

# ЗРАЗКИ ЗАВДАНЬ ДЛЯ МОДУЛЬНИХ РОБІТ ТА САМОСТІЙНОЇ РОБОТИ

## 7.1. Розуміння прочитаного та навички критичного читання

**Read the passage below and for questions 1-6 choose ONE correct answer from (A) to (E):**

Charter schools are public schools—they receive public money, and they don't charge tuition, have a religious affiliation, or admit students through a selective admissions process. However, they are founded by entities such as nonprofit companies, individuals, universities, and state education boards, and are managed more like a private school.

A charter school is created by a contract—or charter—that outlines the school's mission and delineates a system for evaluating whether the school has met those goals and objectives, instead of having to adhere to state laws regulating school performance.

Charter schools are free from those regulations, and are held accountable for academic results rather than the quotas that hamper success at other public schools. Thus, they are the best type of primary and secondary educational institution, and there should be more of them in every district in the United States.

1. Based on the last paragraph, the author would most likely describe non-chartered public schools as
  - (A) ineffective
  - (B) rebellious
  - (C) spasmodic
  - (D) odoriferous
  - (E) plebeian
2. In line 7, the word “adhere” most nearly means
  - (A) fasten
  - (B) exhort
  - (C) condescend
  - (D) insinuate
  - (E) obey
3. In the second paragraph (lines 5 – 7), the author suggests that
  - (A) public schools should have more regulation
  - (B) religion should be a part of public school education
  - (C) state laws restrict progress and achievement
  - (D) nonprofit companies have no place in primary and secondary education
  - (E) a selective admissions process is not important
4. It can be inferred from the passage that the author believes that
  - (A) not every public school has the right mission
  - (B) academic results are equal to success
  - (C) public schools should be run by the federal government
  - (D) more charter school students attend college

- (E) private schools are the best competition for charter schools
5. Which of the following most seriously undermines the author's conclusion?
- (A) Charter schools tend to be small, so they provide students with specialized attention.
  - (B) Charter schools drain away funds that could be used for regular public schools.
  - (C) Charter schools increase competition, enhancing the quality of all public schools.
  - (D) Communities that are dissatisfied with non-chartered public schools are grateful for these alternative institutions.
  - (E) Many charter schools have closed because of poor management or inferior academic performance.
6. The primary purpose of the passage is to
- (A) promote an increase in the number of charter schools
  - (B) advocate for a decrease in funding for charter schools
  - (C) explain the origins of charter schools
  - (D) provide sample goals and objectives of certain charter schools
  - (E) describe the most successful of all charter school

## 7.2 Розвиток словникового запасу для академічного спілкування Academic Vocabulary Development

### 7.2.1 Choose the correct answer for each question. Each question is worth 1 point. Total: 15 points.

1. Which of the following words means "a formal agreement between two or more nations"?

  - A) Alliance
  - B) Conflict
  - C) Sanction
  - D) Sovereignty

2. What is the term for the ability of a state to govern itself without external interference?

  - A) Diplomacy
  - B) Sovereignty
  - C) Intervention
  - D) Mediation

3. The process of resolving disputes through discussion and negotiation is known as:

  - A) Arbitration
  - B) Mediation
  - C) Diplomacy
  - D) Coercion

4. What does the term "bilateral" refer to in international relations?

  - A) An agreement involving two parties or countries
  - B) A policy that affects all nations
  - C) A conflict within a single country
  - D) A trade agreement involving multiple nations

