proposal Project</i>	Groups of 3 – each student writes 1 main section, students collaborate on introduction/conclusion	Group presentations, students take turns in sequence, 3-5 minutes each
<i>Writing / Presentation Format: Audit Class Project</i>	Students write subparts/paragraphs in pairs, collaborate on overall layout as class	Panel presentation – students take turns back and forth, 40 minutes
<i>Writing / Presentation Format: Globalization Project</i>	Individual research papers, 10+pages	Individual presentation, 15 minutes

### Project Sources and References

- Dechter, G. (2007, January 28). Class war. *Baltimore Sun*, pp. 2F, 6F.
- Eight questions about globalization (2002, May). Honolulu, HI: University of Hawaii.  
(<http://www.researchchannel.org/prog/displayevent.aspx?rID=3019&fID=345>)
- Hardin, G. (1974). Lifeboat ethics. *Psychology Today*.  
([http://www.garretthardinsociety.org/articles/art\\_lifeboat\\_ethics\\_case\\_against\\_helping\\_poor.html](http://www.garretthardinsociety.org/articles/art_lifeboat_ethics_case_against_helping_poor.html))
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: OUP.
- Hughes, J., McAvinia, C., & King, T. (2004). What really makes students like a website? *ReCALL*, 16 (1), 85-102.
- Smithee, M., Greenblatt, S. L., & Eland, A. (2004). *U.S classroom culture*. Washington, DC: NAFSA.
- Understanding the possibilities of the Web. (2005). In D. Renn, *Strategies for college success* (pp. 99-103). Ann Arbor, MI: University of Michigan Press.



*Your Name:* \_\_\_\_\_

### **Planning Worksheet – Brainstorming/Clustering and Prioritizing Ideas**

Our next essay task is a pair/group project; this means that as a team you are responsible for producing this writing task. You will be working with the same person with whom you examined the Georgetown EFL Program website (<http://cled.georgetown.edu>).

#### **Your task involves the following:**

You will write a proposal to the EFL Program Administration (i.e., Ms. Wormuth) about recommendations you have for changes to the EFL Program website.

- Review your worksheet from SCS Chapter 4 Activities (you completed this in the Computer lab with your partner)
- Select only **three** specific changes that you would recommend
  - Each recommended change needs to involve a *different* web design element  
→ choose three of the following:
    - text, images, sound, animation, video, multimedia, virtual reality  
(to clarify: you can, for example, not recommend addition of *text* for two separate aspects; or, you cannot recommend inclusion of images on two separate "sub-pages" of the website)
- It will also be polite to say something *positive* about the EFL website in your introduction - identify two or three aspects that you *like* about the website

**Note your ideas below:**

**Possible ideas for recommended changes (you will expand these on the next page)**

**Positive aspects of the EFL website**

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**Prioritizing / Organizing Worksheet**

Task: Review your worksheet completed in the computer lab and select three specific elements.

<i>WEB ELEMENT</i>	<i>How/ where it is currently used on the CLED website OR (if absent) A description of this web element and its typical function on a website</i>	<i>Specific place/ sub-page where the element could be used and function it would have</i>	<i>Advantages of inclusion of this element, specifically for the EFL program website</i>

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**Additional Source Worksheet**

Task: You need to review other web design manuals/articles to be able to support the selection of your three web design elements for the CLED website. As a team, you EACH need to find one outside source which you then use to support your points in your proposal. Note these ideas from your sources on each element below. *Keep track of which source/page your information comes from!!*

<i>WEB ELEMENT</i>	<i>Argument from Outside Source on Advantages of This Element + page/paragraph #</i>	<i>Name of Source + page/paragraph #</i>

Note your article sources below, following APA style format (see the style format guide under Course Documents on BlackBoard).

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**Task:** Locate the following article. It may be a useful reference for your proposal.

**Author:** Jane Hughes, Claire Mcavinia, Terry King  
**Title:** What really makes students like a website? What are the implications for designing web-based language learning sites?  
**Journal:** ReCALL  
**Year:** 2004  
**Volume/issue:** 16/1  
**Pages:** 85-102

Write a References Citation for this article as it would appear at the end of your paper.

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Note at least five pieces of information here from the article that could be useful references for your proposal.

Page #	Idea

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Task: Review the overall format your proposal should take. What will be the purpose of this proposal?

**Overall Proposal Format [Sample] – (use subheadings!):**

**To:** Deanna Wormuth, Director, English as Foreign Language, Georgetown University  
**From:** your full names  
**Date:** September xx, 2008  
**Subject:** Proposal for Enhancement of CLED Website

**Introduction**

[your text here]

**Images**

[your text here]

**Text**

[your text here]

**Video**

[your text here]

**Summary**

[your text here]

**References**

[references list here]

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**Outline Worksheet**

Task: Use your ideas from the Organizing and Additional Source Worksheet to start planning your proposal. Here too, we'll use the *standard essay format* we have learned about.

***Introduction***

Importance of web design elements for a website's success:

Purpose of CLED website:

Positive aspects of web design elements on CLED website:

1.

2.

Thesis: e.g., *After a careful review of the CLED website, we would like to offer a proposal on how the website may be further enhanced to [add your idea here!]*

Blueprint: *Specifically, we would like to suggest the addition of three web design elements on selected pages of the website:*  
*1) [list element and specific place] \_\_\_\_\_, 2) [list element and specific place] \_\_\_\_\_, and 3) [list element and specific place] \_\_\_\_\_. These elements and their advantages to the CLED website are discussed further below.*

***[First Web Design Element]*** \_\_\_\_\_

Definition and description of where and how on the CLED website this element is used / OR: definition and typical function of this element on websites (this will need a reference):

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Specific place/sub-page on CLED website where the element could be used and the function it would have:

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Advantages of inclusion of this element, specifically for the EFL program website:

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Support from outside sources? \_\_\_\_\_

\_\_\_\_\_ ( \_\_\_\_\_ p.\_\_\_\_)

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*[Second Web Design Element]* \_\_\_\_\_

Definition and description of where and how on the CLED website this element is used / OR: definition and typical function of this element on websites (this will need a reference):

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Specific place/sub-page on CLED website where the element could be used and the function it would have:

---

---

Advantages of inclusion of this element, specifically for the EFL program website:

---

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Support from outside sources? \_\_\_\_\_  
\_\_\_\_\_ (\_\_\_\_\_ p.\_\_\_\_)

*[Third Web Design Element]* \_\_\_\_\_

Definition and description of where and how on the CLED website this element is used / OR: definition and typical function of this element on websites (this will need a reference):

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Specific place/sub-page on CLED website where the element could be used and the function it would have:

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Advantages of inclusion of this element, specifically for the EFL program website:

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Support from outside sources? \_\_\_\_\_  
\_\_\_\_\_ (\_\_\_\_\_ p.\_\_\_\_)

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*Summary*

Restate your thesis and blueprint sentence:

"Clincher" (final thought, specifically the benefits of the recommended additions for the CLED website):

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**Self (Team)-Evaluation Worksheet**

Task: As a team, read your proposal carefully. Complete the self/team evaluation below to help you check if you have included all major elements in your proposal.

**Structure**

- your proposal follows the overall proposal format, including subheadings
- the introduction contains
  - importance of web design elements for a website's success
  - purpose of CLED website
  - positive aspects of web design elements on CLED website
    1. \_\_\_\_\_
    2. \_\_\_\_\_
  - your thesis: \_\_\_\_\_
  - blueprint sentence with the 3 elements your proposal addresses
    1. \_\_\_\_\_
    2. \_\_\_\_\_
    3. \_\_\_\_\_
- the body paragraphs
  - are introduced by subheadings
  - follow the order of the blueprint sentence
  - provide definition/description/typical function of the three web design elements
  - explain where on the CLED website the element should be integrated
  - provide advantages of inclusion of this element
  - provide support through references to outside sources
  - follow good paragraph structure (=TS, support, CS)
- the summary (conclusion) contains
  - the reworded thesis and "blueprint"
  - a "clincher": interesting final thought

**Language**

- you use explicit transition signals/language at the beginning of paragraphs
- you use at least one quote from your source text/s
- you use other references to your sources and paraphrase them in your own words
- you document your sources appropriately within your proposal
- you document your sources appropriately at the end of your proposal
- you use formal register

**What do you like about your proposal?**

**What do you think you could improve?**

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**Peer Review Worksheet**

**Peer Reviewers' Names:** \_\_\_\_\_

Task: Read your classmates' proposal. If the proposal is written clearly, you should be able to complete the same outline as the one your classmate used to write the proposal.

**Structure**

- \_\_\_ the proposal follows the overall proposal format, including subheadings
- \_\_\_ the introduction contains
  - \_\_\_ importance of web design elements for a website's success
  - \_\_\_ purpose of CLED website
  - \_\_\_ positive aspects of web design elements on CLED website
    - 1. \_\_\_\_\_
    - 2. \_\_\_\_\_
  - \_\_\_ the thesis:  
\_\_\_\_\_
  - \_\_\_ blueprint sentence with the 3 elements the proposal addresses
    - 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
- \_\_\_ the body paragraphs
  - \_\_\_ are introduced by subheadings
  - \_\_\_ follow the order of the blueprint sentence
  - \_\_\_ provide definition/description/typical function of the three web design elements
  - \_\_\_ explain where on the CLED website the element should be integrated
  - \_\_\_ provide advantages of inclusion of this element
  - \_\_\_ provide support through references to outside sources
  - \_\_\_ follow good paragraph structure (=TS, support, CS)
- \_\_\_ the summary (conclusion) contains
  - \_\_\_ the reworded thesis and "blueprint"
  - \_\_\_ a "clincher": interesting final thought

**Language**

- \_\_\_ the writers use explicit transition signals/language at the beginning of paragraphs
- \_\_\_ the writers use at least one quote from their source text/s
- \_\_\_ the writers use other references to their sources and paraphrase them in their own words
- \_\_\_ the writers document their sources appropriately within their proposal
- \_\_\_ the writers document their sources appropriately at the end of their proposal
- \_\_\_ the writers use formal register

**What did you particularly like about your classmate's essay? Give two specific points.**

1.

2.

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What do you think your classmate could do to improve his/her essay? Give two specific suggestions.

1.

