

## Answer 2 with comments and marks

Communication Skills for University Success Summative Peer Assignment	
Summarise the course topic	Teaching English as a second or foreign language.
Summarise the purpose of the course by drawing upon the course description and learning outcomes	The course expands on what students have learned in EDGU 2000 and looks at the methodology, skills and strategies needed to teach English as a second or foreign language.
Rhetorical situations	
List the components of the course	Weekly Classes 2 Practicums (teaching sessions) Lesson Observation Report based on Lesson Observation Warmer (short teaching experience) Portfolio of activities Blog (weekly online contributions)
Select three course components and describe the elements of the rhetorical situation below	
Course component 1	<p><b>Name of component:</b> Class</p> <p><b>Author:</b> The author is the lecturer/teacher as well as the students. The classes are interactive, such as with Week 5's class, which features peer teaching.</p> <p><b>Audience:</b> Both the teacher/lecturer and the students are the audience, as indicated in the above passage.</p> <p><b>Place:</b> This is not explicitly mentioned anywhere in the Unit of Study, but it can be assumed that this would take place in one regular location for each of the weekly classes. There are also the Practicums and Lesson Observations which would take place in different locations.</p> <p><b>Purpose:</b> This also isn't mentioned but it is likely that the purpose is to expand on the content from the required readings.</p> <p><b>Media:</b> This may include classroom media such as whiteboards, computers and mobile devices and books.</p>
Course component 2	<p><b>Name of component:</b> Lesson Observations</p> <p><b>Author:</b> A qualified teacher</p> <p><b>Audience:</b> EDGU 3000 students</p> <p><b>Place:</b> This will be communicated by the teacher/lecturer during the course</p> <p><b>Purpose:</b> to complete the Lesson Observation Report assignment and to further understanding of the purpose, structure and management of TESOL lessons.</p> <p><b>Media:</b> This will be communicated by the teacher/lecturer during the course</p>
Course component 3	<p><b>Name of component:</b> Practicum</p> <p><b>Author:</b> EDGU 3000 student, language learners</p> <p><b>Audience:</b> Language learners, EDGU 3000 students, supervising teacher</p>

**Comment [A1]:** This recognises the various components of the course and how each one would have a unique rhetorical situation.

**Comment [A2]:** It's reasonable to assume this as details such as venue location may change. If the location is not clear, it is important to email the course coordinator before week 1.

	<p><b>Place:</b> This will be communicated by the teacher/lecturer during the course</p> <p><b>Purpose:</b> To gain practical experience as well as a deeper understanding of the principles explored in EDGU 3000.</p> <p><b>Media:</b> This will be communicated by the teacher/lecturer during the course</p>
<b>Making the most of participation in the course</b>	
For each of the course components above, describe how you would prepare and participate to get the most out of the course.	
Course component 1	<p><b>Name of component:</b> Class</p> <p><b>How would you prepare?</b> I would read all the required readings and tasks for each week. I would think about the concepts and write down any issues that confused me and bring questions to class.</p> <p><b>How would you participate?</b> I would ask questions that came up during the readings and listen to what my classmates and teacher have to say.</p>
Course component 2	<p><b>Name of component:</b> Lesson Observations</p> <p><b>How would you prepare?</b> I would find out from the facilitator where I had to go and what time I needed to be there. I would also make sure I have the correct lesson observation document printed so that I could take relevant notes to be able to complete the lesson observation report.</p> <p><b>How would you participate?</b> I would introduce myself to the teacher I am observing, then observe quietly while taking notes.</p>
Course component 3	<p><b>Name of component:</b> Practicum</p> <p><b>How would you prepare?</b> Write a lesson plan, show it to the EDGU lecturer, make corrections based on feedback, give the lesson plan to supervising teacher.</p> <p><b>How would you participate?</b> By actively delivering the lesson based on the feedback that was given by the teacher.</p>
<b>Assessment items</b>	
Select two assessment items. Describe the type of assessment item, its purpose, and what is expected of the student.	
Assessment item 1	<p><b>Type:</b> Warmer</p> <p><b>Purpose:</b> to build on experience in developing a warmer in EDGU 2000.</p> <p><b>Expectations:</b> To download the template from the LMS, write up the warmer on the template and email it to the teacher 24 hours before the scheduled warmer. Also, to have knowledge of warmers based on EDGU 2000.</p>
Assessment item 2	<p><b>Type:</b> Lesson Observation Report</p> <p><b>Purpose:</b> to further our understanding of the purpose, structure and management of TESOL lessons.</p> <p><b>Expectations:</b> To attend a scheduled lesson observation, take notes, write a 900 word critique on the lesson in the correct template and submit it via the LMS. To be able to</p>

