Chancellor’s Award for Excellence
To a Part-Time Faculty Member

Jessica Walter Saigh
ESL Instructor
Department of Foreign languages
573 Clark Hall

Nominated by
554 Clark Hall

Includes:

✓ 2 letters of support from the department
✓ 2 letters of support from students
✓ Philosophy of Teaching
✓ Curriculum Vitae
✓ 2 syllabi from UMSL courses
✓ sample class activities
Dear Senate Committee for the Chancellor's Award for Excellence in Teaching:

I strongly support the nomination of Jessica Saigh for the Excellence in Teaching Award to a Part-time Instructor. I have known the applicant for 27 years and have been her supervisor for 13, since she began teaching English as a Second Language (ESL) at UM-St. Louis. She has proven to be a vital member of the ESL Program for international students at UM-St. Louis.

Jessica holds two bachelor degrees, in Linguistics and in French, as well as two master degrees, in Applied Linguistics (Teaching English as a Second Language) and in Library Science. She had taught ESL at an academic intensive language center that successfully prepared a large number of Arabic speakers to university-level work in twelve months. Her expertise with helping that population has been an asset to our program; we have had a large population of Saudi Arabians who enter this university with language difficulties in spelling, writing, organizing ideas and cultural differences in learning. Some are overwhelmed with both language issues and adapting to a new society.

The Saudi students are frustrated by how difficult reading is for them. Not only do they read right to left in Arabic, many have reported that they rarely read in the their native language. Thus, when we have them read a full-length novel in a reading and writing course, they are overwhelmed. One student, Mohammed Alselimi, complained to Jessica that he hadn’t read novels in Arabic and had no interest doing this in English. She incorporated discussion activities including role-plays, journaling, and other lessons to bring the novel to life. At the end, he went to her office and cried out, “I love reading!” He has been accepted to a prestigious MBA program in Washington D.C. this fall.

Jessica is a highly motivating instructor. Students appreciate both her expertise in the field as well as her passion for their learning. She truly understands the English language and can teach any subject at any level. I particularly appreciate her expertise in English grammar and pronunciation, since most graduate programs underprepare students to teach these skills. I feel confident that she can teach any ESL skill at any level. An efficient instructor, she is both creative and organized. She holds high standards for the students’ work. Moreover, her passion for individual students and their success is invaluable.
Seven years ago, an immigrant student from Iran was experiencing difficulties in his personal life that spilled over into his studies here. He was not succeeding at school, frustrating his parents, and living at home. He had become depressed with which direction to take. Jessica talked with him repeatedly, convinced him that he could succeed, counseled him on time-management, and basically turned him around.

I have observed Jessica teach and am always impressed with her preparedness and energy. She peppers grammar and writing explanations with entertaining anecdotes to illustrate the lessons. She makes students comfortable by relating to the individuals as well as the group. Another colleague who observed her commented, “Excellent teacher-student rapport! Her arrangement of student groups was based on strengthening the weaknesses of each student and delegation of “discussion duties” to specific individuals in each group.” I have had students come to my office asking to be added to her filled sections.

Jessica and I together developed a course, Interdisciplinary 1030 Language and Communicative Arts Across the Disciplines. This course is an academic skills course open to all students; it covers readings across the disciplines, essays, presentation skills and more. Jessica, who is trained in grammar, writing, speaking skills and library research, is the instructor. She prepared a presentation on developing Interdisciplinary 1030 for the MIDTESOL conference, and it was very well received since other universities are experiencing similar problems with retention of all students due to lack of academic preparedness and study skills.

I am impressed with Jessica’s professional development outside of UMSL. When possible she attends and presents at conferences. Last year she published in the MIDTESOL Matters and is also an avid children’s writer. She recently published an article on the Arab culture for a children’s literary magazine with assistance from a graduate student from Saudi Arabia.

While most part-time instructors arrive, teach, hold an office hour and leave, Jessica’s presence is constant. She participates in departmental meetings and some gatherings, even on days she doesn’t teach. She helps with our testing and is always willing to do more. When I was in a car accident last semester, Jessica called and asked what she could do to help. I asked her if she’d take over a class of mine and she immediately assured me that she would, even though it was on days she didn’t teach. No questions asked, she immediately stepped in to help. She has also helped me with some administrative responsibilities such as discussions of resolving difficulties, assessment forms, testing, field trips, teaching methods, peer observations, and more.

