



**Babcock University Centre for Open Distance and e-Learning
(BUCODEL)**

AUTHENTIC ASSESSMENT

GEDS 132: COMMUNICATION IN ENGLISH II



COURSE CODE: GEDS 132

COURSE TITLE: COMMUNICATION IN ENGLISH II

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Topic: Developing the Paragraph

LEARNING OUTCOMES:

At the end of this topic, you should be able to:

1. Develop a paragraph.
2. Organize a paragraph appropriately.
3. Illustrate various ways to develop a paragraph.

ASSESSMENT DESCRIPTION (TASK):

Develop a paragraph using any one of the following: **(20 marks)**

- i. Comparison and Contrast - The general behavior of men and women.
- ii. Illustration – *The Aro Meta Art Deco* Statue of three Lagos white-cap chiefs located in Lagos, Nigeria, designed by Biodun Shodeinde in 1991.
- iii. Definition –On the concept of test questions.
- iv. Details – Develop a paragraph on Homosexuality

GRADING RUBRIC						
Criteria		Very Poor (1 marks)	Poor (3 marks)	Good (5 marks)	Very Good (7 marks)	Excellent (10 marks)
1.	Evidence of a topic sentence.	Topic sentence is not clear and incorrectly placed.	Topic sentence is somewhat clear and incorrectly placed.	Topic sentence is somewhat clear and correctly placed.	Topic sentence clear and few grammatical errors are present.	Topic sentence is clear and paragraph is free of grammatical errors.
2.	Use of appropriate supporting sentences.	Paragraph has no supporting sentences that relate back to the topic sentence.	Paragraph has one (1) supporting sentence that relate back to the topic sentence.	Paragraph has two (2) supporting sentences that relate back to the topic sentence.	Paragraph has three (3) supporting sentences that relate back to the topic sentence.	Paragraph has four (4) or more supporting sentences that relate back to the topic sentence.
3.	Grammar	Paragraph is full of punctuation, capitalization and spelling errors.	Paragraph has some punctuation, capitalization and spelling errors.	Paragraph has no punctuation and capitalization errors but some spelling errors.	Paragraph is mostly free of punctuation, capitalization and spelling errors.	Paragraph is completely free of punctuation, capitalization and spelling errors.
Comments:					Total Score: 20 marks	

Topic: Writing a Narrative Essay

LEARNING OUTCOMES:

At the end of this topic, you should be able to:

1. Apply the guidelines for effective narration.
2. Structure a narrative essay appropriately.
3. Write an interesting narrative essay.

ASSESSMENT DESCRIPTION (TASK):

Write a narrative essay about an occasion or event you remember clearly from your childhood in no more than five paragraphs. **(20 marks)**

GRADING RUBRIC						
Criteria		Very Poor (1 marks)	Poor (3 marks)	Good (5 marks)	Very Good (7 marks)	Excellent (10 marks)
1.	Each paragraph contains an incident.	No incidents contained in each paragraph.	Paragraphs contain incidents with several grammatical errors.	Paragraphs contain incidents with some grammatical errors.	Paragraphs contain incident with very few grammatical errors.	All paragraphs contain an incident with no grammatical errors.
2.	Each paragraph	No paragraph	Paragraphs show a	Paragraphs show a	Paragraphs show a	Paragraphs show a

	shows a change in the narrative	shows a change in the narrative.	change in the narrative with several grammatical errors.	change in the narrative with some grammatical errors.	change in the narrative with very few grammatical errors.	change in the narrative with no grammatical errors.
3.	Organization	The narrative is not organized and paragraphs not defined with no transitional words used.	The beginning, middle and ending are not well defined and out of order with few transitional words used.	The beginning, middle and ending are somewhat defined and some transitional words are used.	The narrative is well organized and transitional words are fairly used.	The narrative is well organized and transitional words are used frequently .
4.	Appropriate use of dialogue and narrative techniques.	Narrative does not employ dialogue or narrative techniques.	Narrative employs some dialogue and no narrative techniques.	Narrative mostly employs some dialogue and some narrative techniques.	Narrative employs adequate and somewhat adequate narrative techniques.	Narrative employs very satisfactory dialogue and narrative techniques.
Comments:						Total Score: 20 marks

Topic: Effective Speech Making

LEARNING OUTCOMES:

At the end of this topic, you should be able to:

1. Differentiate types of speeches.
2. Implement appropriate linguistic and paralinguistic features of speech.
3. Demonstrate speech making skills.
4. Create an oral presentation.

