Concept Building and Discussion 1
Criterion-referenced Grading System

Course Description
In this course, students will build on the communicative strategies they acquired in Communication Strategies 1 and 2 through a series of individual and team activities related to science and engineering. Emphasis will be placed on negotiation, discussion and problem-solving in a group setting, and the language skills needed to gather information from a variety of sources, summarize that information, and present results and conclusions to an audience. After completing the course, students should be able to find information on a topic through library and Internet sources, discuss this information in a group, and present findings with proper source acknowledgment to an audience in well-formed sentences with pronunciation and intonation comprehensible to an international audience.

Course Goals
A. Work in a group and solve simple problems in English with teacher assistance.
B. Present simple findings to an audience in well-formed sentences from a prepared script.
C. Prepare and deliver a convincing speech with comprehensible pronunciation and intonation.
D. Write three-to-four paragraph reports based on the information discussed/researched.
E. Use vocabulary from the first 2000 words and the academic word list effectively.
F. Use Internet and library resources to find information on a chosen topic.
G. Understand the concepts related to plagiarism, and include proper source acknowledgment in work produced.

Meeting the goals
Throughout the course, the following assessment tools will be used to evaluate whether students are meeting the goals of the course.

- End-of-unit writing assignments (4)
- Mid-term discussion test
- Internet research and source acknowledgment quiz
- Group project oral presentation
- Final paper

The chart on the following page relates the various criteria that are associated with each goal with the various assessment tools. In order to achieve a goal, students must pass at least 60% of the assessments of the criteria associated with that goal. In order to pass the course, students must achieve at least 60% of the course goals: that is, at least five out of seven. Most criteria are assessed multiple times, so students will have several chances to show that they have achieved the criteria and thus, the goals of the course. However, in order to achieve a high grade in the course, students will need to provide consistent evidence of their achievement.
Course Grade

The final grade in the course is determined by calculating a cumulative score of each student's completion of the various criteria and then referring to the chart at right. As noted above, if a student does not achieve at least 60% of the course goals (i.e., at least five out of seven), then, regardless of their score, they will receive a final grade of "F". Furthermore, in accordance with university policy, students who do not attend at least two-thirds of the lessons will receive an "F" as their final grade.

<table>
<thead>
<tr>
<th>Score range</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>90 \leq \text{score} \leq 100</td>
<td>A+</td>
</tr>
<tr>
<td>80 \leq \text{score} &lt; 90</td>
<td>A</td>
</tr>
<tr>
<td>70 \leq \text{score} &lt; 80</td>
<td>B</td>
</tr>
<tr>
<td>\text{score} &lt; 70</td>
<td>C</td>
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</tbody>
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Assessment Tools

The following is a description of the various assessment tools to be used in the course.

**End-of Unit Writing Assignments (four)**

At the end of each of Units One to Four in the textbook, there is a specific writing assignment with a writing guide and writing samples. Students should complete these assignments, writing on a topic directed by the teacher (typically based on one of the more advanced tasks from the respective unit).

**Mid-term Discussion Test**

This test is designed to give students a chance to show the basic discussion skills they have developed during the first part of the course. It should be administered soon after completing Units One to Four. Students are given a topic in advance that they may research and prepare a short report about. In class, students are placed in groups of four and given a task on that topic. The task should require them to debate some particular issue and reach some sort of conclusion (e.g., a ranking, agreement on the issue, etc.).

**Internet Research and Source Acknowledgment Quiz**

This is a paper-and-pencil quiz that assesses students' knowledge of how to form search terms, as well as how to use quotation and proper source acknowledgment in writing. The quiz will take place after covering the relevant tasks in Unit Five.

**Group Project Presentation**

This presentation is a chance for student groups to report on their research projects. The presentations should take place in the final weeks of the course. Each group should have about ten minutes which includes time to present as well as answer some questions. Presentations should be stopped after a certain amount of time (e.g., 7-8 minutes) so that other students will have time to ask questions, as they are required to do.

**Final Paper**

This paper is individually prepared by students based on their group research project. Students should submit the paper after the final presentation and should acknowledge the contribution of their group members.