2.

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**Instructor's Evaluation Sheet**

Names: \_\_\_\_\_ Date: \_\_\_\_\_

**4 = excellent    3 = good    2 = satisfactory    1 = weak    0 = unsatisfactory**

**Structure**

- \_\_\_ your proposal follows the overall proposal format, including subheadings
- \_\_\_ the introduction contains
  - \_\_\_ importance of web design elements for a website's success
  - \_\_\_ purpose of CLED website
  - \_\_\_ positive aspects of web design elements on CLED website
    - 1. \_\_\_\_\_
    - 2. \_\_\_\_\_
  - \_\_\_ your thesis: \_\_\_\_\_
  - \_\_\_ blueprint sentence with the 3 elements your proposal addresses
    - 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
- \_\_\_ the body paragraphs
  - \_\_\_ are introduced by subheadings
  - \_\_\_ follow the order of the blueprint sentence
  - \_\_\_ provide definition/description/typical function of the three web design elements
  - \_\_\_ explain where on the CLED website the element should be integrated
  - \_\_\_ provide advantages of inclusion of this element
  - \_\_\_ are developed in terms of structure (topic sent., support, concl. sent.)
  - \_\_\_ have unity (focuses on one idea)
  - \_\_\_ provide support (facts and/or examples) of the point the paragraph is trying to make
  - \_\_\_ provide support from your outside source texts
  - \_\_\_ are coherent
- \_\_\_ the summary (conclusion) contains
  - \_\_\_ the reworded thesis and "blueprint"
  - \_\_\_ a "clincher": interesting final thought

**Content**

- \_\_\_ your ideas are thoughtful and critical
- \_\_\_ your argument is logical
- \_\_\_ the support for each body paragraph is relevant
- \_\_\_ the support from your library text is relevant

**Language**

- \_\_\_ you made explicit transitions: \_\_\_\_\_ between paragraphs, \_\_\_\_\_ within paragraphs
  - \_\_\_ you use at least one quote from your source text/s
  - \_\_\_ you use other references to your sources and paraphrase them in your own words
  - \_\_\_ you document your sources appropriately within your proposal
  - \_\_\_ you document your sources appropriately at the end of your proposal
  - \_\_\_ you use formal register
  - \_\_\_ you show control over grammar and mechanics
- Specific problems:

**Researching and Writing Process**

- \_\_\_ planning worksheets are complete
- \_\_\_ library texts are appropriate in content, style, and length
- \_\_\_ library text shows the relevant parts you used underlined in the text
- \_\_\_ appropriate revisions made in response to peer/instructor comments

\_\_\_\_\_/ 132 pts.

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**Business Proposal Project (RWR)**

**Task: Evaluation of Team Members and Self**

**YOUR Name:** \_\_\_\_\_

**Team Mate** \_\_\_\_\_

- Contributed to discussions and essay planning
- Was prepared for all pair tasks
- Completed essay planning worksheets on time
- Completed assigned essay writing task on time
- Completed writing task was done well
- You would want to work with this person again

- | Agree             | Don't agree |
|-------------------|-------------|
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |

*Give a reason:*

**Team Mate** \_\_\_\_\_

- Contributed to discussions and essay planning
- Was prepared for all pair tasks
- Completed essay planning worksheets on time
- Completed assigned essay writing task on time
- Completed writing task was done well
- You would want to work with this person again

- | Agree             | Don't agree |
|-------------------|-------------|
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |

*Give a reason:*

**Team Mate** \_\_\_\_\_

- Contributed to discussions and essay planning
- Was prepared for all pair tasks
- Completed essay planning worksheets on time
- Completed assigned essay writing task on time
- Completed writing task was done well
- You would want to work with this person again

- | Agree             | Don't agree |
|-------------------|-------------|
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |

*Give a reason:*

**You** \_\_\_\_\_

- Contributed to discussions and essay planning
- Were prepared for all pair tasks
- Completed reading log worksheet on time
- Completed essay planning worksheets on time
- Completed assigned essay writing task on time
- Completed writing task was done well

- | Agree             | Don't agree |
|-------------------|-------------|
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |
| 5 - 4 - 3 - 2 - 1 |             |

**Other comments?**

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**Proposal Submission Checklist**

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

Include the following items - in this order in this folder (check them off as you include them!):

\_\_\_\_\_ *Proposal - Revised Draft*

\_\_\_\_\_ *Proposal - First Draft*

Who wrote which part?

Introduction: \_\_\_\_\_

1st Body Para. (web elemt 1): \_\_\_\_\_

2nd Body Para. (web elemt 2): \_\_\_\_\_

3rd Body Para. (web elemt 3): \_\_\_\_\_

[4th Body Para. (web elemt 4): \_\_\_\_\_]

Conclusion: \_\_\_\_\_

\_\_\_\_\_ *All Planning Worksheets*

\_\_\_\_\_ *Completed Self/Team Evaluation*

\_\_\_\_\_ *Peer Evaluation*

\_\_\_\_\_ *Outside Source Text/s*

**We pledge on our honor that we have not given or received any unauthorized assistance on this assignment. We further pledge that we have appropriately documented all sources that are not our own – within our essay and at the end, and that we have not copied any part in our paper from any source, published or unpublished.**

\_\_\_\_\_  
(your signatures)

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**Business Proposal Project (LS)**

**Project: Pitching web design improvements to Program Administration.**

**Project Overview:** In your RWR course, you have begun working on a written proposal to suggest changes to the CLED website. In addition to turning in a written report, you will work with your classmates to pitch your ideas orally to a Program Administrator. First, you will choose a web element and partner. Second, you will locate outside web examples and specific sources to support your ideas. (You can use information you have gathered for your morning class; you can also draw on other sources.) Third, you will review/understand the purpose and format of the business pitch in order to prepare an outline of your part of the pitch. Fourth, you will practice as a class. Finally, you will revise your pitch and we will make a formal presentation to Program Administrators.

**TASK 1: Prioritizing/organizing: Selecting the web elements and teams.**

Web Elements

Team Members

**TASK 2: Locating outside web examples and specific sources: Planning your pitch.**

<p>1. Background information on function of this web element (supported by reference).</p>	<p>1. Reference + key points:</p>
<p>2. Explanation of where and how this feature currently appears on the website.</p>	<p>2. URL + description:</p>
<p>3. IMAGES X 2: Specific places / sub-pages on website where the element could be enhanced/changed/used.</p>	<p>3. URL + description:</p>
<p>4. IMAGES X 2: Illustrations from other websites that are successfully using the web element.</p>	<p>4. URL + description:</p>
<p>5. Explanation of the advantages of your proposed changes – both in general and specifically as they might support the program website. (Support your position with a reference.)</p>	<p>5. Reference + key points:</p>

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**TASKS 3-4: Reviewing/understanding business pitch purpose and format; outlining and peer practice.**

Though you will follow the standard presentation format, **the transitions and visual aids** for this presentation are different. **Visual aids for this presentation must specifically be web images / web links. Each person’s contribution should take 3-5 minutes.**

Person	General Move	Key Phrases (Planning)
Anchor	<p><b>Introduction of “team”</b></p> <p><b>Interest Device</b> (suggestion: use an interesting fact; do NOT use a rhetorical question)</p> <p><b>Relevance Link</b> (importance of web design)</p> <p><b>Overview</b> (background + outline)</p> <p><b>Transition</b> to background:</p> <p><b>Background</b></p> <ol style="list-style-type: none"> <li>Purpose of website &amp;</li> <li>Positive aspects of current design</li> </ol>	<p>Good afternoon. My name is _____. On behalf of our classmates, I’d like to welcome _____ to our class.</p> <p>Today, we will provide an overview of the strengths of the current CLED website, and we will focus on four areas which might be improved &lt;&lt;<i>in order to: (thesis)&gt;&gt;</i></p>
	TRANSITION	
Team 1		
	TRANSITION	
Team 2		
	TRANSITION	
Team 3		
	TRANSITION	
Team 4		
	TRANSITION	
Anchor	<p><b>Conclusion</b></p> <ol style="list-style-type: none"> <li>Transition = In sum + restate your overview/thesis</li> <li><i>Clincher</i> (final thought, relate back to your interest grabbing device)</li> <li>Q&amp;A</li> </ol>	<ol style="list-style-type: none"> <li>Transition:</li> <li>Clincher:</li> <li>We hope you found today’s presentation useful, and we look forward to turning in our written proposal for your further consideration. Do you have any questions we can answer for you now?</li> </ol>

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**Business Proposal Project (LS)**

**TASK 5: Pitch proposal to program administrator (evaluation criteria).**

**GRADING KEY:**

4 = excellent	3 = good	2 = satisfactory	1 = weak	0 = unsatisfactory
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**Anchor:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

- Introduction of team: \_\_\_\_\_
- Interest device: \_\_\_\_\_
- Relevance link: \_\_\_\_\_
- Overview: \_\_\_\_\_
- Background: \_\_\_\_\_
- Transition to conclusion: \_\_\_\_\_
- Clincher: \_\_\_\_\_
- Thank you/Q&A: \_\_\_\_\_
- Presentation style\*: \_\_\_\_\_
- Grammar/vocabulary: \_\_\_\_\_

Comments:

**Teams:**

Web element: \_\_\_\_\_  
 Team members: \_\_\_\_\_  
 Member: \_\_\_\_\_ **Grade:** \_\_\_\_\_

1. Presented background information on function of this web element (supported by reference). \_\_\_\_\_
2. Explained where and how this feature currently appears on the website. \_\_\_\_\_
3. Used 2 specific images (current website): Specific places / sub-pages on website where the element could be enhanced/changed/used. \_\_\_\_\_
4. Used 2 specific images (other websites): Illustrations from other websites that are successfully using the web element. \_\_\_\_\_
5. Explained advantages (disadvantages) of proposed changes – both in general and specifically as they might support the program website. (Supported by a reference.) \_\_\_\_\_
6. Effectively transitioned between team members and members of other teams. \_\_\_\_\_
7. Presentation style\* \_\_\_\_\_
8. Presentation grammar/vocabulary: \_\_\_\_\_

Comments:

*\*Presentation Style: eye contact/posture; intonation/stress/rhythm; pace; hesitations minimal; volume; pronunciation*

Evaluator: \_\_\_\_\_  
 Heather D. Weger, Instructor, Ph.D.

