

# *Guidelines for Tasks*

Written Assignments

Oral Presentation

Debate

Role Play

# Written Assignments

## Format

1. Use 12-point Times Roman font.
2. Use 1.5 spacing or double spacing.
3. Number the pages.
4. Indent the first word of a paragraph five spaces.
5. Use one-inch margins.
6. Be consistent in format and graphics.
7. Do not leave a title, subtitle, or heading at the bottom of a page. Move it to the next page.

## Process

1. Consider the type of assignment, the audience, and the purpose of the paper.
2. Write a purpose statement and a thesis statement for the paper.
3. Make an outline before beginning to write the paper.
4. Edit the paper after you have finished writing it.
5. Rewrite the paper at least once, incorporating revisions.
6. Use spell check and grammar check on the paper.
7. Proofread the paper before making the final copy.

- **Example of a purpose statement:** The purpose of this essay is to analyze the causes of the food shortage in many African countries.
- **Example of a thesis statement:** Although people in many African countries suffer from hunger and malnutrition, the situation would improve if protectionist policies were eliminated.

# Oral Presentation

In an oral presentation, a speaker gives a clear and concise report to the audience, often using the presentation graphics program Microsoft PowerPoint. The presentation can be an oral summary of the writing assignment suggested in each chapter. It can also be a summary of an article chosen from online news sources. (See Appendix B, How to Do Internet Research.)

## Report Handout

Make a two-page handout for your classmates that includes an outline of the report's information, ten key words and definitions, and a short quiz with five questions. (See example of a report handout on pages 81–82.) After your presentation, answer questions from the class, and then give students the quiz.

### *Outline Format for a Presentation on a News Article*

- I. Introduction (author, title, source, and date of article, and main idea)
- II. Summary (major points)
- III. Evaluation (value of information)
- IV. Conclusion (restatement of main idea of article)

## *Oral Presentation Evaluation*

Excellent +      Satisfactory ✓      Unsatisfactory –

Evaluate the presentation as excellent, satisfactory, or unsatisfactory, according to the following criteria.

- **Organization**

- Captured the attention of the audience in the introduction
- Stated purpose and main idea at the beginning
- Developed major points logically and coherently
- Restated main idea in the closing
- Included transitions

- **Content**

- Fulfilled requirements of assignment
- Explained major points
- Summarized content clearly and concisely
- Exhibited understanding of the topic
- Included originality and creativity

- **Delivery**

- Spoke loudly, clearly, and fluently
- Made eye contact with all members of the audience
- Used nonverbal gestures
- Included effective visual aids
- Answered questions from the audience

- **PowerPoint Support**

- Limited the information on each slide to six points
- Designed slides for consistency and readability
- Used correct grammar and spelling
- Used parallel structures
- Explained the information on the slides

**Overall Evaluation** \_\_\_\_\_

**Comments**

# Example of a Report Handout

## *Regional Conflict (Chapter 2)*

### *“Firm Rejection of Terrorism’ at US-Arab Summit in Egypt”*

- I. Introduction
  - A. “Firm Rejection of Terrorism’ at US-Arab Summit in Egypt” by Philip Smucker (*Christian Science Monitor* 4 June 2003)
  - B. Arab leaders accept President Bush’s road map for peace and reject violence.
  
- II. Summary
  - A. President Bush met with leaders from Egypt, Jordan, Saudi Arabia, and Bahrain at Sharm El-Sheikh on June 3, 2003, to discuss the road map for peace.
  - B. The leaders of these countries supported an end to violence against Israel and Bush’s two-state solution to the Israeli-Palestinian conflict.
  - C. Doubts about the implementation of the plan remain.
  - D. Bush also met with Palestinian Prime Minister Mahmoud Abbas and Foreign Minister Nabil Sha-ath.
  
- III. Evaluation
  - A. The article was informative and objective in tone.
  - B. It explained the complex situation in the Middle East in a concise and clear style.
  - C. It gave a realistic assessment of the current situation.
  
- IV. Conclusion
  - A. The Arab leaders are committed to Bush’s road map as long as Israel withdraws from the lands it seized in the 1967 War and removes its military forces and its settlements from the West Bank.
  - B. They declared their firm rejection of terrorism and violence.

# Example of a Report Handout

## *Regional Conflict (Chapter 2)*

### *“‘Firm Rejection of Terrorism’ at US-Arab Summit in Egypt”*

*Philip Smucker (The Christian Science Monitor June 4, 2003)*

#### *Vocabulary*

<b>extremism</b>	radicalism, fanaticism
<b>comply</b>	to obey, fulfill the terms, act in agreement with
<b>perpetrated</b>	committed, carried out
<b>fait accompli</b>	accomplished fact, completed action
<b>crack down</b>	to take disciplinary action, to make a strong effort
<b>impromptu</b>	done without preparation, unplanned
<b>eviscerated</b>	deprived of power, destroyed
<b>abide</b>	to conform to, to accept without objection
<b>implementation</b>	execution, realization, achievement
<b>left hanging</b>	not completed, not finalized

#### *Quiz*

1. What would result from the U.S.-backed road map for peace in the Middle East?
2. On what condition would leaders of Egypt, Jordan, Saudi Arabia, and Bahrain support an end to violence against Israelis?
3. Who represented the Palestinians at the meeting with Bush in Sharm-El-Sheikh?
4. Why did Yassir Arafat not attend this meeting?
5. According to Egyptian Foreign Minister Ahmed Maher, what is required from the United States?

