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Edtech 512: Online Course Design
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Note: In this update of the TOAB report, I've added several new sub points to the list in order to be more thorough in ensuring prerequisite sub skills are learned and assessed prior to moving on to higher objectives. Sub skills added include 1.1.1, 1.2.1, 4.1.1, 4.1.2, 4.3.1, 4.3.2, 4.6.1, 4.6.2. One object, 3.6, was removed because it was determined that it was beyond the scope of the class. The LMT will be updated soon to reflect such changes.

Task Objective-Assessment Item Blueprint
Freshman English Blended (Classroom/Online) Course

Learning Task Item & Number	Objective	Outcome Level	Assessment Item
Comprehend and discuss university level texts, socialize, learn and collaborate in English		Intellectual Level: Higher order rules or problem solving	
1.0 Analyze English Texts & Structures		Intellectual Level: Rule-using or application	
1.1.1 Identify the number of syllables in a word	Given any word visually or orally, learners will be able to state how many syllables are in the word with at least 90% accuracy.	Intellectual skill: rule using	Quizzes; Midterm & Final exam;
1.1 Say the proper number of syllables in a word.	When speaking in a conversation, students will be able to use the proper number of syllables in words at least 90% of the time.	Intellectual skill: rule using	Speaking exams; Regular observations.
1.2.1 Identify 3 blending rules in a text	When given a text, SWBT identify where blending rules apply with at least 90% accuracy.	Intellectual skill: Concrete concepts	Quizzes; Midterm & Final exam;
1.2 Identify & apply 3 blending rules	When engaging in a conversation, SWBT apply the 3 blending rules to their pronunciation with at least 70% accuracy.	Intellectual skill: rule using	Speaking exams; regular observations.

1.3 Identify major grammar structures	When reading a text, SWBT identify and label major grammar structures learned in the course with at least 90% accuracy.	Intellectual skill: concrete concept	Quizzes; Midterm & Final exam;
1.4 Identify essay and paragraph elements	When given an essay, SWBT identify and label the major elements of the essay with 90% accuracy.	Intellectual skill: concrete concept	Homework; Quizzes; Midterm & Final exam;

2.0 Discuss academic texts in English

Intellectual Level: Higher-order rules and problem solving

2.1 Apply 3 blending rules and syllable rules when reading aloud	When reading aloud, learners will be able to pronounce words with the proper number of syllables and apply the 3 blending rules with at least 90% accuracy.	Intellectual skill: rule using verbal information	Observations; Speaking Exam
2.2.1 Use a dialog of agreement when discussing comprehension questions	When discussing comprehension questions, SWBT hold a dialog of agreement or disagreement with two other partners with 95% accuracy and at a rate deemed normal by most native English speakers.		Observations; Speaking Exam
2.2 Use a dialog of agreement / disagreement when discussing comprehension questions so that language and expressions are diverse, dynamic and elaborates upon the answer.	When discussing comprehension questions, SWBT generate a dialog of agreement or disagreement with two other partners with 95% accuracy, at a rate deemed normal by most native English speakers, with at least three different expressions of agreement and 3 expressions of disagreement and elaborates upon the answer at least 50%of the time.	Intellectual skill: Higher order rules	Observations; Speaking Exam
2.3 Generate evidence to support answers and use that to back choices	When answering and discussing comprehension questions after reading a text, SWBT locate and use appropriate evidence in the story to support their answer with at least 90% accuracy.	Intellectual skill: Higher order rules	Homework assignments; Final Exam
2.4 Express ones' opinions about the topic	When holding a discussion about a topic from the textbook, learners will be able to express their opinions in response to questions in full sentences, at an appropriate rate, and citing at least one fact to support their opinions	Intellectual skill: Higher order rules	Observations; Midterm & Final exam
2.5 Draw parallels with personal experience and other topics and issues	When discussing issues related to the stories read in the textbook, SWBT draw from personal experience and related issues to expand on and support their opinions at least 75% of the time.	Intellectual skill: Higher order rules	Observations; Speaking Exam

3.0 Socialize in English

Intellectual Level: Higher-order rules and problem solving

3.1 Use first meeting questions to begin & hold a conversation	When first meeting someone, SWBT ask and answer all the ten first meeting questions learned in class while utilizing at least 7 of the 10 Conversation Rules, at a rate deemed 80% normal and with a pronunciation that is understandable.	Intellectual skill: rule using	Observations; Midterm & Final exam; Speaking exam
3.2 Talk about family giving extensive details	When discussing family, students will be able to speak extensively about each of their family members and ask at least two questions about their partners family members while using at least two adjective clauses and following the 10 conversation rules.	Intellectual skill: Higher-order rules	Homework writing assignment; Observations; Speaking exam
3.3 Explain past, present and future actions and conditions	When holding a conversation, SWBT use proper verb tenses at least 90% of the time.	Intellectual skill: rule using	Observations; midterm and final exams; Speaking exam.
3.4 Discuss experiences	When discussing past experiences orally, SWBT use the perfect present and simple past properly at least 90% of the time to both ask and answer questions.	Intellectual skill: rule using	Observations; midterm and final exams; Speaking exam.
3.5 Describe places	When orally describing the location of objects within a room , SWBT use proper grammar structures to describe at least 8 items in less than 2 minutes.	Intellectual skill: concrete concept	Homework assignment; observations; midterm & final exams.
3.6 Express opinions	When asked their opinion on a topic, SWBT answer using various modals and helping verbs including should, could, might, have to, need to, must, in the appropriately at least 80% of the time while supporting their opinion with at least one reason using the conjunction "because."	Intellectual skill: concrete concept	Observations; Speaking Exam; Assignments
3.7 Tell Stories using various verb and other structures	When telling a story about something that happened in their past, SWBT use the various verb tenses to explain what happened while speaking for at least two minutes straight.(In particular, they will be able to use the progressive past for the background of the story followed by the simple past to show the interruption of action as well as to move the story from one idea to the next)	Intellectual skill: Higher order rules	Observations; Speaking Exam; Assignments