As stated, Jessica has contributed so much to our international students and the campus. Her drive never wanes, and our department relies on her for her expertise and hard work. Thank you for extending this award to part-time instructors so that they too are recognized.

Sincerely,

Denise Mussman, Associate Teaching Professor of English as a Second Language
April 4, 2013

Dear Awards Committee:

Jessica Saigh has been a long-term, part-time adjunct in the ESL section. Her dedication to the unit has provided welcome stability during a period when ESL enrollments have grown exponentially, but the full-time faculty has not. I know that Denise Mussman, Director of ESL at UMSL, has consistently relied on Jessica for many contributions beyond teaching a few piecemeal courses.

Unlike other part-time instructors, Jessica has a regular presence in the department: she is frequently in her office and she makes a point of attending faculty meetings in Languages. She seeks to participate in department life more than other part-time colleagues.

I have not observed Jessica’s teaching, but I can say that her teaching evaluations reflect that students value her as an instructor. In addition to teaching a variety of ESL classes she also collaborated with Denise Mussman in creating an interdisciplinary eight week class that focuses on language and communication skills for at-risk students. She earns strong evaluations in this class as well. In the four years that I have served as Director of Language Programs, I have never fielded any complaints: Jessica is an utterly reliable and unproblematic colleague.

This nomination is an acknowledgement of Jessica Saigh’s dedication to ESL students at UMSL and her long-term commitment to the ESL section.

Sincerely,

Beth Landers
Director of Language Programs
Assistant Teaching Professor of French
landersb@umsl.edu
314-516-6546
To whom it may concern:

I am writing this letter in support of Jessica Saigh for nomination for the Chancellor’s Award for Excellence as a Part-Time Faculty. I have been a colleague of Ms. Saigh since 2000, and I am impressed with her positive attitude and work ethic. Ms. Saigh has always been available to teach a course. She has taught grammar, writing, and speaking courses to intermediate and advanced level international students, and she has developed materials for her courses each semester. She consistently receives positive evaluations from her students.

While she has been teaching at UMSL, Ms. Saigh has been active in the testing and interviewing of new international students for placement. She also attends program meetings and has helped new adjuncts in the department. She recently helped to develop a new interdisciplinary course for international students and American students who need help with academic skills, which she co-taught with Denise Mussman. Her service to the English as a Second Language program is appreciated.

In addition to her teaching and service activities, Ms. Saigh has been actively involved in professional development. She has attended technology workshops on campus, and she gave a presentation at the 2011 MIDTESOL Conference at Saint Louis University. Ms. Saigh has been a reliable, hard-working part-time faculty at UMSL for thirteen years, and we appreciate her dedication to her students and to our department. For these reasons, I strongly support her nomination for the Chancellor’s award.

Sincerely,

Nancy Mayer
Associate Teaching Professor, English as a Second Language
Anthropology, Sociology, and Languages
04-03-2013

To whom may it concern,

I am glad to recommend not only one of the best English instructors I have ever had, but also an amazing person, Jessica Saigh, for the Chancellor's Award for Excellence in Teaching to a Part-time Instructor in 2013. As a previous student of her ESL classes, her intelligence and diligence make many people happy and impress them very much.

To introduce myself before writing this recommendation letter, I am currently studying at the University of Missouri-St. Louis as an undergraduate student in biology. I transferred from Dong-A University in Korea and Glendale Community College in Glendale, California. As an International student who speaks Korean as a first language, I needed to study English starting from basic level up to the advanced level of English since I came to America to graduate university. It has been over 3 years since I have studied English and I have studied at various language centers in the United States of America: ELS in Indiana-Purdue University, English Language Program at the University of Pennsylvania, Kaplan academy in Westwood, Los Angeles, and the ESL department at Glendale Community College.

I have known Jessica Saigh since Fall 2012 when I first began attending the University of Missouri-St. Louis, the school in which she is currently teaching English as a second language as a part-time instructor. She showed me, and many other students, the outstanding job she is able to do both in the sense of duty as an instructor and in the sense of responsibility for her ESL classes. She takes very good care of all of her students as if they were family members or good friends, and everyone in her classes likes her very much. She also shows great teaching skills when she teaches international students who need to learn proper English. She always completes lessons effectively and successfully. Even though no one forces her to do everything she does, she always tries to find things to help students and explains subjects kindly and in a manner that really helps us better learn the concepts of English that we still need to learn. She exhibits good personal characteristic. She is active, honest, and optimistic, and I believe that these characteristics make her the best instructor I have ever had. She seems to be one of the top teachers in the opinions of all of the international students at the University of Missouri-St. Louis because it seems that all prefer to get help from her.