ASSESSMENT DESCRIPTION (TASK):

Record a video (in Mp4 format) of yourself making a 10 - 15-minute speech in **ANY ONE** of the following situations: **(20 marks)**

- i. Toast to the bride and groom at a wedding
- ii. Introduce the main speaker at a conference
- iii. Eulogize a friend at a funeral
- iv. Present or accept an award at a banquet
- v. As the Vice Chancellor of Babcock University, give a speech on the occasion of the matriculation of new students in your university.
- vi. The vote of thanks at your grandfather's centenary birthday
- vii. As a politician, give a speech titled, "Can Terrorism Be Justified?"

GRADING RUBRIC						
	Criteria	Very Poor (1 marks)	Poor (3 marks)	Good (5 marks)	Very Good (7 marks)	Excellent (10 marks)
1.	Appropriate dress code.	Speaker is not dressed appropriately. (Hair and clothes messy and unkempt)	Speaker is dressed somewhat appropriately. (Hair unkempt and clothes messy)	Speaker is mostly dressed appropriately. (Hair unkempt and clothes neat and tidy)	Speaker is dressed appropriately. (Hair and clothes neat and tidy)	Speaker is dressed appropriate for the occasion. (Hair and clothes neat and tidy)
2.	Composure. (Eye contact, body language, confidence & Attitude)	Makes no eye contact, speaks with no enthusiasm, poise and assurance.	Makes little eye contact, speaks with little enthusiasm, poise and assurance.	Makes some eye contact, speaks with some enthusiasm, poise and assurance.	Makes good eye contact, mostly speaks with enthusiasm, poise and assurance.	Makes effective eye contact, speaks with strong enthusiasm, poise and assurance.
3.	Fluency (Pauses and verbal fillers i.e. um, uh, er)	The speech is full of distracting pauses and verbal fillers.	The speech contains many distracting pauses and many verbal fillers.	The speech contains many distracting pauses and few verbal fillers.	The speech contains few distracting pauses and few verbal fillers.	The speech flows properly with no pauses or distracting verbal fillers.

4.	Use of visual aids (eg. Power Point)	No visual aids used.	The visual aid does not connect to the speech and is not neat , colorful and creative.	The visual aid somewhat connects to the speech and is somewhat neat, colorful and creative.	The visual aid connects to the speech and is mostly neat , colorful and creative.	The visual aid complements the speech and is neat, colorful and creative.
5.	Effective use of language.	There are numerous errors in grammar, mechanics, and/or spelling.	There are some errors in grammar, mechanics, and/or spelling.	There are few errors in grammar, mechanics, and/or spelling.	There are very few errors in grammar and mechanics, and/or spelling.	There are no errors in grammar, and mechanics.
6.	Credibility (source and speaker)	Content is questionable and is missing introduction and conclusion.	Content is somewhat credible but is missing an introduction, or conclusion.	Content is credible and includes an introduction, but no conclusion	Content is credible and includes an introduction, and conclusion	Knowledgeable of content and includes an engaging introduction, and suitable conclusion.
7.	Clarity & Audience Consideration (Loudness, Articulation, no mumbling etc.)	The speaker consistently mumbles so that the audience cannot hear clearly.	The speaker mumbles sometimes but the audience can hear parts of the speech.	The speaker mumbles a bit but the audience can hear most of the speech.	The speaker hardly mumbles so the audience can hear the speech clearly .	The speaker does not mumble so the audience can hear the speech very clearly .



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8.	Timing	Speech is 50% short or over the allotted time.	Speech is 30% short or over the allotted time.	Speech is 20% short or over the allotted time.	Speech is 10% short or over the allotted time.	Speech is given well within the time allotted.
Comments:					Total Score: 20 marks	

Topic: Pronunciation: Accent & Articulation

LEARNING OUTCOMES:

At the end of this topic, you should be able to:

1. Demonstrate correct intonation of words.
2. Exhibit fluency of speech.
3. Display accurate stress pattern and rhythm in pronunciation.