5. Which of the following best defines "sanction"?
  - A) Approval for an action
  - B) A punitive measure imposed on a country
  - C) A formal treaty between states
  - D) A peaceful resolution to a conflict
6. What is "multilateralism" in the context of international relations?
  - A) Actions taken by a single state
  - B) Cooperation between multiple nations
  - C) A policy favoring isolationism
  - D) The use of economic power to influence others
7. A situation in which no party has the ability to dominate or impose their will is known as:
  - A) Balance of power
  - B) Conflict resolution
  - C) Hegemony
  - D) Sovereignty
8. The principle of "non-intervention" refers to:
  - A) Supporting allies in a conflict
  - B) Avoiding interference in the domestic affairs of another state
  - C) Imposing sanctions on rogue nations
  - D) Engaging in multilateral diplomacy
9. Which of the following terms refers to an organization formed by several countries to achieve common goals?
  - A) Coalition
  - B) Bloc
  - C) Alliance
  - D) Institution
10. "Diplomatic immunity" refers to:
  - A) The right of diplomats to criticize foreign policies
  - B) Protection from prosecution in the host country
  - C) The ability to negotiate treaties without approval
  - D) The use of diplomacy to avoid conflict
11. What is a "treaty" in the context of international law?
  - A) A written agreement between states
  - B) A resolution adopted by the UN
  - C) An informal negotiation process
  - D) A declaration of war
12. What does "soft power" mean in international relations?
  - A) Military intervention to achieve political goals
  - B) Economic sanctions used to influence behavior
  - C) Influence through cultural and ideological appeal
  - D) Covert operations to destabilize opponents
13. The term "globalization" refers to:
  - A) The isolation of states from global affairs
  - B) The interconnectedness of nations through trade, culture, and politics
  - C) The expansion of military alliances
  - D) The promotion of sovereignty
14. "Embargo" is best defined as:

- A) A diplomatic initiative to foster peace
  - B) A trade restriction imposed on a country
  - C) A policy of increased international trade
  - D) A mutual defense agreement
15. What is "hegemony" in the context of international relations?
- A) The dominance of one state over others
  - B) A balanced distribution of power
  - C) The formation of coalitions to achieve common goals
  - D) The resolution of conflicts through negotiation

**7.2.2 Chose ONE word from (A) to (E) that best completes the gap in the sentence according to the context.**

1. I tuned in to the debate to learn more about the candidate's economic policies, but he kept with stories about his family and upbringing.
  - (A) innovating
  - (B) emulating
  - (C) digressing
  - (D) consigning
  - (E) insinuating
2. They said that he was a brilliant orator, but I found the language of his speech to be too \_\_\_\_\_, because it was overwrought and long-winded.
  - (A) amorous
  - (B) florid
  - (C) meager
  - (D) pugnacious
  - (E) depraved
3. Mr. Jones, a \_\_\_\_\_ statesman, was stationed in the Pacific theater during World War II and was a successful businessman before serving in the state senate for more than fifteen years.
  - (A) felicitous
  - (B) latent
  - (C) petulant
  - (D) venerable
  - (E) insipid
4. Although President Truman disliked Stalin and was \_\_\_\_\_ him, the U.S. president had to \_\_\_\_\_ with him because Russia was also a member of the Allied forces.
  - (A) fond of ... defile
  - (B) wary of ... collaborate
  - (C) deferential to ... nurture
  - (D) accommodating to ... elude
  - (E) scared of ... chastise
5. The dishonest mayor attempted to \_\_\_\_\_ her opponent in the campaign by running \_\_\_\_\_ ads in the local newspapers.
  - (A) discredit ... libelous
  - (B) venerate ... docile

- (C) console ... contrite  
(D) infuriate ... pellucid  
(E) appease ... slanderous
6. Although the two coworkers seemed to be always at odds, their relationship was actually quite \_\_\_\_\_.
- (A) maudlin  
(B) amicable  
(C) rustic  
(D) tortuous  
(E) caustic
7. Mary and Sam did not agree on the extent to which harmful greenhouse gases have a(n) \_\_\_\_\_ effect on the environment, leading them to have a(n) \_\_\_\_\_ discussion.
- (A) invulnerable ... outrageous  
(B) audacious ... pecuniary  
(C) deleterious ... querulous  
(D) convivial ... superlative  
(E) eminent ... malleable
8. In the 1960s, thousands of people fled Cuba after Fidel Castro took power, seeking political \_\_\_\_\_ in the United States and other countries.
- (A) asylum  
(B) meditation  
(C) rejuvenation  
(D) egotism  
(E) urgency
9. The reporters were not allowed to ask the politician about the \_\_\_\_\_ photos published in the tabloids of him being handcuffed by police outside a Las Vegas casino.
- (A) banal  
(B) provocative  
(C) foppish  
(D) mercenary  
(E) vacuous
10. "The \_\_\_\_\_ of this nation depends on our ability to educate our citizens and to create jobs, so Americans can once again be on the road to financial success," the politician said in his speech.
- (A) prosperity  
(B) dispensation  
(C) adjuration  
(D) remission  
(E) upheaval
11. The \_\_\_\_\_ feelings of patriotic camaraderie disappeared a few months after the terrorist attacks.
- (A) acrimonious  
(B) venerable  
(C) transient