I would highly recommend her to be awarded the Chancellor’s Award for Excellence in Teaching to a Part-time Instructor in 2013 with the proof mentioned above. I strongly believe that one day she will be the best English teacher in the United States, and even in other countries such as South Korea. She has always been well-thought of within her school members. Before I met her, my English skills were not improving in any way. However, I finally understood how to learn English more effectively after taking her ESL class, and I
actually ended up getting an 'A' in her English grammar class which was my weakest area of English. She helped me a lot to speak English more properly, better use correct grammar, pronounce difficult words, and improve my listening skills. I am currently a junior in undergraduate school and I am studying in the same class as all other Americans who speak perfect English without any difficulties because I took her English class first before taking my general education courses. Furthermore, I guarantee that her diligence is the best of the best among all instructors I have had. Even though she went out for a field trip with other students, she came back to our class for students who did not go and lectured for us to not wasting our time of learning English. She is such a considerate, attentive, and affectionate person.

It was a great pleasure to have Jessica Saigh as my English instructor, and I am happy to see her be the greatest teacher at the University of Missouri-St. Louis or at any other education institutions in the future. If there are any questions regarding my recommendation for her, please feel free to contact me any time.

Yours sincerely,

International student at the University of Missouri-St. Louis,

Kyungah Kwon

Tel: 424-208-9319
E-mail: kk686@mail.umsl.edu
To whom it may concern:

I’m writing on regards of the teacher at UMSL, Jessica Saigh. I have known Jessica at the University of Missouri St. Louis for the last several years, gotten mentored by her and watching her continual evolution as a teacher. Not all individuals who pass through the classrooms have the same drive and passion to excel as Jessica, because unlike many of her peers, who seem to only focus on career success, she pegs her success on the quality and growth of her students. The desire to improve her students truly places her in the top tier of the teaching program as she continually exhibits the desired skills and traits any potential employer seeks. She has quickly grasped the concept of growth through helping others. As a teacher, it remains her job to push her students towards greatness, and she doesn’t stop until she has given it her all, and often then some. Dedication doesn’t just come from the mind, but the heart and soul, and Jessica exhibits these qualities every day, no matter what has transpired in her daily routine or life. She never lets it affect her performance and her teaching qualities.

Since my first contact with Jessica until now, I have seen not only her skill as a teacher develop and grow, but her passion as well. Throughout my academic career, I’ve been around students who have come and gone, some to excellence while others have quickly faded under the pressure of the educational system. I am confident, without a doubt, Jessica has greatness in store for her and the students she touches, and this is exactly why I am nominating her for the Chancellor’s Award for Excellence in Teaching.

Sincerely,

Mohammad Alselimi
Teaching is about sharing and learning. It’s about inspiring and a little cheerleading in order to help students reach their goals. It’s about humor and excitement. I have been teaching ESL since 1991. In that time, international students have changed as much as the academic landscape. I used to teach computer keyboarding and library searching. Today’s students arrive with laptops, computer games, and smartphones. Some countries have expanded educational opportunities for women. Changing times have also brought different ethnic populations to American universities.

As a language teacher, I have adjusted to the shifting population of students as well as teaching in a digital world. Nonetheless, my overall philosophy remains the same: work the students hard, make them laugh while they are learning, and always be aware and sympathetic to their needs. After all, they left everyone they knew and flew halfway across the world to study at my university. This is why I use a humanistic approach. Each student has different needs, expectations, and goals. Language learners from diverse countries have different strengths and weaknesses. Some are shy while others are outgoing. Some are great speakers but weak at grammar. Others can excel at a grammar quiz, but have trouble participating in discussions or writing essays. Many suffer from culture shock, and nowadays, most are distracted by emails, videogames, and Skypes from home.

UMSL has changed tremendously in the past twelve years. One of the most significant has been MYGATEWAY. I have expanded my use of this site every semester. The grade book streamlines submissions while allowing students to track their progress. I appreciate the feature that allows me to know when they have checked the grade book. They can no longer pretend to
be surprised about their grades. My hardest-working students check daily, chart their progress, and come to my office sooner to discuss their progress and how to improve their grades.