**Comment [A3]:** This shows that the learner is engaging with the content in advance and will be involved in class discussions.

**Comment [A4]:** The learner shows that they are well prepared by focusing on the end result and what is needed from the Lesson Observation for the final Report.

**Comment [A5]:** This shows that the learner is clearly aware of their role in the classroom as a guest observer.

**Comment [A6]:** The learner has focussed on the feedback element which would most likely be an important element of the task.

**Comment [A7]:** This is a comprehensive answer based on the Unit of Study outline.

	identify relevant aspects of teaching and articulate them in the report.
For the same two assessment items, list the steps you would go through to complete it successfully	
Assessment item 1	<b>Steps:</b> <ol style="list-style-type: none"> <li>1) Read the unit of study outline and familiarise myself with the task</li> <li>2) Find out from <u>lecturer</u> when my warmer is scheduled</li> <li>3) Download warmer template from LMS</li> <li>4) Draw on previous knowledge of warmer from EDGU 2000</li> <li>5) Create a lesson plan</li> <li>6) Check the lesson plan against the assessment criteria and that it successfully covers each one</li> <li>7) Send it to the <u>teacher</u> 24 hours before scheduling</li> </ol>
Assessment item 2	<b>Steps:</b> <ol style="list-style-type: none"> <li>1) Read the unit of study outline and familiarise myself with the task, including the task deadline</li> <li>2) Find out from my teacher when the Lesson Observation is scheduled</li> <li>3) Look at the assessment criteria to know what aspects need to be covered in the report.</li> <li>4) Download the report template from the LMS to see how the report needs to be structured and what needs to be included</li> <li>5) Attend the scheduled observation</li> <li>6) Take notes in the lesson observation to be able to adequately describe the lesson in detail when writing the report</li> <li>7) Develop initial ideas based on lesson observation notes and list them in the relevant sections</li> <li>8) Write the first draft of the report, using the notes listed in point 7</li> <li>9) Check the draft against the criteria. Also check whether it is answering the question, and for cohesion</li> <li>10) Rewrite as necessary</li> <li>11) Make a final check of the report for spelling, grammar and formatting</li> <li>12) Submit</li> </ol>

**Comment [A8]:** This is another detailed answer that builds upon the other information on the Lesson Observation Report.

**Comment [A9]:** This answer details the steps presented in the Unit of Study as well as some other necessary steps, such as number 2.

**Comment [A10]:** This is a very comprehensive answer which shows the importance of drafting against the criteria and checking the draft before rewriting.

## Marking Criteria

## Marking Criteria

Communication Skills for University Success Summative Peer Assignment			
	Doesn't do this OR does this poorly	Does this	Does this well
Summarise the topic		✓	
Summarise the purpose		✓	
<b>Rhetorical situations</b>			
List the components of the course		✓	
Course component 1 – analyse the elements of the rhetorical situation			✓
Course component 2 – analyse the elements of the rhetorical situation			✓
Course component 3 – analyse the elements of the rhetorical situation			✓
<b>Making the most of participation in the course</b>			
Course component 1 - describe preparation and participation			✓
Course component 2 - describe preparation and participation			✓
Course component 3 - describe preparation and participation			✓
<b>Assessment items</b>			
Assessment item 1 – Describe type, purpose, and expectations			✓
Assessment item 2 – Describe type, purpose, and expectations			✓
Assessment item 1 – Describe steps for completion			✓
Assessment item 2 – Describe steps for completion			✓