



ELIS 104 (Academic Track)

Speaking Project Information and Forms

Module 3, 2018/19

Name:

Section:

Speaking Project Information for Students

ELIS 104

Module 3, 2018

Overview

The 104 speaking project is a project that involves multiple steps that will result in you producing two pieces of work: 1) a fully-developed essay on your topic, 2) a 5-6 minute presentation. The presentation will be at the end of the module. Your essay will be written in class on the day of the “Final Writing Exam”. Details about the essay requirements and what you are allowed to bring with you on the day of the “Final Writing Exam” will be given about a week before the exam.

Although the essay and the presentation occur near the end of the module, you will have to start from the **beginning** of the module to complete a series of steps that will lead up to these 2 final products. Your teacher will give you instructions and provide some help in completing these steps. However, you will have to do most of the work on your own at home.

You will need to:

- Turn in a list of topics for your teacher to approve.
- Turn in a list of sources from which you will find out more about your topic for your teacher to approve.
- Read and/or watch the sources to learn information about the topic.
- Turn in short paragraphs about what you learned from the sources.
- Write an essay on your topic (in class, under exam conditions)
- Prepare and present a final spoken presentation.

Important Information about Forms

Each step of the project requires you to turn in some written work to your teacher. Your teacher will look over your work and return it to you several days later. **It is important that you keep ALL the paperwork for the whole module. You will need to turn the forms in again on the day of your final presentation.** You are strongly recommended to make a copy of the forms when you receive them back from your teacher and to keep them in a safe place.

Step One: Choosing Your Topic

You should submit 3 choices of topic, in priority order, to your instructor by **Monday of Week 2 (Jan 14th)** on the form provided. The forms are available in Student Resources <https://goo.gl/qWREUW>. Your topic needs to be **academic** in nature and **related to** the themes in the course. Topics should not be related to religion or politics in any way. You need to be able to find articles, videos, or audio files **in English** related to your topic. In addition, written sources should be a minimum of 500 words. Audio-visual sources should contain a minimum of 2.5 minutes of spoken text.









Your teacher will **not** allow more than one student to do the exact same topic. That is why you need to submit a list of 3 choices. **Please note that your teacher will always have the final decision about whether your topic is acceptable.**

In addition to choosing a topic, you must choose an **approach** to the topic. In other words, **how** will you look at or talk about the topic? You **must** choose one of the 3 approaches below:

1. Advantages/Disadvantages
2. Cause/Effect
3. Problem/Solution

In other words, your topic should focus on **either** the advantages and/or disadvantages of something, **or** the causes and/or effects of something **or** why something is a problem and what some effective solutions are.

The table below gives some examples of acceptable and unacceptable topics. Notice that each acceptable topic fits into one of three types: a) advantages/disadvantages, b) problem/solution or c) cause/effect. For the final writing exam, your essay will have to match one of these three types of essays. You will also practice writing these three types of essays in this course. Your final presentation will also need to follow one of these approaches.

Book 3, Unit 4 Transport		Why?
Acceptable: 	<ol style="list-style-type: none"> 1. Replacing Cars: The cost and benefit of rail-transport (Advantages and Disadvantages) 2. The impact of cars and traffic on the environment (Cause and effect) 	Topic is specific and focused.
Unacceptable: 	Transport in Jeddah	Not sufficiently academic. Information known without reading or watching anything. Doesn't fit one of the 3 approaches listed.
Book 3, Unit 5 Environment		
Acceptable: 	The environmental impact of plastic pollution (Problem and Solution)	Focused on a particular type of pollution
Unacceptable: 	Environmental pollution	Too broad and doesn't fit one of the 3 approaches.
Book 3, Unit 6 Health and Fitness		
Acceptable: 	The health benefits of eating fruits and vegetables (Cause and Effect)	Focused on a particular type of benefit.
Unacceptable: 	Different types of exercise for keeping fit	Not academic enough and doesn't fit one of the 3 approaches.
Book 3, Unit 7 Discovery and Invention		
Acceptable: 	<ol style="list-style-type: none"> 1. Self Driving Cars: Pros and Cons (Advantages/Disadvantages) 2. How to reduce car accidents caused by mobile phone use (Problem/Solution) 3. Problems in healthcare that are solved by robots and why robots are an effective solution for them. (Problem/Solution) 	<ol style="list-style-type: none"> 1. Since this is about cutting-edge technology, anything more focused would probably be too complex for students at this level. 2. Topic is focused enough to be discussed at this level. 3. Topic is specific and focused. Could also look at other fields such as manufacturing.
Unacceptable: 	<ol style="list-style-type: none"> 1. How self-driving cars work 2. How the mobile phone has changed our lives 	<ol style="list-style-type: none"> 1. Probably too technical for students at this level 2. General knowledge – can be discussed without any research. <p>In addition, both of these topics are unacceptable because they don't fit one of the 3 approaches listed.</p>