4.0 Identify & apply grammar structures in text & use for academic and social conversations

Intellectual Level: Higher-order rules and problem solving

4.1.1 Verb Tense Table	When told to write the verb tense table, SWBT do it for any verb in less than 3 minutes with 100% accuracy at least 98% of the time.	Intellectual skill: concrete concepts	Observations; Homework; Quizzes; Midterm & Final exams.
4.1.2 Verb Tenses	When hearing or seeing a sentence or question, SWBT identify what the verb tense is at least 90% of the time.	Intellectual skill: concrete concepts	Observations; Homework; Quizzes; Midterm & Final exams.
4.1 Basic sentence and question structure	When making sentences and questions for any of the 12 verb tenses, students will be able to do so correctly for any subject at least 85% of the time.	Intellectual skill: rule using	Observations; Homework; Quizzes; Midterm & Final exams; Speaking Exam
4.2 Adjective clauses and conjunctions	When making sentences and questions, SWBT identify and use adjective clauses and conjunctions to make complex sentences with at least 90% accuracy and for more than 50% of a 5 minute conversation.	Intellectual skill: higher-order rules	Observations; Homework; Quizzes; Midterm & Final exams; Speaking Exam
4.3.1 Simple & continuous past, present and future	When reading or listening, students will be able to identify and distinguish the usage of simple and continuous verbs in the past, present and future with at least 90% accuracy.	Intellectual skill: Concrete concepts	Quizzes; Midterm & Final exam; homework
4.3.2 Simple & continuous past, present and future	When writing or speaking, students will be able to construct simple and continuous sentences and questions with at least 90% accuracy.	Intellectual skill: rule using	Observations; Homework; Quizzes; Midterm & Final exams; Speaking Exam
4.3 Simple & continuous past, present and future	When holding a conversation, students will be able to select and use the appropriate simple and continues verb tense at least 85% of the time.	Intellectual skill: Higher-order rules	Observations; Homework; Quizzes; Midterm & Final exams; Speaking Exam
4.4.1 Perfect tense verbs	When reading or listening, students will be able to identify and distinguish the usage of the past, present and future tense verbs.	Intellectual skill: Concrete concepts	Quizzes; Homework
4.4.2 Perfect tense verbs	When writing or speaking, students will be able to construct perfect tense verbs with at least 85% accuracy.	Intellectual skill: rule using	Observations; Homework; Quizzes; Midterm & Final exams; Speaking Exam
4.4 Perfect tense verbs	When holding a conversation which requires the perfect tense, SWBT use proper verb tenses at least 85% of the time.	Intellectual skill: higher -order rules	Observations; Homework; Quizzes; Midterm & Final exams; Speaking Exam

4.5 Prepositions of place and adjectives	When describing a place, students will be able to construct sentences using correct prepositional phrases (90%), multiple prepositional phrases for each object (at least two phrases) and use the articles "a" and "the" correctly at least 80% of the time.	Intellectual skill: rule using	Observations; Homework; Quizzes; Midterm & Final exams; Speaking Exam
4.6.1 1st, 2nd, 3rd conditionals	When reading or listening, students will be able to identify and distinguish the usage of the 1st, 2nd and 3rd conditionals at least 90% of the time.	Intellectual skill: Concrete concepts	Quizzes; Homework
4.6.2 1st, 2nd, 3rd conditionals	When writing or speaking, students will be able to construct the 1st, 2nd or 3rd conditionals with 100% accuracy at least 90% of the time.	Intellectual skill: rule use	Observations; Homework; Quizzes; Midterm & Final exams; Speaking Exam
4.6 1st, 2nd, 3rd conditionals	When reading, speaking, writing or listening, SWBT understand the meaning of the 1st, 2nd, and 3rd conditionals at least 80% of the time.	Intellectual skill: Higher order rules	Observations; Homework; Quizzes; Midterm & Final exams; Speaking Exam
4.7 Helping Verbs & Modals	When reading, speaking, writing or listening, SWBT identify, understand and use various modals and helping verbs to express their opinions with at least 90% accuracy.	Intellectual skill: Higher order rules	Observations; Homework; Quizzes; Midterm & Final exams; Speaking Exam