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**TBLT 2009 – Task-Based Syllabi Workshop**  
**Business Proposal Project (Hands On Activity)**

**Business Proposal Project: Application Example**

	<b>RWR Component</b>	<b>LS Component</b>
<i>Possible text/audio prompt</i>	Article from <i>Consumer Reports</i>	Advertisements for computer products
<i>Genre</i>	Feasibility report	Staff briefing
<i>Content</i>	Purchase of new computers	
<i>Audience</i>	Lab Coordinators	
<i>Proficiency level considerations</i>	Task sequencing/ scaffolding, time allotted, linguistic complexity, integration of focus on form, etc.	

**Business Proposal Project: Application Template**

	<b>RWR Component</b>	<b>LS Component</b>
<i>Possible text/audio prompt</i>		
<i>Genre</i>		
<i>Content</i>		
<i>Audience</i>		
<i>Proficiency level considerations</i>		

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (LS)**

**Project: Holding a panel presentation for program participants on personal experience of being an audit student.**

**Project Overview:** This project spans 10 weeks of our course. First, you will be placed in an undergraduate first/second level course with regularly matriculated students. For 8 weeks you will attend all class sessions and participate in all class activities like a matriculated student. During the entire 10 weeks you will complete a series of reflection portfolio tasks. Finally, you will synthesize this information during weeks 9 and 10, at which time you will be working on two goals: in LS you will prepare and conduct a panel presentation about your experiences for other program participants; in RWR you will write about your experiences in the form of a newsletter that will be distributed to all program participants.

**TASK 1: Participating in an audit course.**

**Description:** As advanced students in the Academic Bridge Program, you are allowed to audit one university level course during the first eight weeks of the semester. This audit will provide you with the opportunity to practice your listening, note-taking, and interactive speaking while observing features of the U.S. academic culture such as teacher-student interaction, level of formality, lecture styles and teacher expectations. You will also have the opportunity to adjust your academic reading skills to the reading assignments of the course and to practice completing academic writing assignments. You do NOT need to audit a course in your field; the purpose is not to gain knowledge in the content area, but rather to observe and discuss a variety of academic situations.

**Expectations:** You are expected to attend all scheduled classes during the first half of the semester, take notes in each class, read all course assignments, and participate in class discussion when invited by the audit instructor. You are also expected to take any exams and complete any papers that the audit instructor assigns during these eight weeks. These exams and papers will be reviewed either by the audit instructor or by the EFL instructor; your class notes will be reviewed by the EFL instructor. You will also be required to speak to the professor during office hours.

**Your Grade:** The EFL instructor will assign you your grade for the eight-week audit course. The grade is based on: (a) meeting the above-described expectations, (b) completing a series of reflection activities that are based on the PROCESS of being a student (not the content), and (c) turning in all tests, exercises, and your class notebook. You will receive more information about the grading process in a separate document.

**Course Offerings:** Professors for the following courses have agreed to let two students audit their classes unless otherwise noted. *Sample from Spring 2009, GU's website:* <http://www.georgetown.edu/courses.html> (course schedules link).

**USEFUL TERMS: Credits \* Prerequisites**

**BIOL-009 Biology of Drugs and People**

This course will primarily focus on the biology of drugs and people with some attention to the political, economic, and environmental factors associated with drug development. We will use pharmaceutical, over the counter, and street drugs to explore how drugs come to be and how they work. Sources for class readings will range from primary scientific research to popular news articles. Class time will be a blend of lecture, discussion, and group work which, along with student products such as quizzes and independent writings, is intended to develop an appreciation for the biological foundations of these topics. Two 75 minute classes.

Spring only.

Credits: 3

Prerequisites: None

**ECON-243 International Trade**

This course covers the theory and practice of international trade. The first part of the course develops the classical and modern theories of the determination of the pattern of commodity trade between nations. The second part of the course covers trade policy and the role of institutions in managing world trade. Fall and Spring.

Credits: 3

Prerequisites: ECON-001

**HIST-127 History of Southeast Asia II**

This course is the second part of a two-semester survey of Southeast Asian history from early times to the present. This second part will cover the period from the end of World War II to the present. It will study the major historical developments in the following countries: Brunei, Burma (Myanmar), Cambodia, East Timor, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. The course will trace decolonization measures, nationalist uprisings, independence movements, attempts at self-government, ethnic and regional tensions, leadership problems, religious fundamentalism, big power rivalry, and efforts at regionalism. Spring.

Credits: 3

**TASK 2: Completing 10 reflection portfolio tasks.**

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (LS)**

**Audit Course Observation Portfolio Tasks Due Dates:**

<b>Task:</b>	<b>Due on Wednesday of:</b>	<b>Description</b>
1 & 2	Week 2	Initial Day Response / Syllabus
3 & 4	Week 3	Organizing Notes / Latecomer Behavior
5	Week 4	Note-taking Assignment
6	Week 5	Student Behavior
7	Week 6	Interviewing a Student
8	Week 6/7/8	Interviewing the Professor
9	Week 9	Field Trip to Another University
10	Week 10	Synthesize Activity

**Audit Course Observation Portfolio Task 1 – First Day Observations**

*During the first day of your audit class, make observations about the following topics:*

1. The way people come into the classroom – Do they talk to each other? Do they start working on something? What does the professor do when s/he arrives? Does class begin on time?
2. What the class is like – How many students are there? Is it a big room? Are the chairs and the teacher on the same level? Is the room comfortable?
3. How people introduce themselves – Does the professor describe his or her background or credentials? Does s/he give any personal information? Does each student introduce himself?
4. The content of the first day of class – Does the professor hand out a syllabus? Does s/he spend time talking about the assignments, the format of the class or the grading system? Does s/he start to lecture?
5. How do the behaviors you observe compare with your personal experience?

Write your reflections here:

*Also: Consider classroom introductions*

If the professor asks each student to introduce himself to the class, you should observe what the other students do and listen to what they say about themselves, and then do and say something similar. You will probably say something like, "My name is \_\_\_\_\_. I'm studying English as a Foreign Language here, and just auditing this class. I chose to audit this class because \_\_\_\_\_."

\*\*If the professor takes attendance, but does not ask every student to introduce himself, you should introduce yourself to him after class. He is expecting you, so you can say something like, "Professor \_\_\_\_\_? I'm \_\_\_\_\_. I'm the EFL student. My teacher, Heather Weger, contacted you about my auditing your class." This type of introduction may or may not lead to a longer conversation, so be ready.

\*\*If the class is huge, and the professor doesn't even know you are there, you do not need to introduce yourself. Later in the semester, I will ask you to visit the professor in his office hours, and you can introduce yourself then.

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (LS)**

**Audit Course Observation Portfolio Task 2 – The Syllabus**

1. Read the syllabus and write down any questions that you have about it.
2. Make a copy of the syllabus for me, and on that copy, highlight the assignments and tests that fall in the first half of the semester (first 8 weeks).
3. Buy the books (look at the syllabus to see if you need to buy ALL or only SOME of the books!).

\*\*\*\*\*

**Audit Course Observation Portfolio Task 3 - Organizing Notes**

1. Look around the classroom at the other students and observe how they keep track of course materials. Do they use a folder or a binder, loose-leaf paper or a notebook? Do they take notes on paper or in their books? Etc.
2. Decide what system you will use for keeping track of course materials.

Write your reflections here:

\*\*\*\*\*

**Audit Course Observation Portfolio Task 4 - Latecomer Behavior**

1. Keep your eye on latecomers. How do they act when they come into class after the professor is already speaking? Describe their posture. Do they say anything to the professor? How long does it take them to get settled? How much do other students seem disrupted?
2. If one of the latecomers goes up after class to say something to the professor, go up and listen to what he says. Is it an excuse? Does he ask what he missed?
3. How do the behaviors you observe compare with your personal experience?

Write your reflections here:

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (LS)**

**Audit Course Observation Portfolio Task 5: Note-taking Assignment**

Select one day of class notes taken during your audit course. Rewrite those class notes based on some of the strategies that we have been discussing during our class. You may need to talk with a classmate (whether EFL or someone else in your course) if you need help. Turn in both your original notes and your rewritten notes. THIS ASSIGNMENT CAN BE HANDWRITTEN OR TYPED. FLAG a missing page in your Audit Class Notebook.

\*\*\*\*\*

**Audit Course Observation Portfolio Task 6: Student Behavior**

**Part 1:**

**Students' reactions to assignments**

1. What work are students expected to do (reading, papers, tests, problem sets)? How does the teacher assign that homework (written on the board, use of Blackboard, simply stated during class)? And how do students react? What do they say to the professor or to other students?
2. How do the behaviors you observe compare with your personal experience?

Write your reflections here:

**Part 2:**

**Students' participation behavior**

1. Pay attention and keep track of how the students in your class participate. Do they raise their hands or just start talking? Do they use backchannel or overlap with the professor? Do the same students participate all the time, or do all students participate every now and then? Do students who sit near the front participate more?
2. How do the behaviors you observe compare with your personal experience?

Write your reflections here:

3. Try to determine from the professor's behavior what s/he expects from the students in terms of participation. Does s/he call on students or ask for volunteer? Does s/he give time for questions or expect students to get his attention? Does he allow/encourage questions or seem to prefer to give the lecture without interruptions?
4. How do the behaviors you observe compare with your personal experience?

Write your reflections here:

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (LS)**

**Audit Course Observation Portfolio Task 7 – Interviewing a Student**

1. Before going to class this week, think about what you would like to learn from your classmates in the audit course. For example, you could ask them how this course compares to other courses in their major, or you could ask them what they like/dislike about the class/Georgetown, or you could ask them what study skills/strategies they have for getting good grades – such as whether they make an effort to participate or not, etc.
2. Prepare a list of questions that you can ask one or more of the students in the class. If you choose an interview format, prepare four or five questions that you can ask one or two students. If you choose a survey format, prepare eight to ten questions that you can ask four or five students. In either case, be ready to ask follow-up questions based on the answers that you get.
3. Pick a student that looks approachable, introduce yourself, tell the student that you have an assignment for another class, and ask him if he would be willing to talk to you for a few minutes. One good way to catch people who have time to talk to you is to get to class early and talk to someone else who is early while you are both waiting for the professor to start.
4. You will need to turn in the questions and responses (hand written notes are fine). Be prepared to share your reactions in class.

