Description
This Course of Study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Language and Communication: Research, Writing and Oral Presentation. Your competence will be assessed through The Language and Communication Assessment (LCTA) which consists of twelve (12) tasks which are completed in TaskStream. You are highly suggested to do these tasks in the order they are listed in TaskStream and on this Course of Study. Depending on your educational background and work experience, this Course of Study can take up to five weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

Introduction
Welcome to the Language and Communication domain and Western Governors University! In this particular Course of Study, you will be covering the material needed to demonstrate competence on the LCTA performance assessment. Presented here are the series of steps required to complete an academic research paper and oral presentation. While working through the activities contained in this Course of Study, you will begin to answer questions like, “How do I choose a research topic?”, “What is a thesis statement?”, “How do I narrow a thesis statement down?”, “What are the elements of a solid conclusion?”, “How do I translate a research paper into an oral presentation?” As you progress through this material, you may encounter areas of knowledge and skills you already posses. Try to think of how you can apply the new material you encounter with skill sets and knowledge you already possess and how you can apply these ideas to your personal life, professional life and your career as a WGU student.

Here at WGU, we have worked to build added support into each Course of Study. If at any time you require additional assistance or have any questions during your progress through this Course of Study, please feel free to contact the course mentors for this area: Ryan Allen, Alice Stefaniak, Patricia Ploesch, Jose Otero, and Wendy Pickett at languageandcommunication@wgu.edu.

Course Mentor.................... Ryan Allen
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                                Tuesday, 8:00am – 12:00pm, 2:00pm – 6:00pm Central Time
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Course of Mentor............... Alice Stefaniak
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                                      Tuesday, 11:00am – 5:00pm, Central
                                      Wednesday, 8:00am – 5:00pm, Central
                                      Thursday, 10:00am – 2:00pm, 3:00pm – 6:00pm, Central
                                      Friday, 8:00am – 5:00pm, Central

This Course of Study is designed to prepare you for the LCTA, a performance assessment consisting of twelve separate performance tasks to be completed in Taskstream. You should review the assigned material in the textbooks, read and study recommended readings and complete designated activities in the labs and at online sample sites found throughout this Course of Study to help you prepare for success in this domain. When the LCTA tasks are ready for grading you submit them into Taskstream. Once graded, you can access the grade and grader comments using your Taskstream account.

The Language and Communication: Research, Writing and Oral Presentation assessment (LCTA) covers the following topics:

- Selecting a Topic
- Audience Analysis
- Research
- Annotated Bibliography
- Primary Research
- Thesis Statement
- Research Paper Organization
- Research Paper
- Audience Analysis
For a more detailed list of the areas you will be required to demonstrate competence in, please see the competency list below.

**Competencies Covered:**

**Competency 103.1.1: Reading with Comprehension**
The graduate reads narrative and expository passages with comprehension, extracting main ideas and supporting details from texts, using the context to derive meaning.

**Competency 103.1.2: Reading Critically**
The graduate reads critically, identifying relationships and differentiating between fact and opinion, bias, and logical reasoning.

**Competency 103.1.3: Reading Efficiently**
The graduate reads efficiently, surveying the initial text and incorporating effective reading and reviewing strategies.

**Competency 103.2.1: Inquiry & Research**
The graduate uses inquiry and research to retrieve information from oral, written or electronic sources to inform an audience about complex subjects.

**Competency 103.2.2: Evaluating Information**
The graduate accurately evaluates the validity, reliability, and significance of information in a given context.

**Competency 103.2.3: Documenting Sources**
The graduate documents sources accurately.

**Competency 103.3.1: Adaptation**
The graduate adapts the style and format of a message to suit different audiences or purposes.

**Competency 103.3.2: Writing Process**
The graduate understands and uses the writing process to produce well-constructed informational texts.

**Competency 103.3.4: Logic, Clarity, and Persuasiveness**
The graduate distinguishes fact from opinion and presents a position that is supported by evidence that is presented clearly, logically, and persuasively.

**Competency 103.4.1: Organizing Ideas**
The graduate effectively organizes ideas for oral presentation.

**Competency 103.4.2: Presentation Technique**
The graduate presents information to an audience using effective verbal and nonverbal communication strategies and techniques.

**Required Learning Resources:**
MyCompLab, and Research Navigator: Reading, Writing and Composition by Pearson, an online learning resource, provides access to the e-texts and access to the learning labs - MyCompLab and Research Navigator. You will enroll in this resource through your AAP. Once you have enrolled, you will receive an email from Learning Resources with specific instructions for accessing the resource. If you prefer, you may purchase hard copy versions of the e-texts listed below.

E-Texts

WEEK 1
Preparing for Success
In this subject you will be introduced to the learning resources that you will need in order to achieve success in this area of study. Below you will find instructions on how to order and access the resources that are available to you.

**The Learning Resources**
The following activities will guide you through acquiring and accessing the learning resources required for this area of study. (See listing on the resources tab of your AAP to enroll or order)

**Take the Student Self-Assessment**
Before you begin your preparations for the LCTA assessment, you should complete the Student Self-assessment (SSA) for this area. You can access the SSA by following the instructions below.

*To take the Student Self-Assessment:*

2. Follow the directions to complete the Student Self-assessment
3. Forward your results to your mentor of record

This Student Self-assessment can be taken on your computer at home or any other convenient location. Do not use your notes or texts when completing the Student Self-assessment. This will help indicate areas you will need to focus particular on before completing the tasks associated with the LCTA assessment.

**Register for Course Compass Reading, Writing, and Composition**
You will enroll in the course Reading, Writing, and Composition accessed through a portal site called Course Compass.

*Follow these steps to enroll in this course.*
- Look at your AAP.
- Click on LCTA
- Select the Learning Resources Tab
- Click on “Enroll Now” next to Pearson “Reading, Writing, and Composition
Once you enroll you will receive an email from WGU’s Learning Resources department that contains your Login ID and Password for the Course Compass portal site where you will go to access your course, e-texts, and online learning labs. If you cannot find this email, please have your mentor contact the Learning Resources Department and they can retrieve it for you. Take special care to retain all emails and materials you receive regarding your learning resources. The information contained in these materials is very helpful. Save copies of all log-in information from your mentor of record and all course learning resources.

Access E-texts and Online Learning Labs
Retrieve the email message sent to you from WGU’s Learning Resource department that includes all website addresses, login information and passwords that you need to successfully enter your Reading, Writing, and Composition course. You will be directed to the Course Compass log-in page (pictured below).

Follow these steps to access your e-texts and on-line learning labs:

First, you need to enroll in the Course Compass learning resource called “Reading, Writing, and Composition” by Pearson (located on the available resources tab in your AAP). Then you will get an email from Learning Resources that contains your Course Compass login ID and password information. If you cannot find this email, please have your mentor contact the Learning Resources Department and they can retrieve it for you.

1. When you get to the Course Compass log-in page (pictured below) enter your log-in information.

2. Once you have logged in, you will be taken to the page below. The purple menu on the left side will take you to the e-texts (click on e-Books) and the learning labs. You DO NOT need an access code for the e-texts.
3. You do not need an access code for MyCompLab or for the e-texts.

4. To access Research Navigator, follow these steps:

   o Log into Pearson’s Reading, Writing and Composition website using the information you received when you enrolled in the resource. The login page displays the title “Course Compass.”

   o The menu on the left-hand side of the screen gives you access to the different areas of the Pearson Reading, Writing and Composition resource. Click on the link for Research Navigator.

   o A link and an icon will appear for Research Navigator. Click the link and you will next find the Research Navigator homepage.

To access the first article about finding a topic, click on the first top tab called “The Research Process.” On the left-hand side of the screen you will see a box that contains linked article titles. Please retain all emails and materials you receive regarding your learning resources. The information contained in these materials is very helpful.

Order Hardcopy Textbooks (optional):

Electronic versions of the texts aligned to this course of study are included in the Pearson Reading, Writing and Composition Learning Resource you will enroll in through your AAP at no extra charge. If you would like hard copies of the texts, you are encouraged to purchase them at your own convenience and expense. These eTexts include:


Create a Study Journal

Create an area or document (electronic or manual) where you can take notes on the readings, vocabulary, guiding questions, and activities throughout this Course of Study. For ideas on how to divide this journal into sections, see the learning community or contact the Course Mentor, or your Mentor of record.

Referring for LCTA

Since the LCTA is a performance assessment, you must refer for the assessment before you can begin your work in TaskStream.

During a call with your mentor, refer for the LCTA assessment.
- Look at your AAP.
- Find LCTA and click on Assessment Referral.
- Click the tab “Request Assessment”.
- Your Mentor will need to approve this request. It will take approximately two business days for the LCTA to be visible in your TaskStream account.
- If you do not have a TaskStream account, make sure you sign up for one with your mentor.

In order to obtain the instructions for each task and to submit your work, you will need to be enrolled in Taskstream. Students who finish EWB in any month and successfully matriculate will have their Taskstream accounts created by the 15th of the following month. Taskstream will automatically send an email to you with your account information. This email will also include log in information. Additional information on Taskstream can be found in the WGU Student Portal or from your mentor of record.

The Learning Space

If after using all of these learning resources you need further assistance, please feel free to post a question in the learning community or contact the course mentors: Ryan Allen, Alice Stefaniak, Patricia Ploesch, Jose Otero, and Wendy Pickett at languageandcommunication@wgu.edu.

Week 1

Research Paper Part I: Identifying the Topic

The activities for Week 1 will introduce you to the first step in writing a research paper—finding a topic.