The email tool is another helpful advancement. Students can email classmates about group projects, and they can email me whenever they have a question thereby breaking the barrier between student and teacher and allowing the shy students to contact me privately. Today, discussion boards and voiceboards facilitate class work, homework, and group work.

In my classroom, I endeavor to create a fun and active environment despite all the work I demand of my students. I prefer a mélange of teaching styles. It is my goal that my students be able to understand, speak, read, write, and manipulate the language. Equally important in our multi-cultural world is that they develop cooperative skills enabling them to work independently and in groups. Students learn how to survive the American university system, which means making presentations, leading discussion groups, disagreeing with classmates, writing compositions, and learning how to avoid plagiarism. Many of these skills are different or uncommon in their home countries, but all of them are crucial to success at UMSL. I try to get students in groups as much as possible, and I mix up the countries, so students can learn from each other. Group projects get them talking; even in a reading/writing class, learning to talk about an article or novel is useful because it will prepare them for class discussions in mainstream classes.

For the past few years, I have been teaching an interdisciplinary class that I helped develop to meet the needs of international students and Americans who need extra help becoming successful at UMSL. Its curriculum changes according to the students’ needs and may include such topics as résumé writing, essays, presentations, grammar, research in the community, guessing new vocabulary, note-taking, and reading academic texts. One of the
greatest things about this course is watching the students discover each other's strengths. Watching Americans work with foreign students where each one contributes is eye-opening for everyone.

Lastly, I cannot discuss my teaching style without mentioning cheerleading. As I wrote, many of our students are going through stages of culture shock. Some isolate themselves with their compatriots, thereby hampering their language learning. Others even give up and return home, forfeiting their dreams and affecting university retention. Although I was never chosen for the cheerleading squad in school, I'm living my fantasy at UMSL. Every day, I work to get my students enthusiastic about learning English and studying at UMSL. When they think it's too hard or they want to throw in the towel, I give them a pep talk worthy of a pre-game booster, urging them not to give up. They have to believe in themselves and keep working for their dreams. After all, in the real world, regardless of the success of Steve Jobs and Bill Gates, cheerleading and spin are crucial to keeping the students believing that a university education is vital.
Interdisciplinary 1030  
Language and Communicative Arts Across the Disciplines 
Monday, Tuesday, & Thursday 2:00-3:15

Instructors: Jessica Saigh & Denise Mussman

Jessica’s office hours (Clark Hall 573): 11-12:30 Tuesdays and Thursdays, Denise’s office hours (Clark Hall 560) Mon, Wed 9-11, Thurs 10-12, Fri 11-12

Textbook: Strategies for College Success by Diana Renn

Goals: To advance the academic skills of university-level students.

What we will do: Because this is an interdisciplinary class, we will do activities and homework that cover all the major skills as well as help you to be a better, more effective student. We will do academic readings, writing activities (including essays), note-taking, class discussions and group work, presentations (2-3), and tests. We will also increase vocabulary knowledge and strategies for learning new words.

Attendance: It is crucial that you attend every class unless you are truly sick. If you cannot be in class, it is your responsibility to connect us by email, check your homework on the class website, and make up all your homework. If you do not make up your homework within one week of an absence, you will receive no credit for that assignment.

Expectations: Active participation is part of your grade and will help you learn faster (and have more fun). You are also expected to do all homework neatly and on time. All homework will be posted on the class website.

Academic Honesty: We expect you to do all your own work. You may see a tutor or work in study groups, but you must turn in your own work and not have others do your assignments for
you. If we catch you cheating, you will receive a zero on the assignment, and you will be reported to the university.