\*\*\*\*\*

**Audit Course Observation Portfolio Task 8 – Interviewing Your Professor**

*Suggestion: Send me your questions right away; during week 6, contact your professor about meeting in week 7; the assignment is due in week 8.*

This is your opportunity to find out about the class from the teacher's perspective. What does your professor expect of his students? What impresses him? What bothers him? Why does he teach in the way that he teaches? Etc.

1. Check your professor's office hours or make an appointment. Do not stay more than 15 minutes. Ask your questions, but be ready to listen to other ideas that the professor wants to talk about.
2. Here are your mandatory questions:
  - How would you describe the “ideal” student? In other words, what are the characteristics of a successful student?
  - What do you do if a student misses a major assignment (such as a test) or deadline (such as turning in a paper)? How many students miss tests/deadlines in an average semester?
  - In what ways are undergraduate courses different than graduate courses?
3. Add 3-4 more questions about academic/professional issues that you would like to ask your professor. Be prepared to show me the questions in class **BEFORE YOU INTERVIEW THE PROFESSOR** (you can email me these if you want, but you must allow 24 hours for me to respond).
4. Also, you must show me how you did on the “major” assignment of your audit class; this means that you’ll need to get your “major” assignment from your professor. Especially if you’ll no longer be attending the class when the exams/assignments are returned, you’ll need to ask your professor how to get the “test.”
5. You will need to turn in the questions and responses (hand written notes are fine). Be prepared to share your reactions in class.

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (LS)**

**Audit Course Observation Portfolio Task 9 – Field Trip to Another Campus**

**Part 1:**

You will attend an informal meeting with a representative from International Student Services at another campus. She will discuss a variety of challenges and resources available to you at that campus. On a separate piece of paper, take notes during the meeting. You will need to follow either numeric or Cornell style. You will turn in your notes.

**Part 2:**

Work with a partner to interview students on campus (each person must interview at least 2 people). In the grid below, take informal notes. You will turn in the worksheet and the information will form the basis of a class discussion.

<b>Demographics of interviewees:</b>	Interviewee 1	Interviewee 2
1. Age (just guess; don't ask) 2. Year in school (freshman, sophomore, junior, senior, etc) 3. Gender 4. Major 5. Hometown		

<b>General questions:</b>	Interviewee 1	Interviewee 2
1. Which class do you find the most difficult and why?  2. What aspect of academic life (taking tests, writing papers, etc.) do you find the most stressful and why?  3. Do you have any problems with time management? For example, are you ever late with assignments? If yes, did the professor penalize you in any way for being late?  4. Do you have trouble keeping up with the reading for classes? Do you ever skip the reading? If you do skip the reading, how does it affect your performance in the class (participation, tests, etc.)?  5. Do any of your classes require (or desire) participating in discussions? Or presentations? If yes, can you briefly describe what the professor expects?  6. How about note-taking: Do you take notes in every class? When do you review your notes (weekly or only for test study)?  7. Do you participate in any informal or formal study groups? If yes, how did you find your study partners, and how often do you meet?		

You will need to turn in this worksheet and be prepared to share your reactions in class.

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (LS)**

**Audit Course Observation Portfolio Task 10 – Critical Thinking: Summarizing and Analyzing Trends from the Interview Data**

**Goal:** Discuss the data you gathered from a number of sources (your audit course professor, classmates, and AU students). Use your critical thinking skills to summarize and analyze the information (what trends do you notice; how does it relate to your own experience).

1. You do NOT need to write copious notes, but jot down some key words/phrases about your group members into the chart below.
2. Be prepared to discuss your findings, including which information was most surprising/useful/interesting to you.

Topic	What your sources said			Conclusion/analysis
	Person 1 (your info)	Professor from Audit	Students from Audit	
Assignments				
Reading				
Writing				
In-class activities				
Note-taking				
Class interaction & relationship to professors				
Study groups; test-taking strategies				

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**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (LS)**

Challenges/stress					
<p>Interview w/ Audit Prof.</p> <ul style="list-style-type: none"> <li>• How would you describe the “ideal” student? In other words, what are the characteristics of a successful student?</li> <li>• What do you do if a student misses a major assignment (such as a test) or deadline (such as turning in a paper)? How many students miss tests/deadlines in an average semester?</li> <li>• In what ways are undergraduate courses different than graduate courses?</li> <li>• Other Qs:</li> </ul>					
Other insights					

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (LS)**

**TASKS 3 & 4: Reviewing/understanding panel presentation purpose and format; Outlining and class practice.**

Panel Discussion on the Audit Course Experience

**Step 1: Reviewing/understanding panel presentation purpose and format**

Dr. W.	5-minute introduction to the audit course process
Panel	30-minute information session guided by moderator questions
Audience	10-minute Q&A

*Dress in slacks (slacks or skirts for the ladies) ... NO BLUE JEANS*

**Step 2: Outlining and class practice**

1. **(General behavior)** How would you describe the general atmosphere in the classroom? And, what types of things did you do during a typical day? (*hints: how did students behave, was there eating and drinking in class, was attendance important, etc*)
  2. **(Assignments)** What affected your grades? What kinds of tests, writing assignments, and homework did you have? What did you do to prepare before going to class?
  3. **(Professor/student relationship)** How accessible is the professor? That is, how do you contact the professor if you have questions? Was the professor easy to understand? Did you have any difficulty understanding the lectures? What type of interaction between students and professors occurred during class?
  4. **(Note-taking)** How important is note-taking? How do students take notes? Have you found it difficult to take notes?
  5. **(Classmate interaction)** Was it easy to make friends with the other students in the class? When did you first try to approach the other students?
- \*\* (trends across the interviews) Giving a brief summary of some of the most interesting trends your class noticed while completing a variety of interviews (GU students, GU professor, AU students).
6. **(Wrap-Up Question)** What is the biggest difference between an EFL class and a regular university class? What is the most important thing that you learned by being in a regular university class?

**Assigning roles:** Moderator; Panel Members; Interview Summarizer; Flyer & Program Editor

**Writing your educational profile.**

*Educational Profile Elements*

- Your name
- Audit course title & professor's name
- Short paragraph on your prior education &/or future education plans

*Example:*

Heather D. Weger

Audit Course Title: <<<<fill in the name of course & of professor>>>>>

Heather holds a Ph.D. in Applied Linguistics from Georgetown University in Washington, DC. Her future goals are to continue working in the field of English language education.

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (LS)**

**TASK 5: Conducting panel presentation for program participants (evaluation criteria).**

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

**Audit Class:** \_\_\_\_\_

**Expectations:** You are expected to attend all scheduled classes during the first half of the semester, take notes in each class, read all course assignments, and participate in class discussion when invited by the audit instructor. You are also expected to take any exams and complete any papers that the audit instructor assigns during these eight weeks. These exams and papers will be reviewed either by the audit instructor or by the EFL instructor; your class notes will be reviewed by the EFL instructor. You will also be required to speak to the professor during office hours.

**Your Grade:** The EFL instructor will assign you your grade for the eight-week audit course. The grade is based on: (a) meeting the above-described expectations, (b) completing a series of reflection activities that are based on the PROCESS of being a student (not the content), and (c) turning in all tests, exercises, and your class notebook.

**Turning in an assignment late is an automatic grade deduction!**

Rating Scale		
Excellent 2	Acceptable 1	Not Acceptable 0

- Participated in audit course (attendance, reading, taking notes): \_\_\_\_\_
- Completed observation reports & turned in timely:  
**Turning in an assignment late is an automatic grade deduction!**
  1. Initial day response: \_\_\_\_\_
  2. The syllabus: \_\_\_\_\_
  3. Organizing notes: \_\_\_\_\_
  4. Latecomer behavior: \_\_\_\_\_
  5. Note-taking assignment: \_\_\_\_\_
  6. Student behavior: \_\_\_\_\_
  7. Interviewing a student: \_\_\_\_\_
  8. Interviewing the professor: \_\_\_\_\_
  9. Field trip participation: \_\_\_\_\_
  10. Synthesis activity: \_\_\_\_\_
- Completed agreed upon assignment/test (generally the mid-term): \_\_\_\_\_  
 Your specific task: \_\_\_\_\_
- Quality of audit course notebook: \_\_\_\_\_
  1. Flag the Cornell notes (see portfolio task 5)
  2. Flag each week's notes (get copies from classmates if missed a day) from entire semester (e.g., use sticky notes).
  3. Excellent organization of information conveyed in weeks 6 – 8.
- Participated in preparing for the panel discussion for Interact DC: \_\_\_\_\_

**Comments:**

**Audit Course Grade:** \_\_\_\_\_

\_\_\_\_\_  
**Heather Weger, Ph.D., EFL Instructor**

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

**Biesenbach-Lucas & Weger  
TBLT 2009 – Task-Based Syllabi Workshop  
Audit Class Project (RWR)**

*Examining Outside Source Support for Your Section (A)*

Task: 1. Read the text on US Classroom Culture handed out in class. Look specifically for information that you can use as support for your section. Underline/highlight those parts in the text and note them below.

YOUR SECTION TOPIC: \_\_\_\_\_

**Page #**      **Quotes or information/paraphrases from the text**

Reference Citation in APA format:

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2. You may also use information from the text "Class wars", which you read in Professor Weger's class. Underline/highlight the relevant parts in that text and note them below.

**Page #**      **Quotes or information/paraphrases from the text**

Reference Citation in APA format:

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**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (RWR)**

*Examining Outside Source Support for Your Section (B)*

Task: In the texts on US Classroom Culture handed out in class, and Professor Weger's text on "Class wars", look specifically for information that you can use as support for the introduction - such as information on general aspects of US classroom culture; or information you might use in your conclusion for the clincher. Underline/highlight those parts in the text and note them below.

Introduction, Audit Class Overview, Conclusion

<u>Source?</u>	<u>Page #</u>	<u>Quotes or information/paraphrases from the text</u>
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**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (RWR)**

*Synthesizing: Organizing Your Classmates' Comments for Your Section*

Task: Now review your classmates' comments and "synthesize" them. See what the comments have in common. What aspects did several classmates mention?