Background Information

Your starting point for all the tasks in LCTA is to find a topic that interests you and that you will be able to sustain and enjoy through all the twelve tasks of this assessment.

Competency 103.1.3: Reading Efficiently

The graduate reads efficiently, surveying the initial text & incorporating effective reading and reviewing strategies.

Competency 103.2.1: Inquiry and Research

The graduate selects information from oral, written, or electronic sources to inform an audience about complex subjects.

Topic Selection
Your starting point for all the tasks in LCTA is to find a topic that is interesting and relevant to you. This probably means you will have some degree of familiarity or previous knowledge about the topic. Then you can identify a guiding question about that topic that you would like to answer by conducting research. Identifying an interesting question about your topic is critical to focusing your search for credible information. Once you are focused, your research will find a satisfactory answer to this guiding research question that is directed toward a specific thesis.

There are six elements you will want to consider as you select a topic:

1. You must identify why you chose your particular topic
2. You must provide an adequate articulation of your topic’s scope
3. You must address your previous knowledge of the topic
4. You must provide a guiding question that will direct your research
5. You must provide some context as to why your topic is interesting and relevant
6. You must communicate in complete sentences free of mechanical or grammatical errors and not utilize the first-person point of view

Application: LCTA TASK 1: Topic Selection

Focus on TaskStream: Read Task One directions and rubric found in Taskstream and make notes for yourself.

Brainstorm Your Interests: In a notebook or on your computer, begin recording your thoughts about what topic interests you. Use whatever strategy appeals to you to get your first thoughts on paper. You might try making a list, free-writing, or clustering. Think about recent events, subjects, or thoughts that have intrigued you. These ideas might be related to something that has happened to you or to someone close to you. They might come from the focus of your discipline or degree program. Or your topic might be described as a problem you face, but which is also an issue for others. For example, you may be studying to become a teacher and you’re interested in the “No Child Left Behind” plan and how it impacts student learning. Whatever you decide, the topic should be something which truly interests you. Replace last sentence with: Whatever you decide, the topic should be researchable, but also something which truly interests you

Read pages 4-11 of Chapter 1 in Writing: A Guide for College and Beyond

Pay close attention to:
- Pre-writing strategies you may want to explore
- Preliminary research you may want to conduct in Google Scholar, for example

Read pages 550-552 of Chapter 15 in Writing: A Guide for College and Beyond

Pay close attention to:
- How to create a research question
- How to explore national, regional and local databases for research questions
- How to distinguish between primary and secondary research

Read pages 228-230 of Chapter 21 in SF Writer
Pay close attention to:
  - How to claim and decide on a research topic
  - How to explore research databases to narrow your topic

## Read and Engage in Research Navigator

Pay close attention to the following articles under the Tab, “The Research Process” if you still need more help on finding a topic. To access Research Navigator, you can follow the directions found in the introduction.
  - “Overview of the Research Assignment”
  - “Finding a Topic”

## MyCompLab

In MyCompLab, there is a Research Section which has a set of video tutorials. One in the Office Hour Series is called Finding & Narrowing a Topic. Another in the same Research Section is called: Writing in Action--Narrowing a Subject Online

To access the MyCompLab resource, follow these steps:

1. Log into Pearson’s Reading, Writing and Composition website using the information you received when you enrolled in the resource. The login page displays the title “Course Compass.”

2. The menu on the left-hand side of the screen gives you access to the different areas of the Pearson Reading, Writing and Composition resource. Click on the link for “MyCompLab.”

3. An initial link will appear at the top of the page, followed by an icon, and then several more links. IMPORTANT: First click the last link under the icon, “Click here to launch browser tune-up.” Follow the instruction to make sure you browser is ready for the resource. DO NOT click any of the other links under the icon, as you may receive an error message.

4. Click the first link on the page, “MyCompLab.” You will be instructed to select a course. Select the option “Reading, Writing and Composition with E-books” and then click “Enter your class.”

## Contact the LC Mentor

When you have decided on your topic and formulated a question about it, you may be ready to answer the questions in LCTA Task One of TaskStream. However, before you attempt to answer these questions, you can contact the Language and Communication Learning Space Mentor to determine if your topic and question is suitable for further tasks.

Language and Communication mentors have office hours daily. During these times, click on the "Contact a Mentor" icon found in the Language and Communication LCTA Learning Space to “chat” with the learning space mentor via WGU instant message. If the mentors are not online or available, the system will allow you to send an email. Please include the name of the class, your full name and email address in the email.
Finalize Your Topic: As you finalize your topic choice, read through all twelve (12) tasks that you will be doing for LCTA. This will also give you a better perspective of whether your topic will work for the eventual research paper and presentation.

TaskStream LCTA Task 1 Checklist
CHECKLIST: Before submitting LCTA task 1, check to see if you have completed the following:
- Did you provide a credible and well-supported explanation of your topic choice?
- Did you present an adequate explanation of the process of narrowing your topic?
- Did you provide a clear description of your previous knowledge about the topic?
- Did you present a focused, guiding question for your paper?
- Do you have several questions in your mind about your topic?
- Have you responded to these questions with no errors in grammar, punctuation and spelling?
- Did you research your topic to find out if it has adequate sources?
- Have you checked the e-texts for hints on how to choose a viable topic?
- Are you aware that you can either write directly in the text boxes provided, or write responses in a Word document and then copy and paste these responses into the text boxes provided?
- Have you submitted your responses to TaskStream?

If you have any further questions or would like a more detailed list, please see the rubric for this task in TaskStream.

Self score your task using the scoring rubrics in Taskstream. In Taskstream, each Task has a posted scoring rubric. Review your work using the provided scoring rubric, which is the same rubric that the grader uses to score your task. Make sure that your work meets the minimum requirements as set out by the scoring rubric.

Submit your task to TaskStream to be graded. After a few days, check on the status of your task. If the grader did not pass the task your mentor will send it back to you to review and resubmit with corrections. If there are any areas where you do not understand a concept, please check with the Course of Study Academic Mentor for assistance.

Research Paper Part 2: Audience Analysis
The activities for Week 2 will introduce you to the second step in writing a research paper—finding your audience.

Background Information
The topic you selected interests you, so perhaps you are a member of a group that you could target as your audience. For instance, if you write about the impact of preventive medicine on reducing the number of patients admitted to hospitals, perhaps you chose this topic because you are studying to become a health services administrator. Therefore, your audience might be health science administration students. If you are writing for the general public, who in particular would take the time to read about your topic? For instance, newspapers are aimed at the general reader, but not all general
readers read every article in a newspaper. If your topic appeared in a newspaper, who would likely read it?

**Competency 103.3.1: Adaptation**
The graduate adapts the style and format of a message to suit different audiences or purposes.

**Audience Analysis**
At this point, you should identify who besides yourself might be interested in the information you gather and interpret. That is, who would most likely be affected by your topic? Who would best understand the implications or likely consequences of your findings? It is a good idea to select an audience with which you are very familiar, such as other students or the general public. Within these larger categories, you should identify a smaller group who will be relatively easy to describe. This way, you’ll know what content to include and what to leave out, what terms you will need to define, what word choices to make and what responses your readers might make after having read your research paper.

- **Read pages 3-4 of Chapter 1 in SF Writer**
  Pay close attention to:
  - Notice the various types of written material for different audiences
    - Who would best understand the implications or likely consequences of your findings?
    - What content will you include and what will you leave out?
    - What terms you will need to define?
    - What word choices will you make?
    - What responses will your readers make after having read your research paper?
  - In addition, think about the purpose for your writing

- **Read pages 43-44 of Chapter 6 in Writing: A Guide for College and Beyond**
  Pay close attention to:
  - How to get to know what your audience needs to hear
  - How to impact your audience

- **Website at Purdue University**
The Writing Center has a website for audience analysis at [http://owl.english.purdue.edu/owl/resource/629/01/](http://owl.english.purdue.edu/owl/resource/629/01/)

- **Application: LCTA TASK 2**
You are now ready to begin work on LCTA Task 2 in Taskstream. Go to Taskstream and read the task directions and rubric for this task. There are five elements of audience analysis you will want to consider:

1. You must define who your intended audience is
2. You must address your audience’s level of familiarity or expertise with the subject matter
3. You must address your audience’s need for clarification on technical points, jargon, or specialized vocabulary unique to the particular field of study
4. You must note what the intended audience response should be
5. You must communicate in complete sentences free of mechanical or grammatical errors.

Your audience analysis should, at minimum, be about 1-2 paragraphs.

**TaskStream Checklist**

**CHECKLIST:** Before submitting LCTA task 2, check to see if you have completed the following:

- Have you named and defined a specific audience?
- Have you explained the audience's level of expertise?
- Have you analyzed and defined the needs of the audience?
- Have you provided a credible and well-supported explanation of your audience's probable response?
- Have you checked your responses for spelling, grammar, and punctuation errors before you submit them?

If you have any further questions or would like a more detailed list, please see the rubrics about this task in TaskStream.

**Self score** your task using the scoring rubrics in Taskstream. In Taskstream, each Task has a posted scoring rubric. Review your work using the provided scoring rubric, which is the same rubric that the grader uses to score your task. Make sure that your work meets the minimum requirements as set out by the scoring rubric.

Submit your task to TaskStream to be graded. After a few days, check on the status of your task. If the grader did not pass the task your mentor will send it back to you to review and resubmit with corrections. If there are any areas where you do not understand a concept, please check with the Course of Study Academic Mentor for assistance.