Step 2: Find Information about your Topic

After your instructor approves your topic, you need to find information about it. The information should be in English and it can be in writing, audio, or video. Written sources should be a minimum of 500 words. Audio-visual sources should contain a minimum of 2.5 minutes of spoken text. There are many websites where you can

find information including www.bbc.com/learningenglish and www.discoveryeducation.org. You can also use Google search to help you find information.

By **Monday of Week 3 (Jan 21st)**, you need to submit to your teacher, on the correct form, a list of 4 sources (written, audio, or video) that you will use to find information about your topic. Your teacher needs to approve your list of sources and say that they are OK and academic enough.

Step 3: Learn and Write Information about your Topic

After your instructor approves your sources, you need to watch, listen to, and/or read your sources and write a paragraph about the information you learned from **each** of your sources. You will turn in, on the correct form, the paragraphs for grading by **Thursday of Week 5 (Feb 7th)**.

Step 4: Give Your Final Presentation

One of the final products of your ELIS 104 Speaking Project is a 5-6 minute presentation (**including** the introduction and conclusion) which you will give on **Wednesday, Feb 20th**. To receive the highest marks, **the body** of your presentation (**excluding** introduction and conclusion) should be around 4 to 4 ½ minutes long.

Your presentation should follow these guidelines:

- **Introduction**—The introduction should attempt to grab the attention of your audience, explain why you chose the topic, and outline/preview the rest of your presentation (*see Listening/Speaking Unit 7, p. 136 for information about outlining a topic*)
- **Body**--Depending on which approach you took to your topic, the body of your presentation should do **one** of the following:
 1. Clearly present and explain at least 2 advantages and at least 2 disadvantages of your topic, in detail, and try to persuade the audience that **either** the advantages **or** the disadvantages are stronger.
 2. Clearly explain, with details and examples, the causes and effects of something. Depending on your topic, it is OK if you focus more on causes or more on effects. It is also OK if you talk about both.
 - If you focus more on causes, you should talk about at least 3 causes and at least 1 effect.
 - If you focus more on effects, you should talk about at least 3 effects and at least 1 cause.
 - If you talk about both equally, then you should talk about at least 2 causes and at least 2 effects.
 3. Clearly present a problem, explain why it is a problem, and present 2-3 possible solutions in detail. You should discuss the advantages and disadvantages of each solution and try to persuade the audience which solution you think is best.
- **Conclusion**—Your conclusion should summarize the main points from the body of your presentation and include a final attempt to persuade the audience to agree with your opinion. If your presentation was discussing causes and effects, your opinion in the conclusion could focus on, “What should we do as a result of this?”

You will be graded on:

- Your introduction
- How clearly and well you do the things mentioned above in the “body” of your presentation, with an appropriate amount of detail.
- Your conclusion
- How well you demonstrate a clear understanding and knowledge of your topic.
- How well organized and easy to follow your presentation is. This includes how effectively you are able to use the linking words on pages 100 and 101 of your Listening/Speaking Book.
- Your ability to stay on topic and not introduce irrelevant details.

Please note that you are **not** allowed to read your presentation either from detailed notes or from Power Point slides. **If you mostly read your presentation, you will lose a lot of marks as mentioned on the rating scale.** You **are** allowed to have notes while you speak as long as you don't mostly read from them. Power Point slides and/or visual aids are **NOT** required and are not considered in the grade. You will **not** get a higher grade if you use them.

This project is about **your** ability to speak and explain the information you learned about your topic. As a result, you are **not allowed** to use any audio clips as part of your presentation. You should be the only speaker.

Please note the score for your presentation will be significantly lowered if there is not a clear link between your presentation, your topic, and the sources and information you submitted in Steps 1-3. **It will also be lowered if you don't take 1 of the 3 approaches to your topic** mentioned in the "Body" section above.