<i>Aspect</i>	<i>Mentioned by:</i>	<i>Which audit classes?</i>

In what aspects did classmates give different comments?

<i>Aspect</i>	<i>Mentioned ONLY by:</i>	<i>Which audit classes?</i>

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (RWR)**

***PRACTICE EXAMPLE***

***Synthesizing: Preparing Information from Your Classmates for Your Section***

Based on your own and your classmates' experiences in the audit classes, begin listing ideas (= classmates' comments) relevant to your section.

YOUR SECTION TOPIC: \_\_\_\_\_ Note - Taking \_\_\_\_\_

<i>Name</i>	<i>Audit Class</i>	<i>Comments</i>
xxx	Principles of Marketing	<i>Taking notes was really important in this class because the professor gave examples that were not in the book.</i>
xxx	Principles of Marketing	<i>You had to listen to the examples the professor gave. Many of them were not in the book, so you had to written them down.</i>
xxx	Introduction to Sociology	<i>All students took notes. Quizzes were usually based on those notes.</i>
xxx	Introduction to Sociology	<i>It was hard to take notes in this class because the professor spoke really fast.</i>
xxx	Introduction to Ethics	<i>I took notes all the time. It was difficult, but important. The information from the notes needed to be studied for tests.</i>
xxx	Rock History	<i>Tests consisted of questions about what the professor said in class, so taking notes was very important.</i>
xxx	Rock History	<i>Taking notes was not so important in this class. We mainly listened to specific songs and analyzed them.</i>
xxx	Rock History	<i>I took notes, but it wasn't really necessary to pass tests.</i>
xxx	Business Financial Management	<i>We didn't take "notes" really, but we copied the professor's math calculations.</i>
xxx	Business Financial Management	<i>Notes were more like problem sets and math problems. The professor wrote them on the blackboard, and students copied them.</i>
xxx	American City	<i>Most American students took notes right on their laptops.</i>

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (RWR)**

***PRACTICE EXAMPLE***

***Synthesizing: Organizing Your Classmates' Comments for Your Section***

Now review your classmates' comments and "synthesize" them. See what the comments have in common. What aspects did several classmates mention?

<i>Aspect</i>	<i>Mentioned by:</i>	<i>Which audit classes?</i>

In what aspects did classmates give different comments?

<i>Aspect</i>	<i>Mentioned ONLY by:</i>	<i>Which audit classes?</i>

**Biesenbach-Lucas & Weger**  
**TBLT 2009 – Task-Based Syllabi Workshop**  
**Audit Class Project (RWR)**

*Writing the Newsletter Parts (A) – Introduction, Overview, Conclusion*

Task: Review the outline structure below and compose a first draft of your section.

**Introduction**

Say something general about studying at a university and specifically studying at an American university. [you can use the US Classroom Culture text and/or Class Wars text as a reference]

Mention number of international students studying at US universities [research this] and the typical difficulties international students tend to face [you can use the US Classroom Culture text and/or Class Wars text as a reference as well as your experience]

Mention that in Fall 2008, eleven students from GU's highest EFL level, the Academic Bridge class, audited regular university classes at Georgetown for the first eight weeks of the semester and that they experienced first-hand what it is like to be a student in a regular US classroom.

**THESIS:** this should be a sentence where you state everyone's combined overall experience and attitude toward the audit classes - e.g. challenging but rewarding, or something like that [get input on this from your classmates]

**BLUEPRINT:** *After a brief overview of the classes we audited, we discuss these challenges and rewards [of course, these words would change if you are saying something different in your thesis] by exploring general student behavior in the audit classes, assignments given, the professor-student relationship, and note-taking issues. We end with a brief comparison between EFL classes and regular university classes.*

**Overview of Audit Classes**

Provide a list of who audited in which class. Add information such as how often and for how long the class met, and what it was in general about [get input on this from your classmates who attended the classes].

**EXAMPLE:** *Xxxx and Xxxx audited Professor Richardson's Introduction to Ethics class. This class met Tuesdays and Thursdays from 4:15 until 5:30 pm. In this class, students learned about xxxxxxxx.*

*Here is a sample of this section - pretty standard:*

**Overview of Audit Classes**

The ten Bridge students attended a vast variety of Georgetown University classes. Three of the Bridge students, xxxxxxxxxxxx, audited a *Principles of Marketing* class, which met Tuesday and Thursday afternoons. In this class, the students learned about different aspects of marketing.

Two Bridge students, xxxxxxxxxxxx, attended a class on *European Civilization*, in which they learned about aspects of family and culture in medieval Europe. This class met three days a week: Tuesday, Thursday, and Friday afternoons.

The other five Bridge students audited regular university classes on their own. xxxxxxxxxxxx was a student in *General Psychology*, where she was introduced to principles of memory, learning, sensation, and perception.

xxxxxxxxxxxx audited *Music in a Multicultural World*, where she learned about and analyzed the music of different countries. Both students had to rush to their audit classes immediately after their morning EFL class on Tuesdays and Thursdays.

xxxxxxxxx attended a class on *World History*, which provided an overview of civilizations, as well as a discussion of the interactions between the East and the West. xxxxxxxxxxxx audited *Introduction to Sociology*; this class taught him about different sociological theories, as well as aspects of globalization and inequality.

Finally, xxxxxxxxxxxx was a student in *Business and Financial Management*, where he learned about the most important aspects of the stock market from an investor's point of view. These three classes also met on Tuesdays and Thursdays in the afternoon.

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Audit Class Project (RWR)**

***Writing the Newsletter Parts (2) – Individual Sections***

**Title of Section**

After reviewing your planning worksheets, decide on an overall topic sentence for your section, which also includes the blueprint for your section. In other words, the reader should get an idea from this sentence whether or not there were similarities or differences among the audit experiences.

Then support this thesis + blueprint by using specific student's responses/comments as your support.

Support the section also through references to relevant parts in the two outside source texts (US Classroom Culture; Class Wars) - this may occur only once in your section, or it could occur more frequently if you have located relevant information to support the comments.

End the section with a good concluding sentence - rephrase the TS and blueprint.

**Conclusion**

Rephrase the thesis statement and summarize very briefly the comments/experiences for each section.

End with a good clincher [get some ideas from classmates and/or use the US Classroom Culture text and/or Class Wars text as a reference]

**References**

List your references here in APA format.

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*Checklist / Peer Review for Newsletter Sections*

Task: Use the following checklist to assess your own section and to review your classmates' section.

**Writers:** \_\_\_\_\_ **Reviewers:** \_\_\_\_\_

\_\_\_\_\_ check spelling of names; make sure first and last name is given

\_\_\_\_\_ titles of audit classes should be in *italics*

\_\_\_\_\_ each section should have a clear **topic sentence** and **blueprint**

→ identify these here:

TS \_\_\_\_\_

BP points \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ each blueprint point is elaborated in the section

\_\_\_\_\_ specific examples are given for each blueprint point

→ where could the writers give more examples:

\_\_\_\_\_

\_\_\_\_\_ references to sources texts (US classroom culture; Class wars; and perhaps others)

are given

\_\_\_\_\_ quotes are used appropriately

→ where could the writers provide more references or a quote:

\_\_\_\_\_

\_\_\_\_\_ the sections ends with a **rephrased** TS and BP

\_\_\_\_\_ the section has a good final clincher

**Other comments or suggestions?**

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**Instructor's Evaluation Sheet**

**Names:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**4 = excellent   3 = good   2 = satisfactory   1 = weak   0 = unsatisfactory**

**Note:** This is an evaluation of your section BEFORE I edited it for the Newsletter.

**Structure**

- your NOW section follows good paragraph structure
  - topic sentence
  - blueprint sentence
  - points follow order of blueprint
  - each blueprint point is well developed in the body of the section
  - points provide support (facts and/or examples) of the point the paragraph is trying to make
  - points are supported by evidence from sources
    - texts
    - personal communication
    - your experience
  - section ends with the *reworded* thesis and "blueprint"
  - an interesting "clincher" is added

**Content**

- your ideas are thoughtful and critical
- your argument is logical
- the support is relevant
- the support from your outside sources is relevant

**Language, Sources, Writing Process**

- you use explicit transition signals
- you use at least one quote from your source text/s and
- you use other references to your sources and paraphrase them in your own words
- you integrate your sources well in your paper
  - sequence of lead-in, evidence, commentary
- you document your sources appropriately within your proposal
- you add information from personal communication and document it appropriately
- you document your sources appropriately at the end of your section
- you use formal register
- you show control over grammar and mechanics
- you made appropriate revisions to classmates' and my comments

\_\_\_\_\_/ **88 pts.**

**TASK:** Compare your version to my edited version (final version on BB) – give 5 examples of edits I made and explain them below and on the next page:

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Audit Class Project (RWR)**

*Overall Self and Peer Assessment for Newsletter Sections*

Task: Objectively assess your own and your partner's contributions to writing this newsletter.

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

**Identify your own contribution toward the completion of your NOW newsletter sections. Be specific:**

---

---

---

---

---

---

---

---

**Now identify the contributions your partners/team mates made in this project:**

**Team Member Name:** \_\_\_\_\_

---

---

---

**Team Member Name:** \_\_\_\_\_

---

---

---

**Complete the pie chart below to indicate each team member's contributions to the NOW section completion:**

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**Audit Class Project (Hands On Activity)**

**Audit Class Project: Application Example**

	<b>RWR Component</b>	<b>LS Component</b>
<i>Possible text/audio prompt</i>	Article from NGO website	Guest lecture from campus/community organization
<i>Genre</i>	Informative brochure	Information booths
<i>Content</i>	Community service / volunteering	
<i>Audience</i>	Program / campus fair	
<i>Proficiency level considerations</i>	Task sequencing/ scaffolding, time allotted, linguistic complexity, integration of focus on form, etc.	

**Audit Class Project: Application Template**

	<b>RWR Component</b>	<b>LS Component</b>
<i>Possible text/audio prompt</i>		
<i>Genre</i>		
<i>Content</i>		
<i>Audience</i>		
<i>Proficiency level considerations</i>		

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**Globalization Project (RWR)**

**Planning Worksheet – Listing Ideas**

In preparing for this Critical Review Essay, you have already completed a few important steps: reading the Lifeboat Ethics text, responding to comprehension, vocabulary, and paraphrasing questions, and the preparation worksheet on which you listed Hardin's ideas with which you agreed and with which you disagreed, as well as your own reasons and evidence and that from outside sources. Now you will need to organize these ideas into a critical review of Hardin's article.