**Week 2 Research Paper Part 3: Research Resources**

The activities for Week 3 will introduce you to the third step in writing a research paper—finding your research for the topic you chose.

**Background Information**

You should now be ready to begin your search for information that will answer your research question. Your online library, accessed through the WGU Student Portal, is probably the best place to begin searching for information to answer your research question. Because of the wide range of materials available through the WGU elibrary, you may decide to contact WGU’s online librarian who can help you locate sources quickly. This way, you can get the most out of the time you devote to research. There is also a Library chat in the community about once a month if you need more assistance.

**Competency 103.2.1: Inquiry and Research**

The graduate selects information from oral, written, or electronic sources to inform an audience about complex subjects.

**Competency 103.2.2: Evaluating information**
The graduate accurately evaluates the validity, reliability, and significance of information in a given context

**Researching Your Sources and Creating a Reference List**

In this week's topic you will be introduced to these methods of gathering research and creating a reference list.

During most topic searches, you will probably take the following steps:

- Browse a subject directory.
- Try both a keyword search and a subject search
- Browse reference materials and media related to your topic.
- Browse an online catalog for books.
- Browse the many specialized indexes on WGU’s online library to find newspaper, journal and magazine articles.
- If you use Academic Search Complete, use TX all text to maximize your searching.
- Browse the web and determine the value of what you’ve found.
- Create a reference list.
- Use APA Style to finalize your reference list.

■ **Read Chapters 16, 17 and 18 in Writing: A Guide for College and Beyond.**

Take time to:

- Explore a typical library and see a working bibliography with clues for how to evaluate resources on pp. 562 and 563.
- Explore similar databases as those in the WGU library and notice the citations needed for your reference list on p. 569
- Learn to explore and evaluate websites.

■ **Read Chapter 22, 23 and 28 in SF Writer.**

You may need to:

- Review how to use APA style in your reference list
- Look at the library section on databases and search engines
- Learn how to use Boolean searching within databases

■ **Check the Draft of your Reference List**

Compare your draft of your reference list against the samples of a reference list at


Look at these examples to see

- how the author is placed in a reference,
- how the title looks,
- what punctuation you use
- how to alphabetize
- how to identify the different types of references—books, periodicals, online-based or electronic resources, other sources in print or other sources that are not print;
- what to use to create electronic references when you use the internet.
The Cornell University website is particularly good at showing you reference examples. Even though both APA and MLA examples are given, make sure to use the APA sample at http://www.library.cornell.edu/okuref/research/skill28.htm.

**Watch the video tutorials on research**

Go to MyCompLab and find the "Research" column; find the link called "Research Video Tutorials."

- The Writing in Action Series has three videos to watch called “Understanding Online Citation,” “Conducting Online Keyword Searches,” and “Comparing Online Sources.”
- MyCompLab has “Citation Diagnostics” and Exercises for practice.
- Use the directions found in the introduction to access MyCompLab.

**Application: You are now ready to complete LCTA Task 3.**

You are now ready to begin work on LCTA Task 3 in Taskstream. Go to Taskstream and read the task directions and rubric for this task.

- **CHECKLIST:** Before submitting LCTA task 3, check to see if you have completed the following:
  - Have you described a research strategy that gives you a broad look at your selected topic?
  - Have you listed more than two sources from the WGU online library?
  - Have you listed at least 10 relevant and reliable sources drawn from libraries, the Internet, books and current periodicals?
  - Have you written your reference list in APA style?
  - Is your final version of this reference list free from errors in punctuation, spelling and APA style?
  - Have you alphabetized your reference list according to APA rules?
  - Have you reviewed spacing requirements for APA style?
  - Have you created an attachment as an .rtf document to preserve your formatting and submitted it to TaskStream?

If you have any further questions or would like a more detailed list, please see the rubrics for this task in TaskStream.

**Self score** your task using the scoring rubrics in Taskstream. In Taskstream, each Task has a posted scoring rubric. Review your work using the provided scoring rubric, which is the same rubric that the grader uses to score your task. Make sure that your work meets the minimum requirements as set out by the scoring rubric.

**Submit your task to TaskStream to be graded.** After a few days, check on the status of your task. If the grader did not pass the task your mentor will send it back to you to review and resubmit with corrections. If there are any areas where you do not understand a concept, please check with the Course of Study Academic Mentor for assistance.

**Research Paper Part 4: Annotated Bibliography**

The activities for Week 2 will introduce you to the second step in writing a research paper—creating an annotated bibliography from your reference list.
Background Information
Once you have at least ten resources that are factual, credible and relevant to your topic, you will begin Task 4. The main goal of Task 4 involves creating an annotated bibliography in APA formatting. The purpose in creating an annotated bibliography is to evaluate the ten sources. In this annotated bibliography, you need to include those sources that you predict you will use in your research paper. Collecting and organizing this information now can save you time later and give you the best clue about which of the gathered resources are best to use for your paper.

Competency 103.2.2: Evaluating information
The graduate accurately evaluates the validity, reliability, and significance of information in a given context

Competency 103.2.3: Documenting Sources
The graduate documents sources accurately.

Competency 103.3.2: Writing Process
The graduate understands and uses the writing process to produce well-constructed informational texts.

Annotated Bibliography
As you organize your research for your future paper, you are gathering many sources which are very good, mediocre, or repetitive. You are finding the essential authors who have contributed to and explored your topic as well as those writers who might be secondary sources. The annotation allows you to write notes (or annotations) about these sources. And this task will give you a way to critique your ten (or more) sources and summarize their contributions for your research paper. After each properly documented APA reference, you will include a paragraph which does three things: evaluates the author, creates a concise summary of the source, and indicates how you will use the source in your future research paper. You will also review the mechanics of APA reference writing and in-text citations as you finalize your reference for each annotation.

■ Researching the Library using APA Style
  o Begin searching for sources for your topic in the WGU online library.
  o Contact the librarian if you need additional help for your resource search.
  o Attend a library chat to get more experience in using the library.
  o OR read a chat log about the library search if you miss a library chat.
  o Find at least 10 resources which are factual, credible, and relevant to your topic,
  o Once you have the 10 resources, create an annotated bibliography using APA formatting. The purpose of creating an annotated bibliography is
    ● to evaluate the authors,
    ● to write a concise summary of the source, and
    ● to indicate how you will use the source in your research paper.
  o The annotated bibliography should include the sources that you predict you will use in your research paper. Collecting and organizing this information now can save you time later and give you the best clue about which of the gathered resources are best to use for your paper.

■ Create a Template
Pay close attention to this process of developing your annotated bibliography. Use these guiding questions as a template to develop annotations for your resources:
During your search for print and online sources, you will likely discover more than you can possibly use. How do you decide what is most important and relevant to your research question? How credible are your authors?

Have your authors published anything previously in a network of peers? Are they mentioned in professional organizations, at other universities, or in professional corporations?

Is the website you found, questionable or authoritative? Web sites are created at the drop of the hat and the author is not often named, which makes the information more questionable than in situations where authors are reviewing their writing through a network of peers.

It may be important to question yourself about these aspects:

- Are these publications reviewed by other experts?
- Who wrote this book or article? What are this person’s credentials?
- Who published this book or journal?
- When was this source published? Is this publication current enough or dated for your topic?
- Where does the information come from originally? Is this source reliable?
- Are other authors talking about this author? Does this author write with other authors?
- Is the source highlighting a particular bias? Who benefits by this source? Are commercial interests apparent?

**Check your Draft**

Compare your draft of your annotated bibliography against the samples of an annotated bibliography at the following websites

- In order to format an APA annotated bibliography correctly, please pay close attention to the sample at: [http://www.lesley.edu/library/guides/citation/APAanno.pdf](http://www.lesley.edu/library/guides/citation/APAanno.pdf)
- The Cornell University website is particularly good at showing you how to critique your sources. Even though both APA and MLA examples are given, make sure to use the APA sample. [http://www.library.cornell.edu/okuref/research/skill28.htm](http://www.library.cornell.edu/okuref/research/skill28.htm)

**Read Chapters 16, 17 and 18 in Writing: A Guide for College and Beyond.**

Notice that you can:

- Explore a typical library and see a working bibliography with clues for how to evaluate resources on pp. 562 and 563.
- Explore similar databases as those in the WGU library and notice the citations needed for your annotated bibliography on p. 569.
- Learn to explore and evaluate websites.

**Visit this website for additional practice**

If you still need more practice evaluating your sources, use this website.

- [http://library.albany.edu/usered/eval/evalweb/](http://library.albany.edu/usered/eval/evalweb/)

**Read Chapter 28 in SF Writer.**
Review how to use APA style in your annotated bibliography

- **Compare your references draft**
  Check the draft of your references with these samples of APA Style.
  - Pay particular attention to electronic resources like websites, articles in online databases etc.

- **Watch the video tutorials on research**
  If you are unsure about some of this process, go to MyCompLab and find the “Research” column; find the link called "Research Video Tutorials."
  - The Writing in Action Series has three videos to watch called “Understanding Online Citation,” “Conducting Online Keyword Searches,” and “Comparing Online Sources.”
  - MyCompLab has “Citation Diagnostics” and Exercises for practice.
  - Use the directions found in the introduction to access MyCompLab.

- **Application: You are now ready to complete LCTA Task 4.**
  You are now ready to begin work on LCTA Task 4 in Taskstream. Go to Taskstream and read the task directions and rubric for this task.