Summary of Steps and Speaking Project Grade Components

Step #	Task	Due	Hand-in	Marks
1	Select 3 topics related to one of the themes in the coursebook.	Mon, Wk 2 (Jan 14)	3 choices of topic in priority order	5
2	Upon approval of the topic, select and submit for approval a list of 4 audio/visual or written sources on a topic of interest.	Mon, Wk 3 (Jan 21)	List of sources – (Only one of the sources can be from the course book)	5
3	Upon approval of the sources, read and/or watch the sources.	Thurs, Feb 7	Short paragraphs about the content and/or information in the sources	30
4	Make a final Presentation. (5-6 minutes)	Wed, Feb 20	All the forms submitted previously (Steps 1-3) for the teacher's reference.	60
Total:				100

Project Essay

As mentioned in the “Overview”, the 104 speaking project is a project that involves both a final presentation **and** a fully developed essay on your topic. The 4 steps mentioned on the previous pages all go to the “Speaking Project” part of your grade for ELIS 104 while the essay will go to your “Final Writing Exam” score for ELIS 104. The final writing exam for ELIS 104 requires you to write an essay, in class, under exam conditions, related to the topic of your speaking project. As a written essay, it should follow the format and rules of written English covered in your course book.

Since you had to look at outside sources to complete your project, you are allowed to bring **notes** with you to the exam. Further guidelines about what kinds of notes you **can** bring and what kinds of notes you **can't** bring will be provided about a week before the exam. You will **NOT** be allowed to use **anything else** during the exam. You **cannot** use your book, smartphone, smartwatch, a dictionary, or anything else.

The rating scale for the exam looks at your ability to:

- write an effective, well-developed, and well-organized essay with an effective introduction, three body paragraphs, and an effective conclusion that summarizes the main points from the body of the essay and tries to persuade the reader about your opinion on the topic.
- use a variety of linking words taught in the coursebook effectively and accurately including:
 - **to, in order to, so, because** and **so that** to give reasons
 - **such as, like, for instance, especially** and **for example** to give examples
 - **leads to, causes, results in, caused by, due to, because of,** and **the result of/as a result of** to talk about causes and effects
- consistently use accurate subject/verb agreement, tense, and word order.
- consistently use capital letters, full stops, and commas correctly avoiding run-on sentences and fragments.
- spell accurately, creating minimal strain or difficulty for the reader

Your essay needs to follow the same approach to your topic that your speaking project takes. Specifically, it needs to do **one** of the following:

- Clearly present and explain at least 3 **total** advantages and/or disadvantages of your topic. **Each should be in its own paragraph.** This means you can **either** write about 2 advantages and 1 disadvantage **or** talk about 2 disadvantages and 1 advantage. Your conclusion should summarize the advantages and disadvantages and try to persuade the reader whether the advantages or disadvantages are stronger.
- Clearly explain, with details and examples, at least 3 **total** causes and effects of something. This means you can do any of the following:
 0. Write about 3 causes of your topic.
 1. Write about 3 effects of your topic.
 2. Write about at least 2 causes and 1 effect of your topic.
 3. Write about at least 2 effects and 1 cause of your topic.**Each cause or effect should be explained in its own paragraph.** In the conclusion, you should summarize the causes and effects you talked about in the body and answer this question for the reader: “What should we do as a result of this?”
- Clearly present a problem, explain why it is a problem, and present 3 possible solutions in detail. The problem and why it is a problem should be explained in the introduction. **Each solution should be in its own paragraph.** For each solution, you should discuss its advantages and disadvantages. In the conclusion, you should summarize the three solutions and try to persuade the audience which solution you think is best.

Please note you will lose a lot of marks if there is not a clear link between the topic of your writing exam and the topic of your speaking project. **It will also be lowered if you don't take 1 of the 3 approaches to your topic** mentioned above.

The full rating scale (grading rubric) for the final writing exam will be posted in Student Resources (<https://goo.gl/qWREUW>) at least a week before the exam.