Essentially, you have *two options* in writing your review:

- 1) you agree with a couple of Hardin's points, but you **mainly disagree** (pattern A-D)
- 2) you disagree with a couple of Hardin's points, but you **mainly agree** (pattern D-A)

In each case, pattern A-D and pattern D-A, you will discuss **two** arguments for your main position, and **one** for your weaker point. Here is what this means - your stronger arguments come last in this essay:

**Pattern A-D** (mainly disagree)

agree → point 1

disagree → point 1

→ point 2

**Pattern D-A** (mainly agree)

disagree → point 1

agree → point 1

→ point 2

Circle the pattern which **you** will pursue in your critical review of Hardin's article.

Task: From your preparation worksheet, list the relevant points in the planning table below (NOTE: select your appropriate pattern!) - refer to your last worksheet for points and sources:

<i><b>PATTERN A-D:</b></i> <i><b>agree, but mainly DISAGREE</b></i>	<i><b>PATTERN D-A:</b></i> <i><b>disagree, but mainly AGREE</b></i>
<ul style="list-style-type: none"> <li>• Hardin's point I <u>agree</u> with:</li> </ul>	<ul style="list-style-type: none"> <li>• Hardin's point I <u>disagree</u> with:</li> </ul>
<ul style="list-style-type: none"> <li>• Hardin's point I <u>disagree</u> with:</li> </ul>	<ul style="list-style-type: none"> <li>• Hardin's point I <u>agree</u> with:</li> </ul>
<ul style="list-style-type: none"> <li>• Hardin's point I <u>disagree</u> with:</li> </ul>	<ul style="list-style-type: none"> <li>• Hardin's point I <u>agree</u> with:</li> </ul>

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**Focused Note-Taking:** Use the following template to take notes on your outside sources that you will use as support in your Critical Review.

Task: Review your sources and transfer the respective sentences/lines under the appropriate sub-point (i.e., your agreement and disagreement with Hardin's ideas) in this "database". See the example at the end of this template for format.

<b>SUBPOINT 1: agree or disagree</b> (circle the one that applies)			
<b>Source</b> (author name + date)	<b>Page</b> <b>number/s</b>	<b>NOTES</b> (clearly mark quotes and paraphrases !!)	<b>Comments</b>

<b>SUBPOINT 2: agree or disagree</b> (circle the one that applies)			
<b>Source</b> (author name + date)	<b>Page</b> <b>number/s</b>	<b>NOTES</b> (clearly mark quotes and paraphrases !!)	<b>Comments</b>

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<b>SUBPOINT 3: agree or disagree</b> (circle the one that applies)			
<b>Source</b> (author name + date)	<b>Page number/s</b>	<b>NOTES</b> (clearly mark quotes and paraphrases !!)	<b>Comments</b>

**NOTE:** If you will write about more points of agreement and disagreement, you will need to add those.

**Example:**

<b>SUBPOINT 2: Agreement with Hardin's idea of stopping food aid</b>			
<b>Source</b> (author name + date)	<b>Page number/s</b>	<b>NOTES</b> (clearly mark quotes and paraphrases !!)	<b>Comments</b>
Weston & Parker, 2002	p. 8	"Third world countries have demonstrated that they do have the capability to manage their own affairs, including food production."	<i>Need to paraphrase !!</i>
Economist, 2007	p. 30	Food aid increases dependency of developing countries on developed countries	<i>Use as second cause</i>
		Etc.	

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**Summary**

You will also need to present a reader of your critical review with a summary of Hardin's article.

Task: List key points below that you will want to include in your summary (remember to mark quotes to yourself with quotation marks and paragraph number):

**Set-up sentence information:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Points to include (BULLET format):**

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

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○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

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**Outline Worksheet** (make sure you follow YOUR pattern appropriately!)

Task: Use your ideas from your preparation tasks to start planning your essay.

**Title** Critical Review of Garret Hardin's "Lifeboat Ethics"

**Introduction**

Your on your own, but you will probably want to think about the following:

Begin with a statement that everyone will agree with (fact, general observation, etc.) relevant to the issues you'll be discussing; provide some background on the issues you'll agree and disagree with (e.g., aid to poor countries, overpopulation, immigration, the lifeboat metaphor itself, etc.); give a very brief summary (one or two sentences) of Hardin's article and main points.

Now you're ready for your *thesis statement*:

Think about how you feel about the claims Hardin makes, and think of them in light of you overall attitude (the pattern you'll be following in your Critical Review, A-D, or D-A) - your thesis will thus need to address these two views.

*Blueprint:*

Let the reader know through an expression of contrast that you agree (or disagree) on a particular aspect, you disagree (agree) on others.

**Body Paragraphs** (before you write, erase the agree/disagree points that do not conform to your pattern!!)

**Summary:** [you have already written this part ☺]

**Agreement/Disagreement**

Hardin's point you agree/disagree with, supported by your arguments as well as support from outside sources

**Agreement/Disagreement**

Hardin's point you agree/disagree with, supported by your arguments as well as support from outside sources

**Agreement/Disagreement**

Hardin's point you agree with, supported by your arguments as well as support from outside sources

**Conclusion**

Your on your own; you know what to do here ☺

**References**

List of all sources, including Hardin

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**Globalization Project (RWR)**

**Name:**

**Self-Evaluation Worksheet: PATTERN A-D (mainly disagree)**

**Task:** Read your own critical review carefully. Complete the self evaluation below to help you check if you have included all major elements in your essay.

\_\_\_\_\_ **Structure**

- \_\_\_ your essay is organized into at least **six** paragraphs
- \_\_\_ the introduction contains
  - \_\_\_ background issues from Hardin's article you are addressing in the review
  - \_\_\_ one-sentence summary of Hardin's article
  - \_\_\_ your thesis **and** blueprint sentence
- \_\_\_ the body paragraphs
  - \_\_\_ begin with a summary of Hardin's article (150 words)
    - \_\_\_ set-up sentence at beginning
    - \_\_\_ references to the author (Hardin)
    - \_\_\_ main points included
    - \_\_\_ own words used
  - \_\_\_ follow stated blueprint pattern (A-D)
  - \_\_\_ continue with point you agree with: \_\_\_\_\_
  - \_\_\_ continue with 2 points you disagree with: \_\_\_\_\_
- \_\_\_ provide support/detail/examples in each body paragraph
- \_\_\_ provide support from source texts in each paragraph
- \_\_\_ contain appropriate quotes from the source texts (Hardin and outside sources)
- \_\_\_ the conclusion contains
  - \_\_\_ the reworded thesis and "blueprint"
  - \_\_\_ a "clincher": interesting final thought

\_\_\_\_\_ **Language**

- \_\_\_ you have checked spelling and mechanics
- \_\_\_ you have used clear expressions of agreement and disagreement
- \_\_\_ you have used other clear transition signals between and within paragraphs
- \_\_\_ you have used appropriate expressions of stance and hedging
- \_\_\_ you use an academic register (formal language)

\_\_\_\_\_ **Source Documentation** (at least 5 outside sources, in addition to Hardin's text)

- \_\_\_ you indicate which ideas come from your sources in your essay (APA)
- \_\_\_ you integrate your sources well in your paper
  - \_\_\_ sequence of lead-in, evidence, commentary
- \_\_\_ you quote appropriately (quotation marks and proper source citation)
- \_\_\_ you paraphrase source ideas in your own words (source citation)
- \_\_\_ you provide a list of your source/s

**What do you like about your essay?**

**What aspects are you not quite happy with?**

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**Globalization Project (RWR)**

**Name:**

**Self-Evaluation Worksheet: PATTERN D-A (mainly agree)**

Task: Read your own critical review carefully. Complete the self evaluation below to help you check if you have included all major elements in your essay.

\_\_\_\_\_ **Structure**

- \_\_\_ your essay is organized into **six** paragraphs
- \_\_\_ the introduction contains
  - \_\_\_ background issues from Hardin's article you are addressing in the review
  - \_\_\_ one-sentence summary of Hardin's article
  - \_\_\_ your thesis and blueprint sentence
  - \_\_\_ your thesis **and** blueprint sentence
- \_\_\_ the body paragraphs
  - \_\_\_ begin with a summary of Hardin's article (150 words)
    - \_\_\_ set-up sentence at beginning
    - \_\_\_ references to the author (Hardin)
    - \_\_\_ main points included
    - \_\_\_ own words used
  - \_\_\_ follow stated blueprint pattern (D-A)
  - \_\_\_ continue with point you agree with: \_\_\_\_\_
  - \_\_\_ continue with 2 points you disagree with: \_\_\_\_\_
- \_\_\_ provide support/detail/examples in each body paragraph
- \_\_\_ provide support from source texts in each paragraph
- \_\_\_ contain appropriate quotes from the source texts (Hardin and outside sources)
- \_\_\_ the conclusion contains
  - \_\_\_ the reworded thesis and "blueprint"
  - \_\_\_ a "clincher": interesting final thought

\_\_\_\_\_ **Language**

- \_\_\_ you have checked spelling and mechanics
- \_\_\_ you have used clear expressions of agreement and disagreement
- \_\_\_ you have used other clear transition signals between and within paragraphs
- \_\_\_ you have used appropriate expressions of stance and hedging
- \_\_\_ you use an academic register (formal language)

\_\_\_\_\_ **Source Documentation** (at least 5 outside sources, in addition to Hardin's text)

- \_\_\_ you indicate which ideas come from your sources in your essay (APA)
- \_\_\_ you integrate your sources well in your paper
  - \_\_\_ sequence of lead-in, evidence, commentary
- \_\_\_ you quote appropriately (quotation marks and proper source citation)
- \_\_\_ you paraphrase source ideas in your own words (source citation)
- \_\_\_ you provide a list of your source/s

**What do you like about your essay?**

**What aspects are you not quite happy with?**

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Globalization Project (RWR)**

**Reviewer's Name:**

**Writer's Name:**

**Peer Review Worksheet: CRITICAL REVIEW ESSAY**

Task: Read your classmate's critical review of Hardin's article.  
Complete the peer review sheet after you have read the essay.