ASSESSMENT DESCRIPTION (TASK):

Create an audio recording (in mp3 format) of yourself reading out **two (2)** or three **(3)** paragraphs from either a newspaper or magazine article. **(20 Marks)**

GRADING RUBRIC						
	Criteria	Very Poor (1 marks)	Poor (3 marks)	Good (5 marks)	Very Good (7 marks)	Excellent (10 marks)
1.	Overall Pronunciation	All sounds are incomprehensible and accent is heavy and pronounced.	Most sounds are incomprehensible and accent is somewhat pronounced.	Some sounds are incomprehensible and there are many stumbles in accent.	Most sounds are clear and understandable with minor stumbles in Accent.	All sounds are flawless and there are no accent problems.
2.	Intonation	Monotone speaking.	Numerous mistakes in	Some mistakes in	Intonation is mostly	Perfect

		No emotion inflected in speech.	intonation. Very little emotion inflected in speech	intonation and some emotion inflected in speech.	perfect and some emotion inflected in speech.	intonation and superb inflection of emotion.
3.	Fluency	Speaker hesitates frequently, has great difficulty selecting words with no confidence.	Speaker hesitates less frequently, has less difficulty selecting words with little confidence.	Speaker hardly hesitates , seems to know the words and demonstrates some confidence.	Speaker does not hesitate but does not speak with confidence.	Speaker reads confidently and naturally with no hesitation.
4.	Stress pattern and rhythm	Inaccurate stress pattern and no rhythm.	Inaccurate stress pattern with little rhythm.	Somewhat accurate stress pattern with some rhythm.	Mostly accurate stress pattern and rhythm.	Very accurate stress pattern and ideal rhythm.
Comments:					Total Score: 20 marks	

Topic: Writing a Topic Sentence

LEARNING OUTCOMES:

At the end of this topic, you should be able to:

1. Infer the topic sentence from a paragraph.
2. Organize an essay into paragraphs comprising topic sentence (s) and supporting sentences.

ASSESSMENT DESCRIPTION (TASK): (10 marks)

1. Divide the following essay into paragraphs. (5 marks)
2. Identify the topic sentences in each paragraph. (5 marks)

Learning something new can be a scary experience. One of the hardest things I've ever had to do was learn how to swim. I was always afraid of the water, but I decided that swimming was an important skill that I should learn. I also thought it would be good exercise and help me to become physically stronger. What I didn't realize was that learning to swim would also make me a more confident person. New situations always make me a bit nervous, and my first swimming lesson was no exception. After I changed into my bathing suit in the locker room, I stood timidly by the side of the pool waiting for the teacher and other students to show up. After a couple of minutes, the teacher came over. She smiled and introduced herself, and two more students joined us. Although they were both older than me, they didn't seem to be embarrassed about not knowing how to swim. I began to feel more at ease. We got into the pool, and the teacher had us put on brightly colored water wings to help us stay afloat. One of the other students, May, had already taken the beginning class once before, so she took a kickboard and went splashing off by herself. The other student, Jerry, and I were told to hold on to the side of the pool and shown how to kick for the breaststroke. One by

one, the teacher had us hold on to a kickboard while she pulled it through the water and we kicked. Pretty soon Jerry was off doing this by himself, traveling at a fast clip across the short end of the pool. Things were not quite that easy for me, but the teacher was very patient. After a few more weeks, when I seemed to have caught on with my legs, she taught me the arm strokes. Now I had two things to concentrate on, my arms and my legs. I felt hopelessly uncoordinated. Sooner than I imagined, however, things began to feel "right" and I was able to swim! It was a wonderful free feeling - like flying, maybe - to be able to shoot across the water. Learning to swim was not easy for me, but in the end my persistence paid off. Not only did I learn how to swim and to conquer my fear of the water, but I also learned something about learning. Now when I am faced with a new situation, I am not so nervous. I may feel uncomfortable to begin with, but I know that as I practice being in that situation and as my skills get better, I will feel more and more comfortable. It is a wonderful, free feeling when you achieve a goal you have set for yourself. (Adapted from <https://www.examples.com/education/free-essay.html>)

GRADING RUBRIC						
	Criteria	Very Poor (0 mark)	Poor (1 mark)	Good (2 marks)	Very Good (3 marks)	Excellent (4 - 5 marks)
1.	Identification of topic sentence.	No topic sentence identified.	One (1) topic sentence identified.	Two (2) topic sentences identified.	Three (3) topic sentences identified.	Four (4) or five (5) topic sentences identified.

2.	Division into paragraphs.	Essay not divided into paragraphs.	Essay divided into two (2) paragraphs.	Essay divided into three (3) paragraphs.	Essay divided into four (4) paragraphs.	Essay correctly divided into five (5) paragraphs.
Comments:					Total Score: 10 marks	