# Debate

In a debate, two teams present opposing arguments on a controversial topic with the goal of convincing the audience of their point of view. The Pro team presents arguments in favor of a topic. The Con team presents arguments in opposition to a topic. Each team has a leader who gives an opening statement and a closing statement. The team members prepare questions and answers on the topic.

## *Debate Guidelines*

- Each team has approximately the same number of members.
- Each team elects a leader.
- All members of the team are prepared to speak at least once and to give a rebuttal (answering argument) to the opposing team's statements.
- No one person dominates the debate; all team members contribute equally to the debate.
- The person who is speaking is not interrupted.

## *Debate Format*

- Pro team introductory statement (5 minutes)
- Con team introductory statement (5 minutes)
- Con team questions and pro team answers (15 minutes)
- Pro team questions and con team answers (15 minutes)
- Con team concluding statement (5 minutes)
- Pro team concluding statement (5 minutes)

### *Debate Preparation*

- Do Internet and library research to locate relevant information on the debate topic.
- List your team's major arguments in order of strength.
- List questions you think the opposing team will ask, and write out your responses.
- Write out questions your team will ask the opposing team.
- Summarize your team's strongest arguments.

### *Debate Evaluation*

Excellent +      Satisfactory ✓      Unsatisfactory –

Evaluate the members of the opposite team as excellent, satisfactory, or unsatisfactory, according to the following criteria.

- \_\_\_\_ Participation: All members of the team participated by making statements, asking questions of the other team, or answering the other team's questions.
- \_\_\_\_ Organization: The team began with introductions of its members and ended with a clear closing statement.
- \_\_\_\_ Presentation: The team members communicated their position persuasively by combining delivery, gestures, and eye contact to create an image of competence.
- \_\_\_\_ Analysis: The team presented the strongest possible arguments to support its position.
- \_\_\_\_ Evidence: The team supported its arguments with good examples and substantial evidence.
- \_\_\_\_ Questions: The team's questions were concise and exposed weaknesses in the opposing team's arguments.
- \_\_\_\_ Answers: The team's answers to questions were concise, to the point, and logically supportive of their team's position.
- \_\_\_\_ Approach: The team treated the opposing team with respect, consideration, and fairness.

Overall Evaluation \_\_\_\_\_

Comments

# Role Play

In a role play, students act out a realistic situation. Performing a role play is an excellent way in which to improve listening and speaking skills. A role play can also increase cross-cultural communication skills. The following guidelines help you to plan, practice, and present a role play.

- Work in teams of two or three. The third person serves as a coach to help the two actors prepare and rehearse the role play (unless a third person is needed for the role play).
- Discuss the role-play scenarios with your partner(s), choose your role, and reread the instructions.
- Develop several objectives for your role play, and put them in writing.
- Think about your character and plan what your character will say.
  - Make notes about the broad ideas and emotions you will act out.
  - Decide how to achieve your objectives for the role play.
- Rehearse the role play with your partner.
  - Do not try to write out the dialogue.
  - Let your dialogue develop naturally and spontaneously.
- Present the role play to the class. (It should be about 5 minutes long.)
  - Speak in a loud and clear voice, and don't be afraid to exaggerate your actions.
  - Listen carefully to what your partner is saying before you respond.
  - Pay attention to nonverbal communication signals of eye contact, facial expressions, gestures, and body language.

- Discuss the issues seen in the role play with the class afterward.
  - What reactions did your classmates have?
  - Were your objectives achieved?

### ***Role Play: Negotiation (Chapter 2)***

In a negotiation, two opposing teams discuss issues in order to arrive at an agreement that is fair and acceptable to both sides. You will work with a team to plan, prepare, and participate in a negotiation session. Each student has to decide whether to be a member of Team A, from India, or Team B, from Pakistan.

#### **Negotiation Guidelines**

- Choose a team leader.
- Decide whether to use collaborative bargaining (a rather friendly approach) or adversarial bargaining (a somewhat hostile approach).
- Draw up a list of issues for the negotiating sessions.
- Put the issues in order of priority.
- Limit the negotiation session to 15 minutes.
- Critique your classmates' negotiating skills after the negotiation session.

#### **Negotiation Format**

- India team introductory statement (5 minutes)
- Pakistan team introductory statement (5 minutes)
- India team issues (20 minutes)
- Pakistan team issues (20 minutes)
- India team concluding statement (5 minutes)
- Pakistan team concluding statement (5 minutes)

#### **Negotiation Preparation**

- Prioritize the major issues that must be resolved.
- List your team's positions on these issues: your ideal solution.
- Write down the supporting arguments for your team's positions.
- Write down the compromise positions that your team would accept if necessary: your bottom line.
- Practice your negotiation style: collaborative bargaining or adversarial bargaining