- (D) paternal  
(E) formidable
12. The \_\_\_\_\_ certainly made some rousing speeches, but he proved to have a flimsy platform and no solutions when tested at the electoral debates.  
(A) freemason  
(B) gendarme  
(C) harbinger  
(D) demagogue  
(E) prodigy
13. Henry VIII was such a paranoid leader that he thought anyone who disagreed with him was \_\_\_\_\_, and he never allowed anyone to \_\_\_\_\_ his position of power.  
(A) unctuous ... entrench  
(B) perfidious ... usurp  
(C) cadaverous ... exacerbate  
(D) altruistic ... outride  
(E) enthusiastic ... satirize
14. The architecture of the Baroque period, with its gold-leaf ornamentation and opulent use of color, is considered by many to be among the most \_\_\_\_\_.  
(A) tactful  
(B) furtive  
(C) conducive  
(D) judicious  
(E) ostentatious
15. The hate speech that the gentleman began to express at our church meeting was met with boos and he was asked to leave, since it was \_\_\_\_\_ with the open and accepting nature of our congregation.  
(A) remonstrant  
(B) correlative  
(C) incompatible  
(D) exhaustive  
(E) onerous

## 7.3. Практика академічного письма

### Academic Writing Practice

#### 7.3.1 Summarizing

**Objective:** To develop the ability to summarize academic texts effectively by identifying main ideas, key arguments, and essential details while eliminating unnecessary information.

**Instructions:**

1. Read the provided academic article excerpt carefully.
2. Write a summary of the text in 70 words. Ensure that your summary:
  - Captures the main ideas and key points of the text.

- Omits examples, anecdotes, and minor details.
  - Uses your own words (no direct copying).
3. Submit your summary in Google Class by the due date.

***Text for Summarizing:***

"Globalization has fundamentally reshaped international relations by increasing interconnectedness among countries in terms of trade, culture, and politics. This phenomenon has led to the emergence of new opportunities, such as greater economic integration, cultural exchange, and the spread of democratic ideals. However, globalization has also brought significant challenges, including economic inequality, cultural homogenization, and the rise of transnational issues like climate change and cyber threats. For developing nations, globalization presents a double-edged sword, offering access to global markets while exposing them to external vulnerabilities. Policymakers must navigate these complexities by fostering cooperation and creating inclusive frameworks that address both the benefits and downsides of globalization. Understanding the dynamics of globalization is essential for building sustainable and equitable international relations in the 21st century."

***Checklist for a Good Summary:***

- Have you identified the main idea of the text?
- Have you included the key supporting points?
- Have you avoided copying phrases directly from the text?
- Is your summary concise (70 words) and clear?
- Have you avoided adding personal opinions or interpretations?

***Follow-Up Activity:***

In the next class, students will:

1. Exchange their summaries with a peer for feedback.
2. Discuss the key points they identified and any challenges faced during the summarizing process.
3. Reflect on how summarizing skills can be applied to academic writing and research.

***Evaluation Criteria:***

- Clarity and conciseness (4 points)
- Coverage of main ideas and key points (4 points)
- Original wording and paraphrasing (2 points)

Total: 10 points

### 7.3.2 Paraphrasing

***Objective:*** To train effective paraphrasing of academic quotations and evaluate various paraphrased variants to select the most relevant one.

***Instructions:***

1. Read the provided academic quotations carefully.
2. Paraphrase each quotation in your own words while retaining the original meaning.

3. Compare your paraphrased version with three pre-provided variants.
4. Discuss the accuracy of each variant and select which variant is the most accurate and relevant, and explain your choice.