ELIS 104 Speaking Project
Grading Rubric for All Steps of the Project EXCEPT the Essay
Module 3, 2018

Note: the essay is graded separately using the “ELIS 104 Final Writing Exam Rating Scale”

Step One: Choosing Topic

Task Achievement	
Student submits his / her choice of 3 appropriate academic topics related to themes in the coursebook and fitting one of the 3 approaches required.	5
Student submits his / her choice of 2 appropriate academic topics related to themes in the coursebook and fitting one of the 3 approaches required.	3
Student submits only 1 appropriate academic topic related to themes in the coursebook and fitting one of the 3 approaches required.	2
Student fails to submit anything.	0

Step Two: Submission of sources for Approval

Task Achievement	
Student submits for approval a list of 4 appropriate audio-visual and/or written sources on topic of interest.	5
Student submits for approval a list of 3 appropriate audio-visual and/or written sources on topic of interest.	4
Student submits for approval a list of 2 appropriate audio-visual and/or written sources on topic of interest.	3
Student submits for approval only 1 appropriate audio-visual and/or written source on topic of interest.	2
Student fails to submit any sources on topic of interest.	0

Step Three: Submission of Paragraphs

For **each source**, the paragraph about what the student learned from that source will be graded as follows:

Task Achievement:(24 points)	
Paragraph is at least 8 sentences in length and clearly states at least 4 things the student learned from the source with clear and sufficient examples and supporting details.	6
Paragraph is at least 7 sentences in length and clearly states at least 3 things the student learned from the source with clear and sufficient examples and supporting details.	5
Paragraph is at least 6 sentences in length and clearly states at least 3 things the student learned from the source some examples and supporting details.	4
Paragraph is less than 6 sentences and/or states less than 3 things the student learned.	2
No paragraph written about the source.	0

Source Information is Complete and Verifiable:(6 points)

The title of each source and the web address or other means of locating the source has been written down completely and is verifiable for:

Verifiable Sources (6 points)	
All 4 sources	6
3 sources	4
2 of the sources	2
1 source	1
None of the sources	0

ELIS 104 Speaking Project Grading Rubric, Step Four – Final Presentation

Introduction:

The introduction is very interesting and engaging, clearly explains why the student chose the topic, and effectively outlines the rest of the presentation.	10
The introduction is interesting and engaging, explains why the student chose the topic, and outlines the rest of the presentation.	8
The introduction is somewhat interesting, gives some explanation of why the student chose the topic, and briefly outlines the rest of the presentation.	6
The introduction is rather boring and/or may not explain very well why the student chose the topic. The student may fail to outline the rest of the presentation.	4
The introduction is quite boring and may be very brief. Little information is given about why the student chose the topic, and there is no or little attempt to outline the rest of the presentation.	2
There is no, or almost no, introduction.	0

Body of the Presentation:

There are 3 “Body” rating scales below, depending on the approach the student took. **Use the rating scale that matches the approach the student took.**

In all cases, **students must meet all the positive characteristics for the score given.** Otherwise, they should receive the next lowest score. If a student meets some of the characteristics of a higher score, a score in between can be given. For example, if a student meets all the characteristics of a 15 and some of the characteristics of a 20, he/she may be given a 17.

Approach 1: Advantages/Disadvantages

<ul style="list-style-type: none"> The student clearly and effectively presents at least 2 advantages and at least 2 disadvantages related to his/her topic in a sufficient amount of relevant detail, as partially evidenced by the body of the presentation being around 4 to 4 ½ minutes long. The student effectively persuades the listeners about whether the advantages or disadvantages are stronger and why. 	25
<ul style="list-style-type: none"> The student presents at least 2 advantages and at least 2 disadvantages related to his/her topic with a good amount of relevant detail, as partially evidenced by the body of the presentation being at least 3 ½ minutes long. The student makes a good attempt at persuading the listeners about whether the advantages or disadvantages are stronger with some good arguments and reasons. 	20
<ul style="list-style-type: none"> The student presents at least 3 total advantages and disadvantages related to his/her topic with some detail, as partially evidenced by the body of the presentation being at least 3 minutes long. The student somewhat effectively persuades the listeners about whether the advantages or disadvantages are stronger with somewhat effective arguments and reasons. 	15
<ul style="list-style-type: none"> The student presents at least 1 advantage and at least 1 disadvantage related to his/her topic. Details may sometimes be less relevant and tend to be briefer, as partially evidenced by the body of the presentation being only around 2 ½ minutes long. The student is not able to effectively persuade the listeners about whether the advantages or disadvantages are stronger. 	10
<ul style="list-style-type: none"> The student presents only 1 advantage or disadvantage related to his/her topic. Some information may be relevant and related to the topic, but other information seems off topic or only tangentially related. Details are brief, as partially evidenced by the body of the presentation being only around 2 minutes long. 	5
The body of the presentation is less than 2 minutes long , may be mostly off topic, and shows little preparation and understanding of the topic.	0