5.0 Apply Strategies and Skills for learning and communicating in English

Intellectual Skill: Higher order rules

5.1 State and Apply 10 conversation rules	When asked to state the ten conversation rules, students will be able to within one minute. When holding a conversation, they will apply at least 7 of the conversation rules at least 90% of the time.	verbal information & Intellectual skill: rule using	Quizzes; Speaking exam; observations
5.2 Use self-talk and reflection to reinforce and practice learned language	When alone, students will be able to speak to themselves in only English at least once a day for 10 minutes without feeling stressed.	Cognitive Strategies & Intellectual skill: rule using	self-reporting; audio homework assignments

5.3 Utilize speed speaking for improving skills	When in practice situations, students will be able to speak at a pace that is twice their own normal speaking speed and at least the speed of what would be considered a normal native English speakers speed for at least 3 minutes without taking more than one pause for no longer than 10 seconds.	Cognitive Strategies; Motor skills	Observations; Speaking quiz
5.4 Consider context when conversing	When holding conversations, SWBT use context cues to understand the meaning of a question or statement or to ask questions and make statements when meaning is not clear or a conversation begins to break down.	Intellectual skill: Higher order rules	Observations; Speaking quiz

6.0 Demonstrate Cultural Understanding	Intellectual skill: Higher order rules
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6.1 Identify and define classroom expectations	When asked, students will be able to list at least 3 main differences between a "Korean" classroom and "western" classroom.	Verbal Information	Observations; quizzes; midterm & final exams
6.2 State socializing differences between Korean and North American societies	When asked, students will be able to list at least 3 main differences between "Korean" and "western" forms of socializing.	Verbal Information	Observations; quizzes; midterm & final exams; Speaking exam
6.3 Recognize the meaning of and use body language and other non-verbal communication	When asked, students will be able to express several (at least 3) different forms/aspects of body language and communication between Korean and English speakers/westerners. When communicating in English, students will apply western/English body language to their conversations at least 50% of the time.	Verbal Information; Attitudes	Observations; quizzes; midterm & final exams; Speaking exam
6.4 Distinguish formal and non-formal speaking situations and language	When conversing, students will be able to distinguish between various formal and informal conversation structures and respond accordingly at least 80% of the time.	Intellectual skill: Higher-order rules	Observations; Speaking exam
6.5 Distinguish between politically correct and incorrect language	Students will be able to state and discriminate between politically correct and incorrect terms and when speaking will choose to use politically correct terms 100% of the time.	Intellectual skills: Defined Concepts; Attitudes	Quizzes; Speaking exam;
6.6 Define multicultural values and beliefs	When thinking about or discussing American culture, students will be able to identify and describe several modern multicultural values and beliefs.	Attitudes; Intellectual skill: Concrete Concepts	Observations; Midterm & Final Exams

7.0 Use technology to learn, communicate and collaborate in English	Intellectual skill: Higher-order rules and problem solving
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7.1 Locate and use Online English dictionaries	When students don't know the meaning of something, they'll be able to locate and use a variety of resources and tactics to find the meanings of words, expressions and cultural references within less than a minute.	Intellectual Skill: Higher order rules; Cognitive Strategy	Observations; homework assignments
7.2 Use and navigate English search engines to research and locate information	When researching, students will be able to use English search engines, such as Google, to locate appropriate information to fulfill a task.	Cognitive Strategy	Projects & assignments
7.3 Use and communicate with English social networks	SWBT use several English based social networks to communicate and collaborate with others so as to achieve defined tasks.	Intellectual skill: higher order rules	Online observations; projects
7.4 Use Wikis and forums	Students will be able to use a Wiki to update, modify, or change existing text as well as contribute at least one paragraph of content while collaborating on a project.	Intellectual skill: Higher order rules	Online observations; projects; homework
7.5 Use video chat and text-chatting to communicate in English	Students will be able to identify several video chatting solutions that can be used for video chatting and will establish at least one partner with whom they will chat in English at least once a week for no less than 30 minutes.	Cognitive Strategies; Attitudes	self-reporting; audio homework assignments
7.6 Use English websites that allow to practice English conversation for free	Students will be able to use livemocha.com as well as a variety of other online websites to practice English and make at least one foreign friend whom they communicate with at least twice during the course.	Intellectual Skills: rule using; Cognitive Strategies; Attitudes	self-reporting; audio homework assignments; in class descriptions

Entry Skills

0.1 Pronounces and reads most vocabulary with an approximate degree of accuracy		Verbal Information	Initial Interview
0.2 Knowledge of basic grammar: word order, subject verb agreement, pronouns, nouns, adjectives, adverbs, etc		Intellectual Skill: Concrete concepts	Initial Interview
0.3 Ability to score a beginner level on most standardized ESL tests (e.g.. band 2 or 3 on IELTS)		Intellectual Skill: Rule Using	Initial Interview
0.4 Knowledge of XP, file management, email, and Internet usage		Motor Skills; Intellectual Skill: High order rules	Initial Interview

0.5 Usage of cell phones, mp3 & mpeg recording

Motor Skills; Intellectual Skill: Rule using

Initial Interview