  **CHECKLIST:** Before submitting LCTA task 4, check to see if you have completed the following:
  - Have you listed more than seven sources?
  - Have you written your reference list in APA style with no errors in punctuation, capitalization or spelling?
  - Have you summarized the main ideas of your source in your annotation?
  - Have you described how the sources you are using contribute to your paper?
  - Have you discussed the possibility of how your intended audience might perceive these sources?
  - Have you compared and contrasted sources with each other?
  - Have you critiqued the authors of your sources?
  - Have you used in-text citations at the end of your annotations?
  - Is your annotated bibliography alphabetized, free from errors, and spaced appropriately?
  - Have you checked your APA style using the following resources?
    - [http://www.apastyle.org](http://www.apastyle.org)
    - [http://www.citationmachine.net](http://www.citationmachine.net)
    - [http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01)
    - [http://owl.english.purdue.edu/owl/resource/589/01](http://owl.english.purdue.edu/owl/resource/589/01)
    - [http://www.writing.northwestern.edu/avoiding_plagiarism.html](http://www.writing.northwestern.edu/avoiding_plagiarism.html)
  - Have you attached this assignment to Taskstream using an .rtf document to preserve your formatting?
If you have any further questions or would like a more detailed list, please see the rubrics for this task in TaskStream.

**Self score** your task using the scoring rubrics in Taskstream. In Taskstream, each Task has a posted scoring rubric. Review your work using the provided scoring rubric, which is the same rubric that the grader uses to score your task. Make sure that your work meets the minimum requirements as set out by the scoring rubric.

**Submit your task to TaskStream to be graded.** After a few days, check on the status of your task. If the grader did not pass the task your mentor will send it back to you to review and resubmit with corrections. If there are any areas where you do not understand a concept, please check with the Course of Study Academic Mentor for assistance.

**Research Paper Part 5: Primary Research**
In many research projects, you can also report your own research findings. The way that college students collect their own information is by conducting field research. This task invites you to either administer a survey or conduct an interview. This is an important addition because this is primary research reported by the person who collected it.

**Competency 103.2.1: Inquiry & Research**
The graduate uses inquiry and research to retrieve information from oral, written or electronic sources to inform an audience about complex subjects.

**Competency 103.2.2: Evaluating information**
The graduate accurately evaluates the validity, reliability, and significance of information in a given context

**Survey or Interview Choice**
Surveys and interviews have distinct advantages, which is why researchers sometimes combine these two methods of gathering information. Interviews are often conducted one-on-one with experts or key participants. They may also be used to collect oral histories or personal accounts of historical events. Surveys are similar to interviews, except they use questionnaires to access information from a number of people. Whether an interview or survey would benefit your research project depends on your research question. Some guidelines to consider regarding field research are presented to help you decide.

- **Read about making a choice of interview or survey.**
  - Before conducting an interview or survey, you need to get an overview of the topic you are studying.
  - You will also need to have background information in order to create appropriate questions to use in an interview or a survey.
  - An interview will allow you to probe a topic in-depth with one person, while a survey will allow you to identify the beliefs and opinions of a particular group.
  - While interview questions are often open-ended, surveys often depend on close-ended questions, such as yes/no, multiple choice, true/false, checklists, and preference scales. Sometimes a survey will end with an open-ended question, but these can be difficult to interpret without a follow-up interview.
  - Whatever questions you decide to use in an interview or a survey, try to phrase the question so it is free of your bias or viewpoint.
Go to TaskStream and read the task description, rubric and submissions page for Task 5. Please do this **before** you make your choice and conduct your primary research.

- If you are preparing a survey, **DO NOT** mass distribute it to any segment of the WGU community.
- If you choose a survey, please post your survey in the LCTA Community thread (for participation in surveys) if you want peers to reply to your questions.
- If you have a specific audience in mind outside of WGU, give your participants your email link to the survey to ensure confidentiality.
- Frequently check the survey discussion thread and answer the surveys of others.

- **Read Chapters 19 in Writing: A Guide for College and Beyond.**
  - Review the steps in conducting an interview, and how to administer it.
  - Pay attention to the techniques and planning for surveys.
  - Think about the tips for conducting the research method you chose.

- **Research Navigator—The Research Process tab**
  Use the Research Navigator to locate information on interviews
  - Click on “Understanding and Finding Source Material”
  - Scan the page for “Interview” and “Exploring Additional Sources”

- **Read over the community threads with tips about surveys and interviews at**
  - [http://community.wgu.edu/clearspacex/thread/14264?tstart=15](http://community.wgu.edu/clearspacex/thread/14264?tstart=15)
  - and [http://community.wgu.edu/clearspacex/thread/14956?tstart=0](http://community.wgu.edu/clearspacex/thread/14956?tstart=0)

- **PowerPoint presentation on Conducting an Interview**
  - Notice the steps, techniques and tips about:
    - “Field Research: Conducting an Interview,” on the web site for the Purdue Online Writing Lab: [http://owlenglish.purdue.edu/workshops/pp/interviewing.ppt](http://owlenglish.purdue.edu/workshops/pp/interviewing.ppt)

- **Two survey websites about survey writing:**
  - Review these tips about questions to use for surveys
    - There is a link at the bottom of the page just for surveys under "surveying" [http://owlenglish.purdue.edu/owl/resource/559/06/](http://owlenglish.purdue.edu/owl/resource/559/06/)
  - Visit this link for information about how to write surveys: [http://www.surveysystem.com/sdesign.htm](http://www.surveysystem.com/sdesign.htm)
    - Pay particular attention to the “web survey” section.

- **Application: You are now ready to complete LCTA Task 5.**
  You are now ready to begin work on LCTA Task 5 in Taskstream. Go to Taskstream and read the task directions and rubric for this task.

  **CHECKLIST:** Before submitting LCTA task 5, check to see if you have completed the following:
o Have you presented clear demographic questions/identifying information for your survey or interview participants?
o Have you presented a detailed statement describing what you hope to learn from your survey or interview?
o Are you asking at least ten well-developed and clearly articulated questions if you are using the interview format?
o Are you aware of how to create open-ended questions for your interview?
o Are you able to ask at least ten unbiased questions for your survey that give a wide latitude of response for your survey if you are doing a survey?
o Are you able to detail clear evidence that your interview/survey was conducted using carefully worded questions that yielded detailed responses from your interviewee?
o Have you included a detailed summary of the results of your survey or interview?
o Have you checked your responses for spelling, grammar, and punctuation errors before you submit them?

If you have any further questions or would like a more detailed list, please see the rubrics for this task in TaskStream.

Self score your task using the scoring rubrics in Taskstream. In Taskstream, each Task has a posted scoring rubric. Review your work using the provided scoring rubric, which is the same rubric that the grader uses to score your task. Make sure that your work meets the minimum requirements as set out by the scoring rubric.

Submit your task to TaskStream to be graded. After a few days, check on the status of your task. If the grader did not pass the task your mentor will send it back to you to review and resubmit with corrections. If there are any areas where you do not understand a concept, please check with the Course of Study Academic Mentor for assistance.

Week 3
The thesis statement is the main idea of the research paper, so all content in the paper refers back or supports the main idea in some way. Sometimes, a thesis statement becomes the writer’s position in a persuasive argument. In many research papers, however, the thesis statement simply presents the main observation that the research reveals and explains about the given topic.

Competency 103.2.3: Logic, Clarity and Persuasiveness
The graduate distinguishes fact from opinion and presents a position that is supported by evidence that is presented clearly, logically, and persuasively.

Writing a Thesis Statement
You should now be ready to turn your research question into a thesis statement. A thesis combines the writer’s initial research question with a hunch about the direction the data is moving. For instance, if my research question was: How does childcare create independent children? I now might have a thesis that came from my data that suggests: Childcare—which is researched to find the best providers-- can make a child independent in his/her study habits. Notice that this thesis has a specific angle about childcare and independence. The statement has been determined by some of the research.
Read TaskStream Tasks and Rubrics for Topic Selection
Go to TaskStream and read the task description and rubric for this task.
  o Before entering your thesis statement, try writing it several different ways.
  o Think about submitting the statement which is most clear and easiest to read.
  o Later, when you finish your research paper, the title you choose for the entire project will probably be related to this same thesis statement

Read pages 24-25 of Chapter 3 in Writing: A Guide for College and Beyond
Pay close attention to:
  o How to write and evaluate a thesis
  o How to revise a thesis
  o The qualities of a bold thesis

Read pages 24-27 of Chapter 3B in SF Writer
Pay close attention to:
  o How the length of the paper determines the thesis
  o The different types of theses

Read and Engage in Research Navigator
Pay close attention to the following articles under the Tab, “The Research Process” if you still need more help on finding a topic. To access Research Navigator, you can follow the directions found in the introduction.
  “Finding a Topic”
  “Expressing Your Thesis”

A website about a thesis
  o Visit this link for information about how to write a thesis: http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml
  o Pay particular attention to the whole process mentioned in clear steps on this website.
  o Visit this link for information on creating a thesis: http://owl.english.purdue.edu/owl/resource/545/01/

Application: You are now ready to complete LCTA Task 6.
You are now ready to begin work on LCTA Task 6 in Taskstream. Go to Taskstream and read the task directions and rubric for this task.

By now you should have collected data from numerous sources in an attempt to answer your research question. You have also had time to reflect on the meaning, value and implications of your data. You should now be ready to turn your research question into a thesis statement. A thesis combines the writer’s initial research question with a hunch about the direction the data is moving. Think of the thesis as the main idea for the entire essay. All the body paragraphs will address the point or idea highlighted in the single-sentence thesis statement.