Approach 2: Cause/Effect

<ul style="list-style-type: none">• The student clearly and effectively presents a total of at least 4 causes and effects related to his/her topic with a sufficient amount of relevant details and examples, as partially evidenced by the body of the presentation being around 4 to 4 ½ minutes long.	25
<ul style="list-style-type: none">• The student presents a total of at least 4 causes and effects related to his/her topic with a good amount of relevant detail and examples, as partially evidenced by the body of the presentation being at least 3 ½ minutes long.	20
<ul style="list-style-type: none">• The student presents a total of at least 3 causes and effects related to his/her topic with some detail and examples, as partially evidenced by the body of the presentation being at least 3 minutes long.	15
<ul style="list-style-type: none">• The student presents a total of at least 3 causes and effects related to his/her topic. Details and examples may be less relevant and tend to be briefer, as partially evidenced by the body of the presentation being only around 2 ½ minutes long.	10
<ul style="list-style-type: none">• The student presents only 1 cause or effect related to his/her topic. Some information may be relevant and related to the topic, but other information seems off topic or only tangentially related.• Details and examples are brief, as partially evidenced by the body of the presentation being only around 2 minutes long.	5
The body of the presentation is less than 2 minutes long , may be mostly off topic, and shows little preparation and understanding of the topic.	0

Note: “A total of at least 4 causes and effects” means the student gives at least 3 causes + 1 effect **OR** at least 3 effects + 1 cause **OR** 2 causes and 2 effects. Any of these combinations of causes and effects are acceptable.

Approach 3: Problem/Solution

<ul style="list-style-type: none">• The student clearly and effectively presents a problem, explains why it is a problem, and presents 2-3 solutions with a sufficient amount of relevant detail.• The student clearly and effectively discusses the advantages and disadvantages of each solution and effectively persuades the listeners about which solution is best.• The overall length of the body of the presentation is around 4 to 4 ½ minutes.	25
<ul style="list-style-type: none">• The student presents a problem, explains why it is a problem, and presents 2-3 solutions with a good amount of relevant detail.• The student discusses the advantages and disadvantages of each solution and makes a good attempt at persuading the listeners about which solution is best.• The overall length of the body of the presentation is at least 3 ½ minutes.	20
<ul style="list-style-type: none">• The student presents a problem, explains why it is a problem, and presents at least 2 solutions with some detail.• The student discusses the advantages and disadvantages of each solution and somewhat effectively persuades the listeners about which solution is best.• The overall length of the body of the presentation is at least 3 minutes.	15
<ul style="list-style-type: none">• The student presents a problem, explains briefly why it is a problem, and presents at least 2 solutions with somewhat brief detail that may sometimes be less relevant.• The student briefly discusses the advantages and disadvantages of at least 1 solution and briefly attempts to persuade the listeners about which solution is best.• The overall length of the body of the presentation is only around 2 ½ minutes.	10
<ul style="list-style-type: none">• The student presents a problem, may or may not explain briefly why it is a problem, and presents only 1 solution with quite brief detail. Some information may be relevant and related to the topic, but other information seems off topic or only tangentially related.• Details are brief, as partially evidenced by the body of the presentation being only around 2 minutes long.	5
The body of the presentation is less than 2 minutes long , may be mostly off topic, and shows little preparation and understanding of the topic.	0

Organization	
The presentation is very well-organized and very easy to follow. Everything is relevant and clearly related to the topic. Linking words (pp. 100,101) are used effectively and sufficiently .	10
The presentation is well-organized and easy to follow. Almost everything is relevant and clearly related to the topic. Linking words (pp. 100,101) are usually used effectively and sufficiently .	8
The presentation is organized and fairly easy to follow. Most information is relevant and related to the topic. Linking words (pp. 100,101) are used, but not always effectively , and they could be used more frequently.	6
The presentation is somewhat organized and can be followed. Some information is relevant and related to the topic, but other information seems off topic or only tangentially related. Linking words (pp. 100, 101) are not used well or frequently enough .	4
The presentation is poorly organized and/or the student seems unprepared. Information may or may not be related to the topic. Linking words (pp. 100, 101) are rarely used effectively .	2
The presentation is very poorly organized and quite hard to follow . Most information may be unrelated or tangentially related to the topic. Almost no attempt is made to use linking words (pp. 100, 101).	0

Linking words from pages 100, 101:

First Ideas	Additional Ideas	Comparison/Contrast	Conclusion
To begin with	Secondly	However	Overall
First of all	In addition	Although	To Sum Up
firstly	And	In comparison	Finally
	Next	But	All in all
	Also	On the other hand	
	What's more	Despite that	
	As well as that	In Contrast	

