1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

There is a designated committee called “TESOL committee” that has been working on improving the curriculum, and in order to achieve the learning outcomes more reliably, the committee has been making efforts to ensure similar content and materials are covered in the courses even though instructors might vary. We are currently in the process of developing a program-wide assessment plan that involves collecting sample assignments periodically from each course and evaluating them in relation to learning outcomes.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

Please note that there is no prioritized order in the following list of learning outcomes.

a) Students will be able to demonstrate basic knowledge of essential components of the English language such as syntax, morphology, and phonology.

Rationale: As an academically-trained language teacher, entry level TESOL professionals should be familiar with essential components of language.

b) Students will be able to develop a basic understanding of the process of second language acquisition, the variables that affect it, and how this knowledge applies to different approaches to teaching English to second language learners.
Rationale: Entry level TESOL professionals should have a basic understanding of the relationship between theory and practice.

c) Students will be able to design appropriate instruction, lessons, and activities for reading, writing, grammar, and oral skills classes and evaluate and use appropriately current ESL textbooks and other instructional materials.

Rationale: Entry level TESOL professionals should be equipped with minimal levels of professional competence and skills in assessing, planning, and instructing in order to help learners acquire English.

[Please limit your response per outcome to 300 words or less]

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

Please note that since this is a certificate program that requires only 15 units, it may not address the University’s Baccalaureate Learning Goals as extensively as other regular BA programs. However, we believe that the above learning outcomes are aligned with the University’s Baccalaureate Learning Goals as follows:

a) [Competence in the Disciplines] They are concerned with disciplinary competencies in linguistics and applied linguistics as major fields of study and enhance understandings of other fields such as communication, anthropology, and education.

b) [Knowledge of Human Cultures and the Physical and Natural World] They focus on developing knowledge of language, which is one of the most essential aspects of human cultures, and how language is acquired through biological, social, and cognitive processes.

c) [Intellectual and Practical Skills] Students develop intellectual and practical skills while they critically engage with various theories of language learning and teaching and apply the theories to creating instructional materials through individual and group work in order to meet learners’ specific needs.

d) [Personal and Social Responsibility] In order to become competent second language teachers, students are inherently required to understand the importance of who learners are and how their communities, cultures, heritages, and goals affect learning, and create supportive environments to promote each learner’s continuous intellectual and linguistic development.

e) [Integrative learning] They require students to develop foundational skills that can easily be integrated into other fields and thus enhance their overall accomplishments in learning beyond the target discipline. The foundational skills include problem solving skills as students are trained to address learners’ needs and instructional challenges and communication skills as teaching language depends heavily on communication and students develop a higher level of language awareness and analytic skills.
4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

[Please limit your response to 200 words or less per learning outcome]

Learning outcome (a):

a) Students are required to demonstrate the achievement of this outcome by receiving a grade of “B” or better in the relevant classes (e.g., ENGL 110A, 110Q, etc.). Course assignments typically include tests, quizzes, hands-on activities, and culminating projects.

b) The students from whom data were/will be collected are mostly English majors who are enrolled in the target classes. In the future, the students’ sample assignments will be collected from individual classes at the end of the designated semester according to the rotation schedule.

c) Attached is a sample test from ENGL 110A (Appendix A). The purpose of this exam is to assess (1) student’s understanding of key concepts and terminology and (2) students' ability to apply this knowledge to language analysis.

d) We plan to develop a rubric which will be used to determine the extent to which performance on instruments reflects intended learning outcomes.