Since the thesis statement is the main idea of the research paper, it is important to remember that all of the content in the paper refers back or supports the main idea in some way. To generate a thesis statement, try the following strategies:
1. Determine Purpose (informative or persuasive)

Sometimes, a thesis statement becomes the writer’s position in a persuasive argument. In many research papers, however, the thesis statement simply presents the main observation that the research reveals and explains about the given topic.

2. Answer your Research Question

For example, if I were to ask: What are the local environmental implications for a new oil refinery being built in my town, a thesis statement that might arise out of this question could be that although the oil refinery will bring a boon to the local economy in the short run, by providing jobs and infusing capital into the area, research shows how the long-term environmental impact of the refinery will be devastating because of all the expected pollution.

Here is another example—What currently is the best alternative to gasoline-powered automobiles? A thesis statement formulated from this question and the data collected might be: The best alternative to gasoline powered automobiles is currently an electric car that can be charged via a solar panel plug-in. A qualifying statement for this thesis might be: In 30 to 40 years hydrogen powered automobiles might be the best alternative, but current technology makes the solar powered electric car practical today.

Before entering your thesis statement, try writing it several different ways. Submit the statement which is the easiest to read in the clearest, most logical and persuasive manner. Later, when you finish your research paper, the title you choose for the entire project will probably be another version of this same thesis statement.

**LCTA Task 6 Checklist**

**CHECKLIST:** Before submitting LCTA task 6, check to see if you have completed the following:

- Have you decided on a clear thesis that identifies the paper's purpose?
- Have you taken a clear position on your topic that will unite your whole paper?
- Is your thesis statement free from errors?
- Is your thesis statement a single sentence?

If you have any further questions or would like a more detailed list, please see the rubrics for this task in TaskStream.

**Self score** your task using the scoring rubrics in Taskstream. In Taskstream, each Task has a posted scoring rubric. Review your work using the provided scoring rubric, which is the same rubric that the grader uses to score your task. Make sure that your work meets the minimum requirements as set out by the scoring rubric.

**Submit your task to TaskStream to be graded.** After a few days, check on the status of your task. If the grader did not pass the task your mentor will send it back to you to review and resubmit with corrections. If there are any areas where you do not understand a concept, please check with the Course of Study Academic Mentor for assistance.
Research Paper Part 7: Organization
To plan for the organization of your research paper, look over the data you collected and decide how to group the ideas you found. What are the main points or observations, and how do these observations support your thesis statement? Cluster or group your research findings under these main observations. After you have completed this task, you should be ready to create an outline.

Competency 103.3.2: Writing Process
The graduate understands and uses the writing process to produce well-constructed informational texts.

Create a Writing Plan
When you begin to write a research paper, you need to organize your thoughts in some way. In this task, you create an outline to show the flow of your major topics and elaborated details—all connected to your thesis. In other words, you provide an organization tool for your research paper that clearly presents your thesis statement in an introduction, has a clearly focused body flowing from that, and comes to a conclusion.

Organize your research paper
Now that you have a thesis statement, the next step is to plan for the organization of your research paper. Use the hints below to construct your outline.
- Look over the data you collected and decide how to group the ideas you found.
- What are your main points or observations, and how do these ideas support a thesis statement? Once you know that, you can cluster or group your research findings under several main topics that support your thesis.
- Using an outline, you will include three major sections: introduction, body, and conclusion. Generally, a research paper outline for LCTA looks something like the following:

  ▪ Introduction
  - The introduction should give the purpose, scope and background for your research.
  - Name your topic, explaining and defining any important aspects or terms needed to understand the focus of this paper.
  - Introduce what is significant or problematic about this topic.
  - State your thesis and describe the pattern of information which will follow.

  ▪ Body – There are several different patterns to consider here.
  - In informational reports, the most important evidence or data may be mentioned first, followed by secondary data, including data which presents an alternative or counterpoint to the thesis statement. After presenting the data, the writer analyzes the findings by identifying strengths and weaknesses before drawing conclusions.
  - In other types of informational papers, the evidence gradually builds up to the most important findings, negating minor issues as the evidence builds.
  - In informational papers that persuade in addition to inform, the most important data is presented last, with the second most important first, and the least important in the middle. Analysis also follows the data in a persuasive paper.
• Which pattern you choose will depend on the effect you want to achieve.

- Conclusion
  • To end your paper, summarize the data which supports the thesis.
  • Then extend your thesis by explaining its implications and likely consequences in the future.

- Read pages 22-23, 35-37 of Chapter 21c and pages 233-234 in SF Writer
  As you read through these selections, pay particular attention to and take notes on the following.
  o Understand how to assess if your paper is missing any major point or elaborating details
  o Practice understanding major ideas and details that support major ideas
  o View samples of outlines

- Read Writing: A Guide for College and Beyond, pp.26-27 & 589
  Notice the suggestions offered for planning and developing a writing plan, including information on making formal and working outlines

- Review sample outlines
  View samples of how to create an outline at Purdue University website
  o Why and How to Create a Useful Outline at Purdue University OWL:
    http://owl.english.purdue.edu/owl/resource/544/02/ Notice that this web site has four main components in creating an outline as well as a sample outline that might be useful in preparing this task.

- Application: You are now ready to complete LCTA Task 7
  You are now ready to begin work on LCTA Task 7 in Taskstream. Go to Taskstream and read the task directions and rubric for this task.

  If your thesis statement provides the direction and destination, then your outline states the plan for getting there. Each main point in your outline should support your thesis statement. Each sub-point should support the main point and thus support the thesis statement as well.

  Your outlines should accomplish the five following goals:
  1. Provide direction and focus to research essay
  2. Connect details and relationships to thesis statement
  3. Include three major components (thesis statement, introduction, and conclusion)
  4. Communicate effectively, using complete sentences

- LCTA Task 7 Checklist
  CHECKLIST: Before submitting LCTA Task 7, check to see if you have completed the following:
  o Have you presented a carefully planned outline of your paper that details your paper?
Have you created a carefully worded thesis statement?
If you are citing outside sources, are you using correct and carefully formatted APA style?
Have you checked your responses for spelling, grammar, and punctuation errors before submitting them?
Have you viewed the sample outline in the community?
Have you attached an .rtf document for your outline?

If you have any further questions or would like a more detailed list, please see the rubrics for this task in TaskStream.

Self score your task using the scoring rubrics in Taskstream. In Taskstream, each Task has a posted scoring rubric. Review your work using the provided scoring rubric, which is the same rubric that the grader uses to score your task. Make sure that your work meets the minimum requirements as set out by the scoring rubric.

Submit your task to TaskStream to be graded. After a few days, check on the status of your task. If the grader did not pass the task your mentor will send it back to you to review and resubmit with corrections. If there are any areas where you do not understand a concept, please check with the Course of Study Academic Mentor for assistance.

Week 4
Research Paper Part 8: The Final Product
The activities for Week 8 will allow you to draft and finalize your research paper.

Background Information
Once you have completed a successful outline, you are ready to begin drafting your research paper. Use your outline to guide your drafting. If, as you write, you decide to alter the organization set out in the outline -- this is considered a revision. Just make sure that deviating from the outline will produce a better, easier to read research paper. After you have reviewed your draft with someone, you can now begin the final stages of producing a research paper.

Competency 103.1.3: Reading Efficiently
The graduate reads efficiently, surveying the initial text & incorporating effective reading and reviewing strategies.

Competency 103.3.2: Writing Process
The graduate understands and uses the writing process to produce well-constructed informational texts.

Competency 103.3.3: Writing Conventions
The graduate follows established conventions for correct sentence structure, grammar, usage and mechanics.

Drafting a Research Paper
Generally, working with a draft involves both revising and editing. Either process can take place at any time. Revision includes the following processes: take something out; add something; rearrange the order of presenting information; substitute something by taking something out and putting something in its place; replacing entire sections; or starting over. Editing, of course, is checking for writing conventions such as punctuation, spelling, usage, and formatting.
Steps for your paper draft

- Pay attention to the skill of **paraphrasing**:
  - Now that you have completed your research and the annotated bibliography, you will need to turn your research into usable information for your paper.
  - This means that you will need to decide which material will be closely paraphrased, directly quoted or remotely paraphrased.
    - Most of your paper will be remotely paraphrased which means that you learn to avoid using any of the language of the authors you read.
    - Instead you take the most important aspects of one or several articles and synthesize or arrange those thoughts into your own wording and style.

- Watch for **unintended plagiarism**
  - Most students know that intentional plagiarism involves submitting another writer’s writing as your own, a practice that can result in harsh punishment. What is not as clearly is what constitutes unintentional plagiarism. Unintentional plagiarism can occur in a number of ways. Sometimes a writer does not mark quoted material appropriately in the research gathering phase, and then when the writer uses this material, he or she does not remember whether the notes were a direct quote or a paraphrase.
  - Another problematic situation occurs when a researcher borrows heavily from the wording of the original source in an attempt to produce a paraphrase. The following example includes a short quote taken from Dr. Martin Luther King Jr., followed by examples of both unacceptable and acceptable paraphrases:
    - “It is true that the police have exercised a degree of discipline in handling the demonstrators. In this sense they have conducted themselves rather ‘nonviolently’ in public. But for what purpose? To preserve the evil system of segregation.” (King, 1963).
    - King argues that although the police have exercised some discipline in controlling the demonstrators, they have exerted control to preserve an evil system, that of segregation. **Unacceptable Paraphrase** (borrows too much original language)
    - King points out that police who showed restraint in confronting demonstrators were still upholding segregation (King, 1963). **Acceptable Paraphrase**

- If you paraphrase carefully, you should have no problem with unintentional plagiarism. However, you may encounter another problem as you incorporate sources in your writing.
- If you quote extensively when you should have paraphrased the same content, you may appear to be filling space that should be reserved for your own writing. This means if you do use direct quotes, do so sparingly. Only quote exceptional or noteworthy language that cannot be paraphrased without losing the original impact of the actual wording.