**Introduction**

Does the introduction contain:	Suggestions for improvement?
___ Background	_____
___ Summary sentence	_____
___ Thesis sentence	_____
___ Blueprint sentence	_____

→ the writer is using            pattern A-D            pattern D-A

**Body Paragraphs**

**Summary:**            \_\_\_ contains a set-up sentence  
                         \_\_\_ contains references to the author  
                         \_\_\_ contains only relevant points  
                         \_\_\_ is paraphrased in the writer's own words

**Hardin's argument:** \_\_\_\_\_  
\_\_\_\_\_

The writer agrees/ disagrees - how can you tell?  
\_\_\_\_\_

*Reason/ Evidence given:* \_\_\_\_\_  
\_\_\_\_\_

*Support given from sources:* \_\_\_\_\_

**Is this good evidence? Good support? What suggestion do you have:**  
\_\_\_\_\_

**Hardin's argument:** \_\_\_\_\_  
\_\_\_\_\_

The writer agrees/ disagrees - how can you tell?  
\_\_\_\_\_

*Reason/ Evidence given:* \_\_\_\_\_  
\_\_\_\_\_

*Support given from sources:* \_\_\_\_\_

**Is this good evidence? Good support? What suggestion do you have:**  
\_\_\_\_\_

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**Hardin's argument:** \_\_\_\_\_  
The writer agrees/ disagrees - how can you tell?

*Reason/ Evidence given:* \_\_\_\_\_

*Support given from sources:* \_\_\_\_\_

**Is this good evidence? Good support? What suggestion do you have:**

\_\_\_\_\_

***Conclusion***

Does the conclusion contain:

Suggestions for improvement?

\_\_\_ restated thesis and blueprint

\_\_\_\_\_

\_\_\_ clincher

\_\_\_\_\_

***Source Documentation in APA:***

\_\_\_ Has the writer integrated sources well in the paper?

\_\_\_ sequence of lead-in, evidence, commentary

\_\_\_ Has the writer included paraphrases? Are these documented correctly?

\_\_\_ Has the writer included quotations? Are these relevant? Documented correctly?

\_\_\_ Has the writer included a list of sources at the end of the essay?

Are these \_\_\_ documented appropriately and \_\_\_ listed in alphabetical order?

***Language:***

Do you notice any hedged sentences? List at least two examples and indicate the hedging strategy:

\_\_\_\_\_

\_\_\_\_\_

**What did you particularly like about your classmate's critical review?**

**What do you think your classmate could do to improve his/her essay?**

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**Globalization Project (RWR)**

**\*\*\* TO THE WRITER** (write this after you revise your first draft!): *What specific change did you make in your final essay based on your classmate's feedback?*

**Instructor's Evaluation Sheet**

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

**4 = excellent   3 = good   2 = satisfactory   1 = weak   0 = unsatisfactory**

**Format**

\_\_\_ your essay follows the overall format, including subheadings

**Structure**

\_\_\_ the essay is organized into **appropriate** paragraphs with subheadings if helpful

\_\_\_ the essay is at least 7 pages long (actual length, excluding references: \_\_\_ pp)

the introduction contains

\_\_\_ background on issues (based on Hardin's article)

\_\_\_ one-sentence summary of Hardin's article

\_\_\_ thesis sentence

\_\_\_ blueprint sentence – indicating pattern \_\_\_A-D \_\_\_D-A

the body paragraphs

\_\_\_ begin with a summary of Hardin's article

\_\_\_ set-up sentence at beginning

\_\_\_ references to the author (Hardin)

\_\_\_ relevant main points included

\_\_\_ own words used

\_\_\_ accurate representation of Hardin's points

\_\_\_ continue with point you (dis)agree with

\_\_\_ continue with 2 points you (dis)agree with

\_\_\_ are developed in terms of structure (topic sent., support, concl. sent.)

\_\_\_ have unity (focuses on one idea)

\_\_\_ provide support (facts and/or examples) of the point the paragraph is trying to make

\_\_\_ are coherent

\_\_\_ contain quotes from/paraphrases of Hardin's text to support your points

\_\_\_ provide support/detail/examples in each body paragraph

\_\_\_ provide support from source texts in each paragraph

\_\_\_ contain quotes from/paraphrases of the source text to support your points

the conclusion contains

\_\_\_ the reworded thesis and "blueprint"

\_\_\_ a "clincher": interesting final thought

**Content**

\_\_\_ ideas demonstrate critical thinking about the issues from Hardin's article

\_\_\_ the argument is logical

\_\_\_ the support/examples for each body paragraph are relevant and thoughtful

\_\_\_ the support from the sources is relevant and thoughtfully selected

**Language**

\_\_\_ points are easy to understand

\_\_\_ parallel construction for blueprint and rephrased blueprint

\_\_\_ explicit transitions between paragraphs (connection to thesis and blueprint)

\_\_\_ clear signal words (transition markers) within paragraphs

\_\_\_ clear expressions to signal agreement and disagreement

\_\_\_ control over grammar

\_\_\_ fragments, run-ons

\_\_\_ articles

\_\_\_ tenses + verb forms

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- |  |  |  |
|--|--|--|
| <input type="checkbox"/> subject-verb agreement              | <input type="checkbox"/> pronoun use         | <input type="checkbox"/> point of view consistency |
| <input type="checkbox"/> word choice/ wordiness              | <input type="checkbox"/> hedging expressions | <input type="checkbox"/> relative clauses          |
| <input type="checkbox"/> reporting signals speech            | <input type="checkbox"/> passive forms       | <input type="checkbox"/> participles/modifiers     |
| <input type="checkbox"/> relative clauses                    | <input type="checkbox"/> conditional clauses | <input type="checkbox"/> other                     |
| <input type="checkbox"/> control over spelling and mechanics |  |  |
| <input type="checkbox"/> formal academic register            |  |  |

**Source Documentation**

- sources are integrated well in your paper
- sequence of lead-in, evidence, commentary
- in-text citations for quotations and paraphrases are appropriate
- source ideas paraphrased in your own words
- list of References at the end of the essay is documented appropriately
- consistent format (APA)

**Researching and Writing Process**

- planning worksheets are complete
- sufficient and relevant outside sources (at least 5, not including Hardin; online sources must have been approved)
- additional sources show relevant annotations you made on the texts
- appropriate revisions made in response to peer/instructor comments

**Points: \_\_\_\_\_ / 164 pts.**

**Comments:**

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Globalization Project (RWR)**

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

Date: \_\_\_\_\_

Essay Submission Checklist for Final Essay Version

*Critical Review Essay*

- \_\_\_\_\_ Final Draft
- \_\_\_\_\_ First Draft
- \_\_\_\_\_ Self-Evaluation Sheet
- \_\_\_\_\_ Peer Evaluation Sheet
- \_\_\_\_\_ Planning Worksheets
- \_\_\_\_\_ Hardin's text "Lifeboat Ethics"
- \_\_\_\_\_ Outside source texts
- \_\_\_\_\_ Evaluation Sheet for me (print out from evaluation forms packet)

Please compile your documents in this folder in the above order.

**I pledge on my honor that I have not given or received any unauthorized assistance on this assignment. I further pledge that I have appropriately documented all sources that are not my own – within my essay and at the end, and that I have not copied any part in my paper from any source, published or unpublished.**

\_\_\_\_\_  
(your signature)

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**Globalization Project (LS)**

**Project: Conducting an academic symposium for other advanced class/es in program.**

**Project Overview:** We will begin by discussing the phenomenon of “globalization.” This will involve a variety of listening activities and class discussions. Your primary tasks will then be: (1) to select a globalization topic that fits within the specified guidelines, (2) locating specific sources and note-taking, (3) reviewing/understanding academic presentation purpose and format, (4) completing presentation outline and preparing visual aid, (5) practicing/editing the symposium (self-evaluation and peer practice), and (6) conducting the symposium for students in other advanced class/es in the program.

**TASK 1: Planning: brainstorm and select globalization topic and countries of focus.**

NOTE: You may choose a variety of specializations; below are some suggestions.

NOTE: You cannot choose a topic that is related to your RWR paper. The two projects must be dissimilar.

NOTE: You must include at least 3 nations in your analysis (you may need to include more).

**Topic Selection Guidelines**

**A. International Agents of Social Change**

- Organization(s)
- People
- Events

**B. International Demographics & Their Consequences/Causes**

- Migration/Immigration Trends
- Resource Distribution
  - Employment
  - Health Care
  - Education
- Communication Trends

**C. International Impacts of Political Entities**

- Conflicts
- Cooperation
- Democratization

**D. International Business**

- Outsourcing
- Trade Agreements
- Marketing Considerations

**TASK 2: Locating specific sources and note-taking.**

1. Gather outside sources for your key points and on each country.
2. Turn in a sources list (APA format).
3. Turn in notes for at least 5 sources.

**TASK 3: Reviewing/understanding academic presentation purpose and format.**

**Guidelines for your role as a presenter:**

1. The presentation must be between 13 & 15 minutes long.
2. The quality of the content is critical. You should go beyond description (argue a point or support a position), use source evidence, and hedge your claims.
3. You must include at least 3 nations in your analysis (you may need to include more).
4. Here are other framework issues:
  - a. (Cause) - Problem - Solution Approach
  - b. Compare - Contrast Approach
  - c. Argue - Point - Counterpoint + Refutation
  - d. Be clear about your goal. (why important for people)
  - e. Use source citations on your slide + verbally mention.
  - f. Use at least 1 visual comparison of data.
5. Here are some warnings:
  - a. Don't “throw something new” into the conclusion.
  - b. Be VERY careful with your PowerPoint.
  - c. Create a “presentation circle.”

## **Biesenbach-Lucas & Weger**

### **TBLT 2009 – Task-Based Syllabi Workshop**

#### **Globalization Project (LS)**

6. You must use PowerPoint for your presentation.
7. You may use an outline or note cards, but you cannot read your talk.
8. The presentation will be followed by a Q&A session.
9. You must write a blurb and participate in the planning and executing of the symposium day.