Learning outcome (b):

a) Students are required to demonstrate the achievement of this outcome by receiving a grade of “B” or better in the relevant classes (e.g., ENGL 110P, etc.). Course assignments typically include tests, quizzes, hands-on activities, and culminating projects.

b) The students from whom data were/will be collected are mostly English majors who are enrolled in the target classes. In the future, the students’ sample assignments will be collected from individual classes at the end of the designated semester according to the rotation schedule.

c) Attached is a sample assignment from ENGL 110P (Appendix B). The purpose of this assignment is to provide an opportunity for students themselves to experience the process of second language acquisition to a certain extent, critically analyze their experience in relation to various language acquisition theories that are covered in the class, and explore better ways to facilitate language learning.

d) We plan to develop a rubric which will be used to determine the extent to which performance on instruments reflects intended learning outcomes.
Learning outcome (c):

a) Students are required to demonstrate the achievement of this outcome by receiving a grade of “B” or better in the relevant classes (e.g., ENGL 110C, 110P, 125E, 125F, etc.). Course assignments typically include tests, quizzes, hands-on activities, and culminating projects.

b) The students from whom data were/will be collected are mostly English majors who are enrolled in the target classes. In the future, the students’ sample assignments will be collected from individual classes at the end of the designated semester according to the rotation schedule.

c) Attached is a sample assignment/test from ENGL 110C (Appendix C). This assignment allows students to demonstrate their ability to plan a context- and student-appropriate, technology-enhanced instructional sequence.

d) We plan to develop a rubric which will be used to determine the extent to which performance on instruments reflects intended learning outcomes.

(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 200 words or less per item]

Based on informal feedback from instructors and students and considering the graduation rate and enrollments, we made three major changes to our curriculum in fall 2007. First, we removed all graduate courses (i.e., ENGL 210B, 215A, 215C, 215D) from the program, created three new undergraduate-level courses that focus on pedagogy (i.e., 110C: Technology in Second Language Teaching; 125E: Academic Reading and Writing in the Second Language; 125F: Teaching Oral Skills), and added them as pedagogy electives. Creating and adding these new courses helped us train students in a way that is better tailored to their intellectual and professional level and helped students accomplish learning outcomes more effectively.

Second, we reduced required courses from 12 units to 9 units by deleting 195A/410A and incorporating some components of those courses into the newly added course, 125E. Finally, we reduced the overall number of credits from 18 units to 15 units as the new pedagogy courses helped students to achieve the learning outcomes in a more economical way.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this
information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur. [Please limit your response to 300 words or less]

We currently have no specific plan to survey alumni; however, if we determine that a sufficient number of TESOL Certificate students are in our Facebook group or subscribe to our listserv, we will consider creating a survey.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization? [Please limit your response to 300 words or less]

Yes, our learning outcomes align with the standards for ESL/EFL teachers set by the national organization, “Teaching English to Speakers of Other Languages (TESOL).” They focus on a minimum qualification to teach English as a second or foreign language.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment? [Please limit your response to 200 words or less]
Section 1: Phonetics & Phonology

1A. Phonetic Description (3 points)
For each sound below, provide its complete phonetic description.
(1 point each; ½ point deduction per error)

EXAMPLE: [i] high front tense vowel

[b]
a. ...........................................................

[f]
b. ...........................................................

[ɛ]
c. ...........................................................

1B. Phonetic Identification (3 points)
For each phonetic description below, provide the appropriate phonetic symbol and a word which exemplifies it. (½ point for symbol; ½ point for word)

EXAMPLE: voiced alveolar fricative: [z]: zoo

palatal liquid
a. ..................................................................

mid back tense vowel
b. ..................................................................

high front lax vowel
c. ..................................................................
1C. English Phonology (4 points)
The underlying form of *pin* is /pɪn/.

Four phonological rules of English are listed below. For each rule, do the following:
- determine whether it applies to the word *pin*.
- justify your decision based on the phonological environment found in *pin*.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Applies to <em>pin</em>?</th>
<th>Justification?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vowel nasalization</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Vowel lengthening</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Aspiration</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Flapping</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
1D. Phonological Analysis (2 points)

Look at the following data from Cree, an Algonquian language spoken in Canada, and answer the questions below. (1 point per question).

NOTE: Assume that vowel lengthening (indicated by a colon) is not relevant to this analysis.