Conclusion	
The conclusion very clearly summarizes all the main points from the body of the presentation and effectively persuades the audience to agree with the student's opinion.	5
The conclusion clearly summarizes all the main points from the body of the presentation and makes a good attempt at persuading the audience to agree with the student's opinion.	4
The conclusion fairly clearly summarizes most of the main points from the body of the presentation. It also somewhat effectively persuades the audience to agree with the student's opinion.	3
The conclusion attempts to summarize at least some of the main points from the body of the presentation and briefly attempts to persuade the audience to agree with the student's opinion.	2
The conclusion is quite brief and summarizes few of the main points from the body of the presentation and is not able to effectively persuade the audience to agree with the student's opinion.	1
There is no, or almost no conclusion.	0

Pronunciation, Fluency, and Comprehensibility	
<ul style="list-style-type: none"> • The student is clear and easy to understand. • The student speaks fluently, with few pauses, and at a consistently appropriate speed (neither too fast nor too slow) • Any grammar and vocabulary errors do not affect comprehensibility. 	10
<ul style="list-style-type: none"> • The student is fairly clear and easy to understand. • The student speaks fairly fluently, with some pauses, hesitation, and/or false starts. The speed of speech is generally appropriate. • Any grammar and vocabulary errors may only have a slight effect on comprehensibility. 	8
<ul style="list-style-type: none"> • The student is understandable with some listener effort. • The student speaks either somewhat slower or somewhat faster than ideal. Pauses and hesitation may impact the flow of the speech. • Errors in grammar and/or vocabulary may sometimes hinder comprehensibility. 	6
<ul style="list-style-type: none"> • The student is understandable with significant listener effort. • The student speaks slowly. Pauses and hesitation significantly impact the flow of the speech. • Errors in grammar and/or vocabulary may sometimes hinder comprehensibility. 	4
<ul style="list-style-type: none"> • The student is difficult to understand. • The student speaks very slowly. Pauses and hesitation are frequent and severely impact the flow of the speech. • Errors in grammar and/or vocabulary often hinder comprehensibility. 	2

PENALTIES:

- If the student mostly reads his/her presentation (either reading from detailed notes or from power point slides), deduct **6 marks**. This is a speaking project, not a reading project.
- If the student's presentation is only somewhat connected to what the student turned in for Steps 2 and 3, deduct **8 marks**.
- If the student's presentation has **little** connection to the sources cited and what the student turned in for Steps 2 and 3, **deduct 15 marks**.
- If only the general topic matches what the student has done previously, **deduct 20 marks**.
- If the presentation is on a completely different topic, **deduct 30 marks**.

Student Score for Part 4:

Total of Introduction, Body, Conclusion, and Pronunciation/Fluency/Comprehensibility	/60
Penalties (if any)	-
Final Score for Step 4	/60

**ELIS 104 Speaking Project
Student Forms
Module 3, 2018**

Step One: Use this form to hand in your top 3 choices of topic.

To the teacher: Write "yes" and initial beside the "approved" topic choice and write "no" for the 2 topics that are NOT approved.

	Unit	Theme	Topic	Approved?
1 st Choice				
2 nd Choice				
3 rd Choice				

Grade for Step 1: _____ /5 **Teacher's Signature:** _____ **Date:** _____

Teacher's Comments:

Step Two: Use this Form to Get Approval of your Sources of Information

To the teacher: Write "yes" or "no" in the "approved?" column for each source.

Source	Title	Audio, Video or Written Text?	What is it about? (A sentence about the information given in each source)	Where did you get it from? (website URL or Book/Magazine title and date and page number)	Approved?
1					
2					
3					
4					

Teacher's Comments on Sources:

Grade for Step 2: _____ /5 **Teacher's Signature:** _____ **Date:** _____

Step Three: Complete the requested information about each source. Then write a paragraph about what you learned from each source here.

Source 1 Title: _____ Website URL/Where you found it: _____
Source 2 Title: _____ Website URL/Where you found it: _____
Source 3 Title: _____ Website URL/Where you found it: _____
Source 4 Title: _____ Website URL/Where you found it: _____

Grade for Step 3:

Task Achievement					
Source 1 Para.	Source 2 Para.	Source 3 Para.	Source 4 Para.	Clear Source Info	Total
/6	/6	/6	/6	/6	/30

Teacher's Signature: _____

Date: _____