

Instruction for Blended Learning – February 28, 2014

ASYNCHRONOUS CRITICAL THINKING PRESENTATIONS AND COLLABORATION

Due Date: Must be finished before Sunday, March 2nd, 2014

Instructions

1. You must be in front of a computer, with Internet access. Please have a pen and paper with you. You may substitute the computer with your phone or tablet.
2. Look at your groupings below.

GROUP 1	GROUP 2	GROUP3	GROUP4	GROUP 5	GROUP 6
JASMINE YAP NABILA NIKKI	ARIEL JAMILA JIAJIN KELLY	ANDREW MEYSHNA SUSAN CHINO SHARINIA	KENNY FANG EE CHELSEA VIKA	AEMIL ALEX JEFF SHUNTA	HAZIQ DEXTER AARON SANDRA

3. After finding out who is in your group, now please read the listings below and WATCH, READ or VIEW the VIDEOS/ SONGS THEY FOCUSSED ON. Please refer back to the assignment sheet to make sure you are either *listening* to a song or *watching* a video. *If Nikki is in your group, you will find out her song through her presentation. If anyone is not on there, just click on their presentation in the following link and find out for yourself.

Jasmine Eng Yen	The World is a
Yap Sze Han	Fake Plastic Trees,
Nabila Basuki	One, Metallica
Andrew Lai	Fake Plastic Trees,
Meyshna Nair	Love the Way You
Ariel pua	Mockingbird,
Choong Wei	How is Your Heart,
Jamila Dossaji	Hard Out Here, Lilly
Kenny Ooi Zi Wei	River, Joni Mitchell
Jiajin, Ong	River, Joni Mitchell
Junqing Hu	How is Your Heart,
Su Nyan Moe	One, Metallica
Foo Fang Ee	Mockingbird,
Chelsea Ng	A Hymn to
Aemil Heykal	Love the Way You
Putvika Indrasari	I, too, Sing
Jeff Wong	Mockingbird,
Shunta Otsuki	How is Your Heart,
Haziq irfan	Mockingbird,
Eng Zhang Liek	I, too, Sing
Aaron Chai	Mockingbird,
Sharinia	Revolution,
Swe Zin Soe	Love the Way You
Chino Y	Mockingbird,

Eng Zhang= Alex
Swe Zin Soe= Sandra
Su Nyan Moe= Susan
Junqing Hu= Kelly

Annoying = Your real names were beautiful, why did you give yourself North American names you don't even use!

4. Based on your group, please click on the following PLAYLIST LINK to YouTube for YOUR GROUP! If you see that the link is wrong, click on all the links and find people who are in your group.

GROUP 1
JASMINE YAP NABILA NIKKI

http://www.youtube.com/playlist?list=PL_IFU_rMgZR_aiFCt_qzvP9fLImvLr-B

GROUP 2
ARIEL JAMILA JIAJIN KELLY

http://www.youtube.com/playlist?list=PL_IFU_rMgZRST4wG7crh8P8hVn_8t2GIH

GROUP3
ANDREW MEYSHNA SUSAN CHINO SHARINIA

http://www.youtube.com/playlist?list=PL_IFU_rMgZRS6nJQ1Ez7kqYUCJr1ZO-f_

GROUP4
KENNY FANG EE CHELSEA VIKA

http://www.youtube.com/playlist?list=PL_IFU_rMgZRQmVvWgcfA4Jw4c698Jaxxs

GROUP 5
AEMIL ALEX JEFF SHUNTA

http://www.youtube.com/playlist?list=PL_IFU_rMgZRR46ljEK-52G6eabas34b-n

GROUP 6
HAZIQ DEXTER AARON SANDRA

http://www.youtube.com/playlist?list=PL_IFU_rMgZRTDUArP2zHSwJbTL9B6ShMC

5. Watch one video at a time with a pen and paper in front of you.

6. Write all the positive things you can state about their:

Thesis	Arguments	Use of Lens	Overall Analysis
<input type="checkbox"/> Arguable <input type="checkbox"/> Creative <input type="checkbox"/> Insightful <input type="checkbox"/> Obvious <input type="checkbox"/> In-depth <input type="checkbox"/> Too simple <input type="checkbox"/> (Not) Observable <input type="checkbox"/> Bias <input type="checkbox"/> Too Broad	<input type="checkbox"/> Obvious <input type="checkbox"/> Creative <input type="checkbox"/> Well-Explained <input type="checkbox"/> Vague <input type="checkbox"/> Not connected to thesis <input type="checkbox"/> Does not connect to thesis <input type="checkbox"/> Summarized well, well explained <input type="checkbox"/> Explains what we should see/ perceive (or does not)	<input type="checkbox"/> Biographical <ul style="list-style-type: none"> Creates meaning from biography of writer Provided information about the writer for us to make the same connection Understands (or does not) how to use the lens effectively Seems researched and not guessed <input type="checkbox"/> Formalism <ul style="list-style-type: none"> Analyses using literary devices and/or visual devices (film techniques) effectively Explains meaning that comes from the literal devices, well (or not) <input type="checkbox"/> Historical <ul style="list-style-type: none"> Summarizes history very well for us to see the connection Derives meaning from the historic context Seems researched, and not guessed 	<input type="checkbox"/> Explains (well) <input type="checkbox"/> Brings us into the "know". We know what the speaker was thinking, and can see how they would view this fact as something that makes this EVIDENCE of the argument, and satisfies the thesis. <input type="checkbox"/> Wow, you perceive and see something that I never did – enlightening <input type="checkbox"/> Too basic <input type="checkbox"/> Contrived (seems like you are forcing yourself to find something) <input type="checkbox"/> Vague <input type="checkbox"/> Surface-Level (Obvious connection and analysis; not very deep or creative)

The words above are a bank of ideas and words you can use for step 7.

7. Click on the link below and submit an evaluation stating a positive, and next step for **EACH** of the members in your group. **This is what provides you your attendance for Friday. IF YOU DO NOT have a peer evaluation for each of your group members, you are marked absent.** Do one after watching each presentation. Don't do them all at once - seriously!

<https://docs.google.com/forms/d/1r3rokhoUMaijFnlaFbKkv71D57alsATrRFSEKX9g-rl/viewform>

You are required to write a conscientious comment. 1 or 2 sentences is not prudent. You must attempt to write a comment, support it with an example, and then a conclusive sentence that either has another compliment (positive) or a remedy to fix their issue (next step).

8. All must be viewed, commented on and finished by Sunday, March 2nd, 2014 @ 6:00pm