OBL sharing (22 Sept. 2010)   Marc Xu Zhichang (ENG)

Course: ENG 1245 Vocabulary Studies

Topic for sharing: revisions in the Assessment Tasks to align with the CILOs

Assessment tasks:

   a. An in-class test covering key concepts introduced in the course. 50%
   b. A small-scale investigative project based on one or more of the topics covered in the course. 50%

   OBL try-out

   a. Vocabulary portfolio assignment. 50%
   b. Essay writing on given topic(s). 50%

Examples of the 'in-class test' and 'portfolio':

'In-class test'

Use terms from the list below to describe the main word formation processes involved in the new words or senses listed below.
coinage; borrowing; compounding; blending; clipping; backformation; conversion; acronym; alphabetism; derivation; multiple processes

	New word	Meaning	Process(es)
1.	Pinyin	The standard system of Romanized spelling for transliterating the Chinese language based on the pronunciation of the Peking (now Beijing) dialect of Mandarin Chinese.	
2	emoticon	A symbol, usually found in e-mail messages, made up of punctuation marks that resemble a human expression.	

Use terms related to lexical semantics to fill in the blanks in the statements below.
1. _____ is a lexical relation where one form (written or spoken) has two or more unrelated meanings. Words of this type are called _____. For example, race (contest of speed) and race (ethnic group).

'Portfolio'

	immortalized derivation (im + mort + al + lize + ed) *im*-, -*al*, and -*lize* are bound morphemes (derivational); *mort* is a bound root -*ed* is a bound morpheme (inflectional)
	nuts & **nuts** homonymy (We are **nuts** [= *crazy about, very enthusiastic with*] about **nuts** [*a dry fruit*], the 2 words have the same spelling and sounds but their meanings are not related)

Discussion

1. The portfolio task aligns directly with the CILOs including

    'analyze English words morphologically',
    'identify and exemplify major word formation processes and word relations'.
    the format of a 'portfolio' reflects the 'outcomes' nature of the course.

2. In the 'in-class test', we tend to test what we think the students should know; whereas in the 'portfolio' task, the students are expected to demonstrate to us what they have learned, and how they can apply the knowledge to the analysis of authentic lexical phenomena.

3. In addition, the portfolio task also requires the students to write a brief introduction, and a summary or a reflection on the vocabulary knowledge that has been utilized in the portfolio construction process. This aligns with the CILLO (Course Intended Language Learning Outcome), i.e.,

    'demonstrate English academic literacy in terms of academic reading, writing and critical thinking skills.'