**Grades:**

Participation and in-class work 10%
Vocabulary journals and homework 20%
Written assignments 20%
Presentations 20%
Quizzes, tests 15%
Final exam 15%

**Schedule:** This schedule may need to adjust during the semester to reflect the needs of students.

2/20-2/23  Ch. 1: vocabulary, reading, grammar review, writing
2/27-3/1 summaries, continue Ch. 1, reading, note taking
3/5-3/8  Ch. 2 vocabulary, reading & response, Ch. 7 (writing p204-210)
3/12-3/15 group presentation, vocabulary, writing Ch. 7 (p210-214)
3/19-3/22  Ch. 4, vocabulary, reading, note-taking, essay Ch. 7 (p214-219)

3/26-3/28  No Class, Spring Break

4/2-4/5  Ch. 5, vocabulary, reading & response, note taking

4/19-4/12  Ch. 5, essay 2, start 2nd presentation

4/16-4/19  Ch. 6, work on presentations

4/23-4/26  Ch. 6, note-taking, reading, summary

4/31-5/3  reading, research essay, prepare for final

Final Exam  Tuesday, May 8th 12:30-2:30
Conversation and Pronunciation 4301
Spring 2012

Time: Tuesday/Thursday 9:30-10:45
Instructor: Jessica Saigh
Office Hours: Clark Hall #573, 11:00-12:00 Tuesdays and Thursdays or by appointment
Textbook: Speaking of Values Two by Robin Mills

Clear Speech Third Edition by Judy Gilbert

Course Description: This course focuses on helping you improve your pronunciation and fluency in speaking. Course work includes practicing stress, rhythm, and intonation patterns of American English and problematic consonant and vowel sounds. In addition, emphasis will be placed on the development of conversation management and oral presentation skills.

MYGATEWAY: UMSL uses the MYGATEWAY interactive system for all its classes. All students have an UMSL email account. You must check it regularly because I will contact you on that account. You must also check our class website on MYGATEWAY. I post handouts, assignments, announcements, listening links, and grades on our website. If you have any trouble accessing your email or our class website, contact the university immediately.

Attendance and absences: You should attend every class period. Attendance and participation are important for your success in this class. If you miss a class, please email me as soon as possible. In addition, it is YOUR responsibility to make up the work. More than two unexcused absences will affect your final grade.

Homework: I will post all assignments on MYGATEWAY (under assignments). There will also be links to listening assignments. All assignment should be done on time. Late homework will only be accepted with the permission of the instructor. As this is a pronunciation/conversation class, many of the homework assignments will involve listening to the CD at home or on your computer. I will trust you to do all of these assignments. If you fail to listen and practice your listening and speaking, your pronunciation and listening skills will not improve as quickly as your classmates. It is your responsibility.
**Field Trip**: Our class will be taking one field trip in St. Louis with the listening and note-taking class. This is a required part of the class and you are expected to be there. I will try to find a time when everyone can attend. If we cannot find a suitable time for everyone, you can go on your own or arrange a different speaking/listening activity with me.

**Class Participation** is crucial to improving your speaking and pronunciation skills. Please don’t sit quietly in your chair. Also, listen to your classmates as well as your teacher. Do not work on assignments from other classes during our time together. We will also have student-led discussions. This is your chance to plan the topic for the day, look up vocabulary, write questions, and lead the discussion, making sure everyone gets a chance to speak. This is a great opportunity for you to talk about a subject that interests you and will give you a chance to practice directing a conversation. Every student will get a chance to be a discussion leader.

**Grades:**

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<th>Percentage</th>
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<tr>
<td>Attendance and participation</td>
<td>25%</td>
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<tr>
<td>Assignments &amp; speaking journal</td>
<td>25%</td>
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<tr>
<td>Presentations</td>
<td>30%</td>
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<tr>
<td>Quizzes and Exams</td>
<td>20%</td>
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**Special Policies and Needs**

- Please do not hesitate to ask for help. If you are confused and need clarification, please notify your instructor immediately and take advantage of the announced office hours. There are also free tutors available through the Language Resource Center (555 Clark Hall). The Resource Center can be reached through the main Foreign Language Office, Clark Hall 554. A schedule will be posted on the door of Clark 554 and Clark 555. Do keep in mind that the tutors are not allowed to do your homework! They are there to help you understand and practice the material. If you are not able to meet with a tutor during the regularly scheduled time, you may request free one-on-one tutoring sessions at times that fit your schedule. Please contact Jim Karslake (Administrative Assistant and Resource Center Coordinator) at 516-6242 if you would like to make an individual appointment with a tutor.

Dictionaries, networked computers, and other resources are also available in the Resource Center.