### **Quotations for Paraphrasing:**

1. *"Globalization has fundamentally reshaped international relations by increasing interconnectedness among countries in terms of trade, culture, and politics."*
  - Variant A: Globalization has changed how nations interact by fostering connections in trade, culture, and politics.
  - Variant B: The process of globalization has entirely altered international relations, making countries dependent on one another in various aspects.
  - Variant C: Countries are now more interdependent in trade, politics, and culture due to globalization.
2. *"For developing nations, globalization presents a double-edged sword, offering access to global markets while exposing them to external vulnerabilities."*
  - Variant A: Globalization gives developing countries opportunities to access global markets but also increases their exposure to external risks.
  - Variant B: Developing nations face both benefits and challenges from globalization, including market access and economic vulnerabilities.
  - Variant C: While globalization helps developing nations connect to global markets, it also creates new risks.
3. *"Policymakers must navigate these complexities by fostering cooperation and creating inclusive frameworks that address both the benefits and downsides of globalization."*
  - Variant A: Governments need to manage globalization's challenges and benefits by promoting collaboration and building inclusive policies.
  - Variant B: Policymakers should cooperate to develop frameworks that deal with globalization's pros and cons.
  - Variant C: Addressing globalization's complexities requires policymakers to balance its advantages and disadvantages through inclusive efforts.

### **Checklist for Effective Paraphrasing:**

- Have you accurately retained the original meaning?
- Have you avoided copying phrases directly from the text?
- Is your paraphrase clear and concise?
- Have you considered alternative sentence structures and vocabulary?

### **Follow-Up Activity:** In the next class, students will:

1. Share their paraphrased versions with peers and compare them with the provided variants.
2. Discuss why certain paraphrases are more accurate or relevant.
3. Reflect on the importance of paraphrasing in academic writing.

### **Evaluation Criteria:**

- Accuracy in conveying the original meaning (4 points)
- Clarity and conciseness (4 points)
- Justification of chosen variant during class discussion (2 points) **Total: 10 points**

### 7.3.3 Defining the Problem for Research

**Objective:** To train students to formulate a clear and concise definition of a research problem, and distinguish between its types and variables, and develop the main research sub-questions.

**Instructions:**

1. Read the provided scenario describing a topic in international relations and country studies.
2. Define the research problem in one to two sentences, ensuring clarity and focus.
3. Formulate the main research question and identify at least two sub-questions that break down the components of the problem.
4. Compare your definitions and questions with those of your peers in a class discussion.

**Scenario for Analysis:**

"The increasing influence of transnational corporations (TNCs) on domestic policies has raised concerns about sovereignty and governance in developing nations. Critics argue that TNCs leverage economic power to shape legislation, while proponents claim they bring investment and development opportunities. This duality creates challenges for policymakers seeking to balance national interests with global economic integration."

**Steps:**

1. Define the Research Problem.
2. Formulate the Main Research Question. Make sure to state the possible restrictions and point of view.
3. Identify Sub-Questions that contribute to answering the main question/hypothesis.

**Checklist for the Activity:**

- Have you clearly identified the central issue of the scenario?
- Is your research problem concise and focused?
- Does your main question directly address the problem?
- Does it mention the point of view and possible restrictions of the research?
- Are your sub-questions specific and relevant to the main question?

**Follow-Up Activity:** In the next class, students will:

1. Present their research problems, main questions, and sub-questions.
2. Discuss the strengths and weaknesses of their formulations.
3. Reflect on how these skills apply to their academic writing and research design.

**Evaluation Criteria:**

- Clarity and focus of the research problem (3 points)
- Relevance and precision of the main research question (4 points)
- Appropriateness and specificity of sub-questions (3 points) Total: 10 points

**7.3.4 Understanding Coherence in Academic Texts**

**Objective:** To practice analyzing and enhancing the coherence of academic texts by identifying logical flow, transitional devices, and connections between ideas.

**Instructions:**

1. Read the provided excerpt from an academic text in international relations and country studies.

*Excerpt for Analysis:*

"Global governance structures are essential for addressing transnational challenges such as climate change, international security, and economic inequality. However, these structures often face criticism for being inefficient and unrepresentative of developing nations. For example, international financial institutions are frequently dominated by the interests of wealthier countries, limiting their inclusivity. Consequently, calls for reform emphasize the need for more equitable decision-making processes that reflect the interests of all stakeholders. Without such reforms, global governance risks losing legitimacy in the eyes of the international community."