Remember to **share your draft**

- If at all possible, share your draft with someone.
  - Let your reader know your intended audience.
  - Ask for your reader(s) comments, questions, and suggestions. Talking with someone else who has read your draft is one of the most useful strategies toward revision.
  - Simply ask your reader, “Does this make sense to you? What are the strengths of my draft? What would improve my writing?”
- It is also a good idea to put your draft aside for a day or two so that when you come back to it, you’ll see your draft in a new light. Writers often report that when they come back to a draft after a few days, they see new opportunities for revision.

**Review Chapters 6 and 7 in SF Writer**

To practice your drafting skills, pay close attention to the following as you review these selections.

- Pay close attention about how to pace your writing
- Look for tips on revising, editing and proofreading—all processes you will need each time you look at your draft.
- Skim the section called "civil language" that will help you monitor the type of language you use in your writing.

**Review Chapter 4 and Chapter 20 in Writing: A Guide for College and Beyond**

- Look at the checklists for revision included in the chapters
- Notice the section about having a friend read your draft for errors.
- Pay particular attention to the review for drafts on p.599
- Be sure to look at the checklist for revision on p.33

**Look over a proofreading article in Research Navigator**

- Log into Research Navigator and read the article called “Proofreading and Formatting the Rough Draft”. To access Research Navigator, you can follow the directions found in the introduction.
- Also use the End Notes and Bibliography tab to find “Using APA Style” and “Autocite”.

**View the websites to see samples of drafts, revision and editing.**

- Drafting tips: [http://www.arc.sbc.edu/roughdraft.html](http://www.arc.sbc.edu/roughdraft.html)
The Final Revision

Your research paper will include a title page, an introduction with a thesis statement, the body of your paper with relevant research and a conclusion where you restate how you carried out your thesis throughout your research. You will also have a full reference list in APA format. This is a comprehensive project and demands clear writing, critical thinking, careful planning, and insightful organization. You need to pay attention to all the details involved.

View Chapter 7, 9, and 28 in SF Writer

Use these readings to complete the following in your research paper:
- Review the punctuation, grammar and sentence construction/mechanics
- Look at the proofreading steps for additional helps for your revision
- Check in-text citations and match them to the APA reference list.
  - Look for errors in
    - Capitalization
    - Punctuation
    - Author format
    - Year of publication
    - Title information
    - Electronic source information and retrieval URLs
    - Hanging indents
    - Double spacing

View Chapter 22, 29-32, in Writing: A Guide for College and Beyond:

Use these readings to check the following in your research paper:
- Review the punctuation, grammar and sentence construction/mechanics
- Look at the proofreading steps for additional helps for your revision
- Check in-text citations and match them to the APA reference list. Look for errors in
  - Capitalization
  - Punctuation
  - Author format
  - Year of publication
  - Title information
  - Electronic source information and retrieval URLs
  - Hanging indents
  - Double spacing
- Check the elements needed as well as spacing for the title page
- Review the APA spacing elements for the entire document
- Check the APA style for the reference list

View the Writing Section in MyCompLab for “Model Documents”
Check your final draft and compare it against some of the model documents that are in APA style. There are two papers in APA style that will give you practice noticing the proper format and content for a:

- Title page
- Introduction
- Body of the paper
- Paraphrasing and direct quotes
- Amount and format of in-text citations
- Conclusion
- Reference page
- Spacing and formatting

View these websites to see information about the final draft

- http://owl.english.purdue.edu/owl/resource/560/01

Application: You are now ready to complete LCTA Task 8

You are now ready to begin work on LCTA Task 8 in Taskstream. Go to Taskstream and read the task directions and rubric for this task.

CHECKLIST: Before submitting LCTA Task 8, check to see if you have completed the following:

- Have you submitted a clear draft of your research paper (before your changes are made)?
- Have you submitted and provided a well-supported explanation of the revisions made to your paper?
- Does your paper include a title page?
- Have you checked your final draft for spelling, grammar, and punctuation errors before you submit them?
- Have you mentioned your thesis statement in your paper and developed your paper from this thesis?
- Have you introduced the major points that you will develop for your thesis in your introduction?
- Have you discussed the major points of your thesis by elaborating on them with details (in the body of your paper)?
- Have you discussed relevant research to support your thesis statement in the research paper?
- Have you used an adequate number of credible resources in your research paper?
- Have you successfully paraphrased all of your research?
- Have you used APA style throughout with in-text citations and a reference list?
- Have you provided a final version of your research paper?
- Have you read the paper out loud to see what you are missing and what might strengthen your paper?
- Have you had at least one other person read your paper and used the person’s comments to revise?
- Have you used third person throughout the paper?
- Have you proofread your paper for all writing conventions?
If you have any further questions or would like a more detailed list, please see the rubrics for this task in TaskStream.

**Self score** your task using the scoring rubrics in Taskstream. In Taskstream, each Task has a posted scoring rubric. Review your work using the provided scoring rubric, which is the same rubric that the grader uses to score your task. Make sure that your work meets the minimum requirements as set out by the scoring rubric.

**Submit your task to TaskStream to be graded.** After a few days, check on the status of your task. If the grader did not pass the task your mentor will send it back to you to review and resubmit with corrections. If there are any areas where you do not understand a concept, please check with the Course of Study Academic Mentor for assistance.

### Week 5

**Presentation Part 1: Presentation Preparation**

The activities for Week 9 will help you identify your audience for your presentation and then create an outline or script with visuals.

**Background Information**

You are now ready to begin work on the presentation of your research. Unlike a written paper, giving a presentation has a built-in audience, those sitting right in front of you. You will know immediately if your audience is responsive by their expressions and their body language. You will know whether they are paying attention or losing interest. You will see them actively listening or passively falling asleep.

Some of the most effective planning you can do for a presentation is to be aware of how much you can say, what you might show in a visual, and how to organize a tentative script. You will not be reading your script, but it will be a reminder for the important parts of your presentation.

**Competency 103.3.1: Adaptation**

The graduate adapts the style and format of a message to suit different audiences or purposes.

**Competency 103.4.1: Organizing Ideas**

The graduate effectively organizes ideas for oral presentation.

**Audience Awareness**

At this point, you should identify who might be interested in the information you gather and interpret. That is, who would most likely be affected by your topic? It is a good idea to select an audience with which you are very familiar, such as a group from your workplace or a group who is involved in this particular issue, or the general public. Within these larger categories, you should identify a smaller group who will be relatively easy to access.

#### How To Determine Your Audience Interest

- In order to prepare a speech that will interest a particular audience, you need to describe your audience, which may differ from the audience of your research paper.
- To make this task as authentic as possible, invite someone to listen to your presentation. If you are not able to invite someone, imagine and plan concretely about who you might want to present your research to.
  - Is this audience likely to be interested in your topic?
- How might you increase their interest?
- What does your audience already know about this topic?
- What else would you like them to learn from you?
- What concepts or key terms will need to be explained?
- In what ways might your audience disagree with you?
- What questions might your audience ask after your presentation?
- After you have answered these questions about your intended audience, think of a different audience to whom you might present.
- How would your responses to these questions differ for this second audience?
- Please feel free to contact the Language and Communication mentor through the LC community if you have further questions.

**Application: You are now ready to complete LCTA Task 9**

You are now ready to begin work on LCTA Task 9 in Taskstream. Go to Taskstream and read the task directions and rubric for this task.

**CHECKLIST:** Before submitting LCTA Task 9, check to see if you have completed the following:

- Have you noted the following directions: “In order to prepare a speech that will interest a particular audience, you need to describe your audience, which may differ from the audience of your research paper?”
- Have you kept in mind that you can prepare your presentation for an “ideal” audience—-not necessarily for the audience that you will actually have while performing your presentation?
- Have you provided a description of your audience and the level of their expertise for the presentation?
- Have you described your audience’s attitudes, your tone, level of approach, style and need for formality/informality in regard to them?
- Have you provided an explanation of your desired audience response?
- Have you provided an explanation of your audience expectations regarding demeanor, approach, and level of formality in your presentation?
- Can you name an alternative audience that might be interested in your presentation?
- Can you predict what differences you would make between the two audiences you might present to—-the actual audience and an alternative audience?
- Does your work contain any incomplete sentences and any mechanical and grammatical errors?

If you have any further questions or would like a more detailed list, please see the rubrics for this task in TaskStream.

**Scripting Your Presentation**

To continue preparation for your presentation you will need an outline or script that you will refer to as you speak. This outline or plan will have some cues for you embedded in the margins or some large-typed words to remind you what to say at a certain point. You will give yourself cues to turn to the audience to emphasize a certain point or to ask them if they are clear on a certain complex concept. In other words, the script tells you exactly what to do when you going to face an audience, with all the possible anxious moments that might accompany you.

- **Review these steps for your outline or script**
Start by making a list of the key points of your research topic.

Once you have a list, think about the best order for presenting your key points.