<table>
<thead>
<tr>
<th>[tahki]</th>
<th>Always</th>
<th>[me:daue:u]</th>
<th>he plays</th>
</tr>
</thead>
<tbody>
<tr>
<td>[nisto]</td>
<td>Three</td>
<td>[adim]</td>
<td>dog</td>
</tr>
<tr>
<td>[tagosin]</td>
<td>he arrives</td>
<td>[adihk]</td>
<td>caribou</td>
</tr>
</tbody>
</table>

a. Does this data suggest that [t] and [d] are in complementary distribution? (Circle one)

YES    NO

b. Is there a rule which explains the distribution of [t] and [d]. If so, state that rule.
2A. Morpheme Analysis (6 points total)

Draw the structure of each of the words below.
(2 points per word; ½ point off per error of any kind)

Make sure that you:

- label the category for each level of the word's structure
- identify each morpheme using the following key:
  - free root (F)
  - bound root (B)
  - derivational (D)
  - inflectional (I)

a. pinpricks
b. prettiest
c. cleanliness
2B. Word Creation Processes (3 points)

For the examples below, identify the derivational process that has operated to create a new word or new functions/meanings of a word. (1 point each)

Use the following key:

- compounding
- functional shift
- borrowing
- root creation
- affixing
- semantic shift
- acronym
- blending

---

2. a. bourgeois + bohemian → bobo

2. b. nose + bleed → nosebleed

2. c. chair (noun) → chair (verb; e.g. He chaired the meeting)

---

2C. Morphological Analysis of Another Language (3 points)

Examine the following data from Isleta, a Native American dialect spoken in New Mexico, and answer the questions that questions below.

- [temiban] I went
- [amiban] you went
- [temiwe] I am going
- [mi] Go
- [temihi] I will go
- [mimiay] he was going
- [tewanban] I came
- [tewanhi] I will come
- [wan] come
a. What morpheme corresponds to the English 'I'?

b. What morpheme indicates future tense (i.e. 'will' in English)?

c. What is the English translation of [miwanban]?

Section 3: Syntax

3A. Diagramming Compound and Complex Sentences (9 points)

Draw the structure of the three sentences below.

Make sure you:

- indicate the lexical category of each word in the sentence
- identify the subcategory of verbs.

Each sentence diagram will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>3.0</td>
<td>No errors present; OR one error in labeling lexical categories</td>
</tr>
<tr>
<td>2.5</td>
<td>Minor errors present.</td>
</tr>
<tr>
<td>2.0</td>
<td>Major errors present.</td>
</tr>
<tr>
<td>0</td>
<td>No diagram attempted; OR different sentence diagramed.</td>
</tr>
</tbody>
</table>

A tree fell in the forest but nobody heard it
Few students believe that linguistics classes are easy.

A man in Germany laughed when his friend hit his head.

3B. Structural Ambiguity (2 points)

The following sentence is structurally ambiguous:

*The chef prepared chicken and boiled potatoes.*

Explain the two meanings of this sentence (1 point each).

**Meaning 1:**

**Meaning 2:**
3C. Transformational Grammar (3 points)

Look at the following surface structure:

Have you tried the cake which I made?

a. What is the deep (underlying) structure of this sentence? (1 point)

b. Name the type(s) of transformation(s) that were applied to the deep structure to reach the surface structure. (2 points)

Section 4: Language Variation

4A. Dialect Analysis (3 points)

Identify the feature of African-American English (AAE) that is exemplified in each question below. (1 point each)

Use the following key:

- monophthongization
- consonant cluster reduction
- inflectional morpheme deletion
- reflexive pronouns
- multiple negation
- be deletion
habitual *be*

(a) She not like the others say.

(b) I found John book.

(c) paste pronounced [pes]
## Consonants of English

<table>
<thead>
<tr>
<th></th>
<th>Bilabial</th>
<th>Labiodental</th>
<th>Interdental</th>
<th>Alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
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<td>Stop</td>
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<td>Fricative</td>
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<td>Liquid</td>
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## Vowels of English

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<td>Monophthongs</td>
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<td>Diphthongs</td>
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APPENDIX B

English 110P-1/Seo/Fall 2010

PROJECT 1
(25% of the final grade)

Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Peer review in-class</td>
<td>10/18</td>
</tr>
<tr>
<td>Final draft due</td>
<td>10/20</td>
</tr>
</tbody>
</table>