#### **Evaluation of your role as a presenter:**

- The use of a **successful** introduction (greeting, interest device, relevance statement, and overview).
- The use of **clear and varied** discourse markers to transition through your talk (organization).
- The use of at least 1 source during your talk (put on slide + orally state) & 5 sources to create your talk (put on your references slide).
- The use of **sufficient** information to clearly explain and support your ideas.
- The use of a conclusion
  - that does not introduce new information,
  - that is marked by a transition,
  - that summarizes the main points of your talk,
  - that completes the presentation circle by referring back to some element of your introduction.
- Your body language (eye contact, posture).
- Your intonation, stress, and rhythm.
- Your pace, volume, and minimal hesitations (flow of the speech).
- Your pronunciation.
- Your vocabulary.
- Your grammar.
- Your time management.
- The effectiveness of your PowerPoint slides.
  - Use of slides as a guide (they are not read verbatim).
  - Effectiveness of the slides in illustrating the main points of the talk.
  - Organization of information on the slides (brief, appropriate bullets)..
  - Use of parallel structures.
  - Mechanics of the slide (grammar, spelling, punctuation, spacing).
  - Use of at least one table/graph to display of information.
  - Use of image in conclusion (optional)
  - Citation of source on slide + on references page.
- An effective Q&A session.
  - Ability to smoothly transition to the Q&A session.
  - Ability to respond in an understandable manner to questions asked of you.
  - Use of appropriate discourse markers.
  - Use of appropriate body language and tone.
- You must write a blurb and participate in the planning and executing of the symposium day.
- You must submit all planning guides timely (see Tasks 2, 4, and 5).

#### **Guidelines for your role as an audience member:**

- You must ask (at least) 4 questions from (at least 4) different presenters. This may involve other class observations that we do and you will be assigned to several of your classmates' presentations as well.
- The questions can be any of the following types:
  - Mechanical clarification: A question asked when you did not understand the speaker because of the speaker's rate of speech, volume, pronunciation, etc.
  - Clarification/expansion of meaning: A question asked when you heard the speaker's words, but did not understand the speaker's meaning. In other words, you are asking the speaker to expand on an idea, topic, or thought.
  - Clarification of meaning with a challenge: You disagree with the speaker and offer a counterpoint or counterevidence.
- For at least one of the questions asked of your assigned classmates, you must have an appropriate follow up comment or question. (does NOT include "I agree" or "I see your point")

#### **Evaluation of your role as an audience member:**

- Your ability to ask 4 concise questions that are understandable to the speaker.
- The use of appropriate follow-ups for at least 1 of those questions.
- The use of appropriate discourse markers.
- The use of appropriate tone, body language, and volume.



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Step 2B: A second draft of your PPT is due on \_\_\_\_\_. Bring either a hardcopy or electronic version of your slides to class. This is the last day to get feedback from me.

You should also plan your “presentation circle.” Here is a planning grid to assist you:

Interest Device / Image?  Name It:	Relevance Established?  How?	Overview Provided?  Yes: ____  No: ____
Transition Phrase to Summary?  Name It:	Summary Provided?  Yes: ____  No: ____	Reference Back to Intro’s Image/Theme? (completion of circle)

**Step 3: Building your program blurb.**

The parts of the program blurb

1. PERSONAL BACKGROUND (2 parts: name-country; one-phrase summary of future plans)
2. ABSTRACT (3 parts: title, thesis, overview)

*Instructions: In the following examples, identify the parts of the program blurb.*

*Example 1*

**Joe Smith (U.S.A.)**

Preparing to enter college this fall at Georgetown University to study Political Science.

**Cross-Cultural Views of Westerners and Muslims**

Despite the assumed deep attitudinal divide between Western and Muslim populations, the latest Pew Global Attitudes survey finds that the views of each group towards the other are not uniformly negative. This presentation will summarize the findings of the Pew survey and describe its implications for the current political situation.

*Example 2*

**Jane Smith (U.S.A.)**

Preparing to enter college this fall at Georgetown University to study Political Science.

**The U.S. Healthcare System: The Best or Just the Most Expensive**

For countless decades the U.S. healthcare system has been considered the leader among all other systems around the world. Recent statistics, however, suggest that even though the U.S. system is the most expensive, the general health level of the people in the U.S. is worse than that of many other countries. This presentation will discuss the main problems encountered by the U.S. healthcare system, the reasons for these problems, and possible solutions.

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**TASK 5: Completing self-evaluation; peer practice.**

**Step 1: Self-evaluation:**

**Part 1: Place an X on each line to show how much you agree or disagree.**

- |   |  |
|---|--|
| 1. Overall, I think that I was successful.                    | Disagree _____ _____ _____ _____ _____ Agree |
| 2. I felt comfortable presenting in English.                  | Disagree _____ _____ _____ _____ _____ Agree |
| 3. I could do this again with no problem.                     | Disagree _____ _____ _____ _____ _____ Agree |
| 4. The tempo was good and I spoke clearly.                    | Disagree _____ _____ _____ _____ _____ Agree |
| 5. My hesitations were minimal and my flow of speech natural. | Disagree _____ _____ _____ _____ _____ Agree |
| 6. I had an effective opening and outlined my main points.    | Disagree _____ _____ _____ _____ _____ Agree |
| 7. I had effective transitions between subpoints.             | Disagree _____ _____ _____ _____ _____ Agree |
| 8. I had concluding comments.                                 | Disagree _____ _____ _____ _____ _____ Agree |
| 9. I was able to answer questions from the audience.          | Disagree _____ _____ _____ _____ _____ Agree |
| 10. I maintained eye contact with the audience.               | Disagree _____ _____ _____ _____ _____ Agree |
| 11. I used gestures to express meaning.                       | Disagree _____ _____ _____ _____ _____ Agree |
| 12. I used my face to express feelings.                       | Disagree _____ _____ _____ _____ _____ Agree |
| 13. I was able to communicate about my topic with enthusiasm. | Disagree _____ _____ _____ _____ _____ Agree |
| 14. My presentation was well organized.                       | Disagree _____ _____ _____ _____ _____ Agree |
| 15. I used details to support my main points.                 | Disagree _____ _____ _____ _____ _____ Agree |
| 16. My use of PowerPoint was effective.                       | Disagree _____ _____ _____ _____ _____ Agree |

**Part 2: Briefly answer the following questions related to your presentation.**

1. What did you like most about your presentation?
  
  
  
  
  
  
  
  
  
  
2. What did you like least about your presentation?
  
  
  
  
  
  
  
  
  
  
3. What vocabulary and grammar structures did you use effectively?



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**TASK 6: Conducting symposium for other advanced class/es in program (evaluation criteria).**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Topic: \_\_\_\_\_ Countries of focus: \_\_\_\_\_

**GRADING KEY:**

**4 = excellent 3 = good 2 = satisfactory 1 = weak 0 = unsatisfactory**

**Effective Introduction**

- \_\_\_ greeting/name
- \_\_\_ aroused listeners' interest
- \_\_\_ showed how topic relates to the audience
- \_\_\_ gave the audience a preview of what was to come

**Body of Presentation**

- \_\_\_ used at least 3 countries
- \_\_\_ stated clearly the main points
- \_\_\_ gave sufficient details to support main points
- \_\_\_ **showed evidence of critical thought**
- \_\_\_ **incorporated evidence from outside sources**
- \_\_\_ used explicit/varied transitions (discourse markers)
- \_\_\_ organized well
- \_\_\_ made a citation

**Effective Closing**

- \_\_\_ used a strong transition phrase
- \_\_\_ summarized main points
- \_\_\_ referred back to rhetorical question/ promise  
 or image made in the introduction
- \_\_\_ use of visual image (optional)
- \_\_\_ did NOT include new information

**Q & A: As Presenter**

- \_\_\_ transitioned effectively into Q&A
- \_\_\_ responded appropriately to questions
- \_\_\_ used appropriate discourse markers
- \_\_\_ used appropriate body language
- \_\_\_ used appropriate tone
- \_\_\_ had minimal hesitations
- \_\_\_ managed time appropriately

**Other**

- \_\_\_ eye contact/posture
- \_\_\_ intonation/stress/rhythm
- \_\_\_ pace
- \_\_\_ volume
- \_\_\_ hesitations minimal
- \_\_\_ pronunciation
- \_\_\_ vocabulary
- \_\_\_ grammar

**PowerPoint**

- \_\_\_ slides consistent with talk/ not read
- \_\_\_ slides capture main points of talk
- \_\_\_ brief slides/ appropriate bullets
- \_\_\_ use of parallel structures
- \_\_\_ grammar/spelling/punctuation/spacing
- \_\_\_ appropriate use of graphic (chart/table)
- \_\_\_ appropriate use of sources

**Time Management**

- \_\_\_ within time parameters (13-15min)
- \_\_\_ ½ letter grade deduction for every 30 seconds outside time parameter

**Q & A: As Audience Member**

- \_\_\_ formed understandable, concise Qs
- \_\_\_ used appropriate discourse markers
- \_\_\_ used appropriate body language
- \_\_\_ used appropriate tone
- \_\_\_ questions asked (4 + one w/ follow-up)

**Blurb, class attendance, turned in all planning documents, and full participation in planning/executing of symposium: \_\_\_\_\_**

**Comments:**

Evaluator: \_\_\_\_\_  
 Heather D. Weger, Instructor, Ph.D.

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**TBLT 2009 – Task-Based Syllabi Workshop**  
**Globalization Project (Hands On Activity)**

**Globalization Project: Application Example**

	<b>RWR Component</b>	<b>LS Component</b>
<i>Possible text/audio prompt</i>	Article from <i>Time/Newsweek</i> on “Octo-Mom”	TV talk show
<i>Genre</i>	Persuasive/argumentative essay	Mini lecture
<i>Content</i>	In-vitro fertilization	
<i>Audience</i>	Other classes in program	
<i>Proficiency level considerations</i>	Task sequencing/ scaffolding, time allotted, linguistic complexity, integration of focus on form, etc.	

**Globalization Project: Application Template**

	<b>RWR Component</b>	<b>LS Component</b>
<i>Possible text/audio prompt</i>		
<i>Genre</i>		
<i>Content</i>		
<i>Audience</i>		
<i>Proficiency level considerations</i>		