Next, plan your introduction.
- How will you capture your audience’s attention at the start?
- How will you introduce your topic?
- How will you introduce your main idea or thesis?
- How will you convince your audience this is an important topic for them?
- How will you forecast the direction of the rest of your speech?

Then work on the body of your presentation.
- What will be the main points of your presentation?
- How will you organize the body of your presentation?
- What theories or research will you present in this section of your presentation?

Think about how you might conclude. Remember, simply summarizing what you’d said can be dull. To end on a strong note—
- Think of an idea, image, or example that your listeners will be able to remember.
- This idea, image, or example should bring them to think about your main point after your speech has concluded.

Have you included three possible questions your audience might ask during your presentation?

Have you attached a reference list of your resources?

Have you indicated memory cues on your script, to remind you of times to look at your audience, point to your chart, or take a step forward?

- Remember the following regarding memory cues
  - These are informal reminders to yourself in your script, so things like, "look at the graph" or "look at the audience" or "ask audience questions."
  - They are "stage directions," essentially: notes to yourself that will not be read aloud.
  - They won't need to be cited. What will need to be cited, though, is any information you have used to develop your ideas—just like your paper outline. Be sure to plug in in-text citations and have a corresponding reference list.

- Read Chapter 15 and pages 57-67 of Chapters 8-9 in SF Writer
  - Pay attention to reminders about
    - Overall organization by logic, unfolding development, sequence, steps etc.
    - Planning for your distinctive audience
    - How to effectively use emphasis to present your topic
    - The choice of words for your respective audience and how to emphasize your main points

- Review page 11 of Chapter 1 and page 683 of chapter 27 in Writing: A Guide for College and Beyond
Make an Idea Map to start you in the right direction as you organize your script and the flow of the presentation.

Remember that your script needs to impact your audience rather than bore them.

Scan this website from the University of Wisconsin/Madison

- The University of Wisconsin/Madison has some tips for presentation effectiveness at [http://pages.cs.wisc.edu/~markhill/conference-talk.html](http://pages.cs.wisc.edu/~markhill/conference-talk.html). There are suggestions for a script and even an example of how to give an ineffective presentation.

Take notes on this website about script preparation

- Here is a sample presentation script from the University of Washington at [http://www.washington.edu/doit/UA/PRESENT/scintxt.html](http://www.washington.edu/doit/UA/PRESENT/scintxt.html)

Visualizing Your Presentation

Presentations need careful preparation since they are both visual and written. As a presenter you can think of a presentation as perhaps, a carefully crafted speech, or a dialogue with a great audience, or a step-by-step explanation of a process.

Visuals are often created with a slide program, through actual props or simulations, or with pictures/photos made with a graphics program. If you borrow some visuals from a website, you will also need to cite your use of those visuals in your presentation and avoid using copyrighted material.

Reinforcing your presentation

As you re-read your outline/script--think about the points in your presentation which you want to reinforce:

- Keep in mind that whatever visual support you choose, it should be informative and not just decorative.
- Remember that there are many visual aids that are relatively easy to create—including props, charts, photographs, enlarged PowerPoint slides, transparencies, or maps.
- Avoid PowerPoint since it is rarely clear in a videotape. Individually blown-up slides from a PowerPoint work well, but not a projected PowerPoint.
- Observe the ‘6 by 6’ rule which means no more than six lines, no more than six words per line.
- Always proofread--typos can be distracting.
- Use high contrasting colors --dark text on a light background is best.
- Avoid using distorted enlarged visuals.
- Avoid visual elements which might distract from the presentation of your content. Presentations that include a lot of special effects but little content are ultimately ineffective.

Read the following from the SF Writer

Chapter 15 has tips for overall organization and planning on p. 144-145. It reminds you to remember the audience on p. 146 and gives you tips for how to think about
presenting on p. 147. There are some excellent suggestions on technology if you are going to use a PowerPoint on p. 148-151. Remember that you will only be able to show something visually if it can be captured on video.

*Word Choice* and *Civil Language* are chapters that remind you about the choice of words for your presentation, pp. 57-64

*Using Charts, Tables and Graphs, Using Images and Photographs, and Working with Color*, pp. 124-134 has some excellent tips for designing the visuals you will use, especially since you will be videotaped.

### Review the following from *Writing: A Guide for College and Beyond*

- *Make an Idea Map*, Chapter 1, p. 11 can start you in the right direction as you organize your script and the flow of the presentation
- *Think About Your Aim*, Chapter 5, p. 38 will give you a review of the purpose of anything you write
- *Think About Your Audience*, Chapter 6 and Chapter 27, p. 44 and p. 683 reminds you of your audience and how to write a script that will make an impact rather than bore your audience
- *Find Visual Sources Online*, Chapter 18, p. 577 and "Incorporate Visuals" Chapter 20, p. 598 gives you some hints for how to use and find visuals noting the copyright requirements.
- *Thinking Visually* Chapter 23, pp. 656-661 gives you reasons for using visuals while *Creating Visuals*, Chapter 24, pp. 662-667 actually shows you how to format visuals and get them to be high quality
- *Understanding Typography*, Chapter 25, pp. 672-673 may be useful for labeling your visuals.

### Design and Effective Visuals

The following websites will provide you with helpful tips on design and visual effects for your presentation

- “Designing Effective Oral Presentations” has a comprehensive view of how to prepare a presentation for an audience:  
  [http://www.ruf.rice.edu/~riceowl/oral_presentations.htm](http://www.ruf.rice.edu/~riceowl/oral_presentations.htm)
- An article from Iowa State University called “Thirteen Steps for Better Instructional Visuals for Electronic Presentation” can be found at the following website:  
- Media at Purdue University is an actual course on how to use visuals effectively at  
  [http://owl.english.purdue.edu/owl/resource/727/19/](http://owl.english.purdue.edu/owl/resource/727/19/)
- "Rethinking the Design of Presentation Slides" at Penn State may give you some helpful hints if you are working with slides.  
  [http://www.writing.engr.psu.edu/slides.html](http://www.writing.engr.psu.edu/slides.html)
- The University of Wisconsin/Madison has some tips for presentation effectiveness at  
  [http://pages.cs.wisc.edu/~markhill/conference-talk.html](http://pages.cs.wisc.edu/~markhill/conference-talk.html). There are suggestions for a script and even an example of how to give a bad presentation.
A set of tips from the University of Newcastle gives you some important pointers for visuals, posters and presentation skills at http://lorien.ncl.ac.uk/min/dept/Tips/present/present.htm

Here is a sample presentation script from the University of Washington at http://www.washington.edu/doit/UA/PRESENT/scintxt.html

Application: You are now ready to complete LCTA Task 10 and Task 11.
You are now ready to begin work on LCTA Task 10 AND 11 in Taskstream. Go to Taskstream and read the task directions and rubric for these tasks.

CHECKLIST: Before submitting LCTA Task 10 and Task 11, check to see if you have completed the following:

- Have you created a clear outline for your presentation that contains four main points to support your argument?
- Does your outline format consist of a topic sentence with keywords?
- Have you provided an introduction to your presentation that captures the audience’s attention?
- Have you written your thesis statement within the presentation script?
- Does your outline contain enough details for each main point but not every detail that your paper contains?
- Have you provided a conclusion that provides an effective closing to your presentation?
- Does your outline contain memory cues?
- Have you provided a list of more than three relevant potential questions that the audience may ask during the presentation?
- Have you proofread your outline for grammatical and mechanical errors?
- Have you described your visual aid(s) and how it (they) support(s) the main points of your presentation?
- Is/are your visual aid(s) easy to understand and have you provided a good explanation why you chose to use the visual(s) and how it/they will be incorporated into your presentation?
- Have you provided a citation(s) for the source of your visual aid(s)?
- Have you decided how you will photograph and/or do screen shots in order to submit your visuals for the assignment?
- Have you checked all these assignments for grammar, APA style, punctuation, and all writing conventions?

If you have any further questions or would like a more detailed list, please see the rubric in TaskStream.

Self score your task using the scoring rubrics in Taskstream. In Taskstream, each Task has a posted scoring rubric. Review your work using the provided scoring rubric, which is the same rubric that the grader uses to score your task. Make sure that your work meets the minimum requirements as set out by the scoring rubric.

Submit your task to TaskStream to be graded. After a few days, check on the status of your task. If the grader did not pass the task your mentor will send it back to you to review and resubmit with corrections. If there are any areas where you do not understand a concept, please check with the Course of Study Academic Mentor for assistance.
Presentation Part 2: Delivering Your Presentation

This week you will be using a video camera to record your presentation in front of a live audience. You will use your prepared script to help you organize your thoughts. You will have your visuals or props to emphasize certain points of your presentation. But besides these aids, you will have yourself, your body language, your composure, your finesse, your wit, your emotions and your knowledge. All of these characteristics make up an effective delivery or a boring lecture.

Background Information

The delivery of your presentation is the final step in the LCTA domain. Upon successful completion of these tasks you will have demonstrated the ability to navigate the research process, from its inception as you generated a topic, to its conclusion, as you edited and revised your written work and created a presentation based on your research.

Competency 103.4.2: Presentation Technique

The graduate presents information to an audience using effective verbal and nonverbal communication strategies and techniques.

Presentation Delivery

In order to deliver your presentation in a natural and engaging way, practice is critical. It is also important to practice your presentation so that it fits in a given time frame. Therefore, it is best to practice or rehearse as if you were doing the actual presentation. The more you practice, the better you’ll perform.