Guidelines

- All papers should be typed and double-spaced in 12 point Times New Roman with 1-inch margins.
- Project notes should be stapled to the back of the paper.
- **Papers with no notes attached will be considered late until notes are turned in; as such, they will receive a lower grade as outlined in the course syllabus.**
- Either MLA or APA citation styles are acceptable for this paper.
- There is a mandatory in-class peer review on the date indicated above. Failure to come to class on that date or to bring a draft for review will lower your grade by 3 points.
- Be sure to cite, paraphrase, or quote course readings, lectures, and/or handouts in your discussion.
- Submit your project in a twin-pocketed, lightweight folder:
  - Left pocket: final draft
  - Right pocket: first draft, notes, peer review form, etc.

Purpose

The goal of this project is for you to use your own experiences as a second language "beginner" to synthesize and reflect on the many theoretical factors relating to SLA that have been discussed in class and in course readings.

Data Collection

In this project, you will immerse yourself in a second language learning experience, and you will reflect on your own progress and reactions to the learning experience. To get exposure to a second language that you don’t know, choose one of the following options:

1. A TV program, DVD/video, or CD/audiotape designed to teach a foreign language that you don't know. Watch or listen to at least two lessons.
2. A TV program or movie in a language you know nothing about. Watch the program or movie at least twice. Do not use English captions or subtitles.
3. A beginning foreign language class in a language you have never studied. Attend at least two class sessions (i.e., 2-3 hours).

Whichever option you choose, you should take careful and detailed notes on:

- Your emotional reaction to being a beginner.
What bits of linguistic information – phonological features, grammatical structures, and lexical items – you were able to pick up in the language (and how you were able to get them).

What you understood in the program/video/class.

Essay

Write a 5- to 7-page paper in which you analyze your experiences as a beginning language learner for this project, explicitly connecting them to course readings and lectures. The essay will have two components:

1. **Description**: A description of your experiences for this project, which addresses the following questions: *(target length = 1-2 pages)*
   - To what extent were you able to comprehend the program/video/class?
   - What specific things did you learn about the phonology (sound system), vocabulary, and grammar of the language? Give examples.
   - What linguistic/extra-linguistic cues helped you to "pick up" bits of linguistic information?
   - What was your emotional reaction to being a beginner? Were you excited, stimulated, anxious, bored, frustrated…?

2. **Analysis**: A discussion in which you relate your experiences for this project to key course concepts by considering all of the following questions: *(target length = 4-5 pages)*
   - How did your age influence your learning experiences? Do you think, for example, that a child would have had a similar experience? Why or why not?
   - In what ways did your experiences reflect your cognitive (learning) style and your use of specific language learning strategies?
   - How did personality/affective factors (motivation, anxiety, introversion, self-esteem, etc.) affect your learning experience?
   - What cognitive factors (meaningful vs. rote learning, transfer from other languages, etc.) influenced your learning experiences?
   - In what ways did your experiences reflect sociocultural aspects of second language acquisition (e.g. stereotypes, social distance, the language-culture connection, cultural capital, etc.)?
   - Choose two of the three SLA theories we’ve examined this semester: Krashen (Monitor Model), McLaughlin (Attention-Processing Model), and Long/Gass (Interactionist models). In what ways do these theories help explain your experiences?
   - If you continued your exposure to this language, do you think you would learn it in this way? Why or why not?

**NOTES:**

1. If you watch a movie, a summary of the movie’s plot should be avoided. Excessive plot summary will automatically lower your grade to a C.
2. Make sure that you provide clear examples to support both components (description and analysis) of your paper.

3. Discussion of theory that is not explicitly linked to your experiences for this project will lower your grade substantially.

4. You may refer briefly to prior language learning experiences as long as the vast majority of your discussion focuses on your experiences for this project. If your essay focuses excessively on previous learning experiences, your grade will be lowered.