- Students are reminded that according to the College of Arts & Sciences, a grade of C- or better is required in 1002 to enter 2101. A grade of D- or better is required in 2101 in
order to satisfy the language requirement. If the instructor believes that a student may be in danger of falling below a D average, the student may be referred to the Center for Student Success (CSS) via the Early Alert System. The CSS offers assistance tailored to special instructional needs. Learn about the Early Alert System in the online Student Planner at:


- Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Services Office in 144 Millennium Student Center at 516-6554 as soon as possible to ensure that such accommodations are arranged in a timely fashion. After contacting this office, please speak with the course instructor so that the necessary arrangements can be made.

- Students choosing to withdraw from class after the first four weeks of class will receive an “Excused” grade, provided they are passing the course at that time. Otherwise, a “Failing” grade is given (See UM-SL Bulletin). Questions about refund deadlines and policies should be directed to the Office of the Registrar.

- No activated pagers or cell phones are allowed in the classroom. Please be considerate and turn off all electronic devices before class and refrain from using them until class has been dismissed.

- Academic dishonesty, such as cheating and plagiarism, is defined in the Code of Student Conduct (see UMSL Bulletin) as follows: The term cheating includes but is not limited to (i) use of any unauthorized assistance in taking quizzes, tests, or examinations; (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) acquisition or possession without permission of tests, or other academic material belonging to a member of the university faculty or staff; or (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations. The term plagiarism includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

Therefore, in consideration of the above:
- No cheating or plagiarism will be tolerated.
- The student will receive a grade of zero (0) on the assignment (quiz, homework, take-home paper, final exam, composition) for cheating or plagiarism.
- All dishonesty is required to be reported to the proper University authority.

- The use of any translating software programs (freetranslation.com, babelfish.altavista.com, to name a few, although this list is by no means exhaustive) to
complete homework assignments, writing tasks, etc for this class is not permitted. Any materials submitted to the instructor that are found to have been prepared with the assistance of these websites or similar software will receive a grade of zero and will be dealt with in accordance with the above stated academic dishonesty policy.

Class Schedule: This is a tentative class schedule. It may be necessary to work more slowly or more quickly. I will let you know about any changes in the schedule.

Week 1 1/17-1/19  Class introduction, diagnostic, small talk (ch1), syllable counting

Week 2 1/24-1/26  Chapter 1 Clear Speech(CS, speaking journals, syllable counting, Ch 1 Speaking of Values (SOV)

Week 3 1/31-2/2  voicing Ch 12 CS, continue ch 1 SOV, quiz 1

Week 4 2/7-2/9  Start Ch 3 SOV, Ch 2 CS vowel sounds

Week 5 2/14-2/16  Continue Ch 3 SOV, CS ch 3, word stress

Week 6 2/21-2/23  Ch 5 SOV, quiz 2, CS Ch 4, presentation

Week 7 2/28-3/1  Continue Ch 5 SOV, CS ch 5, poem

Week 8 3/6-3/8  Chapter 8 SOV, Midterm exam

Week 9 3/13-3/15  Continue Ch 8 SOV, CS ch 6 content words
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<th>Week 10</th>
<th>3/20-3/22</th>
<th>Ch 7 CS, structure words, presentation</th>
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<tr>
<td>Week 11</td>
<td>3/27-3/29</td>
<td><strong>SPRING BREAK</strong>, No Classes</td>
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<tr>
<td>Week 12</td>
<td>4/3-4/5</td>
<td>Ch 7 SOV, CS ch 8, poem</td>
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<td>Week 13</td>
<td>4/10-4/12</td>
<td>Continue Ch 10 SOV, CS ch 9</td>
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<tr>
<td>Week 14</td>
<td>4/17-4/19</td>
<td>Ch 12 SOV, start final presentation</td>
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<tr>
<td>Week 15</td>
<td>4/24-4/26</td>
<td>Continue Ch 12 SOV, CS ch 15 thought groups</td>
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<td>Week 16</td>
<td>5/1-5/3</td>
<td>final presentations, evaluations</td>
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**FINAL EXAM:**
MINI RESEARCH PROJECT

Directions: Jessica will give you the name of a famous American. Look up that person on the computer (or in a book). Write a short paragraph IN YOUR OWN WORDS telling us who that person was and why he/she was famous. (10 points)

Name of Person: ________________________________

When he/she lived: ________________________________

What he/she did: ________________________________

   • _________________________________________
   • _________________________________________
   • _________________________________________
   • _________________________________________
   • _________________________________________

Paragraph:

Could you find a picture of him/her? If so, please attach.