Keep in mind that you need to be conversational with your audience rather than reading to them. It can be advantageous to use stories, narratives and examples to illustrate main points of your presentation. Remember to forecast what you are going to cover in your introduction. Focus on your main points by incorporating your visual aids and using voice inflection.

Stop and make eye contact, and stand as you present. When it is appropriate, use gestures to emphasize your points. Think about speaking clearly and loud enough for your audience to hear everything you say. Finally, summarize your main points and leave your audience with an image, example or key idea to remind them of your thesis.

Look at the following in Writing: A Guide for College and Beyond

Review the following sections of Writing: A Guide for College and Beyond for more information on making a presentation:

- Give a Memorable Presentation, Chapter 27, p. 685 has some tips about speaking, gesturing, and stance for a presentation
- Pay Attention to Details Last, Chapter 4, p. 32 reminds speakers and writers about how to use detail to enhance their main points
- Understand the Rhetorical Situation, Chapter 6, p. 43 reminds speakers and writers of how to reflect and think about the audience.
- Think About Your Credibility, Chapter 6, pp. 46-47 asks you reflect on how your audience might see you as you deliver your presentation.
- Start Fast and Conclude with Strength, Chapter 29, pp. 698-700 gives you tips for how to manage and elaborate on your introduction as well as your conclusion.
- Stay Active, Chapter 30, p. 706 gives you tips on speaking in active voice.
Review Chapters 11 and 15 of SF Writer

Review the following sections of SF Writer for more information on making a presentation:

- *Writing with Style*, Chapter 11, pp. 85-100 introduces you to using language that has texture, is parallel and balanced. This chapter might give you a good idea of how you come across—as an interesting presenter or a boring, stilted presenter.
- *Treat Your Presentation as a Performance*, Chapter 15, pp. 147-148 gives you more tips for the actual presentation, and how to enjoy the experience.

For additional practice, try Thinkwell Public Speaking

- If you feel you need additional help in preparing and delivering an oral presentation, ask your mentor to give you access to Thinkwell Public Speaking, a multimedia resource that includes video tutorials with online interactive exercises designed to help you learn public speaking. Relevant topics include: speaker anxiety, audience analysis, preparing the speech, presenting the speech, speaking to inform, and speaking to persuade.

Review this website about Audience

Visit this website for helpful information on working with a larger audience for your presentation

- "Skills for Working with Groups" from the University of Albany

Review this website about public speaking tips

Use this website for list of public speaking tips using scripts and memory cues:

- "Public Speaking Tips" from MIT
  [http://mit.edu/urop/resources/speaking.html#prep](http://mit.edu/urop/resources/speaking.html#prep)

View this website about anxiety

If you have anxiety when you participate in public speaking, view this website for help:

- "Making Effective Oral Presentations" at
  [http://web.cba.neu.edu/~ewertheim/skills/oral.htm](http://web.cba.neu.edu/~ewertheim/skills/oral.htm)

View this website about using visuals effectively

- Media at Purdue University is an actual course on how to use visuals effectively at [http://owl.english.purdue.edu/owl/resource/727/19/](http://owl.english.purdue.edu/owl/resource/727/19/)

Application: Recording device selection choices:
In order to submit your presentation for grading, you will need to record it in a digital video format and upload it to the Internet. You can easily complete this process using the following steps:

First, select a recording device.

- Select a device that records in digital format at the lowest resolution possible.
- The easiest devices to use for this task are:
  - a web camera with sound,
  - the video function (with sound included) on a still image digital camera,
  - a disposable digital video camera (available for approximately $30 at Walgreens, CVS, and similar stores).
- If you are using a tape-based video camcorder or a digital video camcorder, you will need to look in the instruction manual for the device and set it at the lowest video resolution possible.

Secondly, record your presentation.

- Make sure you are visible with all your props and posters and charts and any other visual.
- Make sure you are clearly heard.
- Make sure your audience's questions are clearly heard.
- Your audience does not need to be seen.

Application: Downloading the Video and Determining Size of Video:

- After recording your presentation, you need to download your video so you can submit it to Taskstream.
  - The first step is to download the video onto your computer. 
    - You will need a cord (called a USB cable) to connect your recording device to your computer.
    - Once the cable is connected, the device will turn on automatically or you will have to turn it on manually.
    - Software that came with your device or other software on your computer will recognize the device and prompt you to download it and save the video to your hard drive.
    - If your presentation is on a DVD, insert the DVD into your computer and save the file to your computer.
    - If you are using a tape-based video recorder, you will need to take the tape to a digital transfer facility so the tape can be digitized and placed on a DVD. This process may cost $20 or more.
  - The second step is to play your video saved on your computer hard drive, play it to make sure it looks and sounds the way you want.
  - The third step is to check the properties of the file to find the file size, as file size will affect how you upload your presentation to TaskStream.

Application: Uploading the Video

- Once you know the size of your file, it's time to upload the video and submit it to Taskstream. The way you submit your file is based on the file size.
• If your file size is 50MB or under, you may attach the file in TaskStream (as you would any document), and upload the file and hit submit.

• If your file size is between 50 MB and 100MB, you will need to upload the file to an external video hosting web site—Snapfish.com or Youtube.com are two favorites.
  o Next paste a link to the file’s webpage location in your TaskStream submission.
  o Then add your username and password to the submission (for Snapfish), and clearly give directions to the grader in Taskstream (You can change your username and password in the future after the grading is done).
  o **Teachertube Instructions:** Sign up for a free account. Once you have uploaded your video you will need to give it a title, categorize it and fill in other information.
    o **To submit a Teachertube video**- Copy the URL and paste it into your TaskStream submission.
    o If you do not want other WGU students to view your presentation on Youtube, simply give it a nonsense name, like “ifjhhbvbvdf” and it will not appear in search results.
    o Once you file is uploaded, copy the “share video” link and paste it into your TaskStream submission.

• **If your file is between 100MB and 300MB,** you can use a site called Google Video. In order to use Google video, you will need to get a Google account.
  o This is the web address:
  o Here’s a page that’s a "help group" for people uploading videos:
    http://groups.google.com/group/google-video-help
  o Upload your video
  o Give your video a unique file name, and provide the graders with instructions for accessing it (web site address, name of file, any links provided, etc).

• **If your file is over 300MB,** please consider recording it at a lower resolution, if possible. If this is not possible, you may upload your file using “streaming video.” Visit this site http://www.livevideo.com/media/tag/voeh.aspx
  o When you get to the site, you will need to join. Click on the "Sign Up" link at the very top of the page. You will be asked to enter email info, etc.
  o Once you have an account, click on the button that says MyVideos. It will say you do not have any videos uploaded but follow the link to start uploading videos.
  o You will now be on a page that gives you three video upload options. Pick the first option and watch the video tutorial.
  o Upload you video, give it a distinct file name, and then copy the link into your task for TaskStream.

*If none of the above options work for you, please email languageandcommunication@wgu.edu or visit the community threads for additional advice.*
■ **Application:** You are now ready to complete LCTA Task 12.

**CHECKLIST:** Before submitting LCTA Task 12, check to see if you have completed the following:

- Have you provided a video-recorded presentation that is between 5 and 7 minutes?
- Have you used an attention-getting introduction in your presentation?
- Have you previewed the main points of your presentation in your introduction?
- Have you effectively discussed at least three main points in your presentation?
- Have you provided details for your main points in the presentation?
- Have you provided an effective conclusion to your presentation?
- Have you incorporated an effective visual aid(s) in your presentation?
- Have you responded to at least three audience questions?
- Are you clear and speaking loud enough for your presentation to be clearly recorded?
- Did you pace yourself throughout the presentation?
- Did you use effective emphasis to enhance your presentation when discussing major points?
- Did you use appropriate gestures and body language throughout the presentation?
- Did you use appropriate eye contact throughout the presentation?
- Did you plan ahead and procure a video camera to use for your presentation?
- Did you ask a friend or family member to listen to your practice presentation?
- Did you videotape your presentation with a friend present to handle the mechanical aspects so you are not distracted?
- Did you compress your videotape, upload your presentation (to a site like YouTube or Snapfish etc.) and send a link, username and password for your presentation?

If you have any further questions or would like a more detailed list, please see the rubric in TaskStream.

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**Submit your task to TaskStream to be graded.** After a few days, check on the status of your task. If the grader did not pass the task your mentor will send it back to you to review and resubmit with corrections. If there are any areas where you do not understand a concept, please check with the Course of Study Academic Mentor for assistance.

**Conclusion**

Congratulations on completing the Research, Writing, and Oral Presentation domain in the Liberal Arts at Western Governors University! In your studies for LCTA you have learned concepts that will help you throughout your WGU coursework and into the workplace. This is a great accomplishment! Please keep in mind and think about different ways this information can be applied to your personal and professional lives.
Transfer/Application to Work

Now that you have completed this course, you will be able to transfer the ideas you learned to situations that demand careful research and factual support for your ideas. Whether you work in the research base of your industry or actively work in the field, the evolving nature of every discipline involves close connections to the research you learned how to find and deal with in this course. This might include writing evaluations of systems and processes at work or creating factual and research-based documents for your home or neighborhood community. You might be writing a comparison report for your workplace researching five different work settings, or you might have to find out the rate of crime in your community. You might have a group who wishes to contribute to a project and not know if it is factually based. You might want to convince someone of a project and they might ask for research. All of these experiences might entail using the skills from this course.

Feedback

If you wish to provide feedback on this Course of Study, please contact Bryan Benson at bbenson@wgu.edu.