<table>
<thead>
<tr>
<th>Grading Rubric</th>
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<tbody>
<tr>
<td><strong>Content &amp; Organization</strong></td>
</tr>
</tbody>
</table>
| **A** | All parts of the assignment are thoroughly and carefully completed.  
The paper is clearly written and logically organized.  
The paper carefully considers theory discussed in readings and in class, with appropriate citation, summary, quotation, etc. |

| **B** | Occasional minor omissions in following instructions.  
Occasional minor lapses in clarity & organization.  
Important theory sometimes neglected or not specifically referenced. |

| **C** | One or more parts of project are completed inadequately.  
Paper frequently neglects or does not reference important theory. |

| **D** | One or more parts of the project is incomplete.  
Paper is unclear, incoherent, or illogical.  
Contradicts or ignores theory covered in the course. |

| **F** | Paper addresses assigned task minimally or not at all. |

Please remember that, for an “A” paper, appropriate in-text citation, summary, paraphrase, and quotation from course materials (readings, lecture notes, & handouts) is required.

<table>
<thead>
<tr>
<th><strong>Mechanics</strong></th>
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<tbody>
<tr>
<td>- 0</td>
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<tr>
<td>- 2</td>
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<td>- 4</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Peer review</strong></th>
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<tr>
<td>-3</td>
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</tbody>
</table>
APPENDIX C

English 110C/210C/ Heather/ Spring 2012

Final Project

Purpose

This assignment will allow you to demonstrate your ability to plan a context- and student-appropriate, technology-enhanced instructional sequence.

Task

Design an instructional sequence for the class that you observed for the needs analysis assignment. The instructional sequence must span more than a single class—it can be:

- a major project or assignment that entails work over a period of time; for example, a problem-solving activity which takes multiple classes to complete
- a series of 2-3 linked classes, each of which includes some use of technology; for example, a grammar class where you introduce a structure with some sort of controlled practice on day 1 and have the students use the structure productively in the following class.

You can choose to enhance instruction with any of the technologies we’ve examined this semester: WebQuests, blogs, wikis, chats, discussion tools, podcasts, HotPotatoes, Audacity, COCA, etc. The technologies you use, and how you use them, should be appropriate for the students, the course goals, and the context (i.e. you should take into account students’ access to hardware, software, and the internet).

Completion of this project requires the production of three interrelated documents:

1. lesson plan(s) which follow the model presented in class (see SacCT for template)
2. instructional materials (handouts, webquests, etc); provide links to websites!
3. narrative rationale—a double-spaced 2-3 page explanation of (a) why this project is appropriate for the target population and context, (b) how the procedures build towards the SWBATs, and (c) how the lesson plan takes into account relevant SLA principles and theories.

Guidelines

1. All papers should
   - be typed, double-spaced, in a 12-point font, and with 1 inch margins
   - be carefully spell-checked and proofread
   - be original to this class (i.e. no papers submitted to other classes)
2. The instructional sequence must be different from work submitted for group projects.
3. If your instructional sequence is for a language other than English, you must provide a gloss (i.e. translation) for all materials that are in the target language. Failure to provide a gloss will automatically lead to a grade of F.
4. English 210C students should follow APA guidelines for formatting, in-text citations, and the bibliography; English 110C students may use either MLA or APA guidelines.
5. Projects should be submitted electronically by midnight on Tuesday, May 15th through the “Assignments” section of SacCT.

6. Your file should be titled PROJECT-InitialLastName e.g. PROJECT-JHeather

7. NOTE: If you use Microsoft Word, I should be able to open your paper easily. However, I usually cannot open papers that are created using WordPerfect or Microsoft Works. If you use either of these programs, please make sure you save your paper as an RTF file.

**Grading**

Contribution to course grade = 40 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| A 36-40 points | • Project thoroughly completed according to instructions  
• Teaching materials are appropriate to the context  
• Teaching procedures clearly explained in the lesson plans  
• Narrative rationale clearly written and well organized  
• Narrative rationale includes (a) specific references to relevant course readings and other materials and (b) a list of sources consulted with accurate use of APA or MLA format  
• Entire project carefully proofread, spell-checked, and attractively presented. |
| B 32-35 points | • Problems in one of the above areas                                                                                                          |
| C or lower   | • Problems in more than one of the above areas.                                                                                               |
| F            | • Gloss not provided for materials in a language other than English                                                                       |