2. Identify and underline the transitional words or phrases used to connect ideas.
3. Rearrange a scrambled version of the text below to restore logical coherence.

*Scrambled Text for Reorganization:*

- a) Many developing nations argue that these alliances provide a stronger collective voice in international decision-making processes.
  - b) The influence of regional alliances, such as the African Union or ASEAN, has grown significantly in shaping global governance.
  - c) Despite these challenges, the rise of regional alliances represents an important shift toward greater inclusivity in global governance.
  - d) However, critics point out that these alliances often struggle with internal cohesion and resource limitations.
  - e) As a result, the effectiveness of regional alliances in representing developing nations' interests on the global stage remains inconsistent.
4. Rewrite this text by adding appropriate transitions and logical connections where needed.

**Checklist for Coherence:**

- Have you identified all transitional words and phrases in the original text?
- Did you restore the logical flow of ideas in the scrambled text?

- Are the transitions in your rewritten text clear and effective?
- Does the rewritten text maintain the original meaning and focus?

**Follow-Up Activity:** In the next class, students will:

1. Share their reorganized and rewritten texts with peers for feedback.
2. Discuss the importance of coherence in academic writing and how transitional devices improve readability.
3. Reflect on how to apply these techniques to their own academic essays and research papers.

**Evaluation Criteria:**

- Correct identification of transitional devices (3 points)
- Logical reorganization of the scrambled text (3 points)
- Clarity and coherence in the rewritten text (4 points) Total: 10 points

### 7.3.5 Writing a Paragraph for Academic Purposes

**Objective:** To teach students how to write a correctly structured academic paragraph, incorporating a key idea with supporting arguments, and differentiating between facts and opinions.

**Instructions:**

1. Read the provided topic related to international relations and country studies.
2. Write a structured paragraph based on the topic, ensuring:
  - a. A clear topic sentence (key idea).
  - b. At least two supporting sentences with arguments or evidence.
  - c. A concluding sentence that reinforces the key idea.
3. Identify whether each sentence in the paragraph represents a fact or an opinion.

*Topic for the Paragraph:*

"The role of international organizations, such as the United Nations, in resolving regional conflicts."

**Activity:**

1. Write your own structured paragraph based on the given topic.
  - Topic Sentence: \_\_\_\_\_.
  - Supporting Sentence 1 (Fact): \_\_\_\_\_.
  - Supporting Sentence 2 (Opinion): \_\_\_\_\_.
  - Concluding Sentence: \_\_\_\_\_.
2. Label each sentence in your paragraph as either a fact or an opinion.
3. Justify your choices in a brief note explaining why each sentence qualifies as a fact or an opinion.

**Checklist for a Well-Structured Paragraph:**

- Does the paragraph have a clear and concise topic sentence?
- Are the supporting sentences relevant and logical?
- Is there a concluding sentence that reinforces the key idea?

- Have you correctly identified facts and opinions?

**Follow-Up Activity:**

1. Exchange paragraphs with a peer and evaluate each other's work using the checklist.
2. Discuss how identifying facts and opinions enhances the credibility and balance of academic writing.
3. Reflect on how this skill applies to formulating arguments in essays and research papers.

**Evaluation Criteria:**

- Clarity and focus of the topic sentence (3 points)
- Relevance and logic of supporting arguments (3 points)
- Proper use of a concluding sentence (2 points)
- Correct identification of facts and opinions (2 points) Total: 10 points

## 7.4 Розуміння мови на слух і розвиток словникового запасу

### Listening Comprehension and Vocabulary Development

#### 7.4.1 How and why to be online as a researcher:

- 1) Watch the video <https://www.youtube.com/watch?v=996A4QtQDJk> and take notes of the issues the speaker covers.
- 2) Open the text of the video and write out unknown words and collocations from the video.
- 3) Open the tool Vocabulary.com - Learn Words - English Dictionary, sign up free as a learner and create a vocabulary list there with the words you noted from the video. This resource is for you to practice the key vocabulary using a dictionary, flash cards, vocabulary jam, quizzes etc.
- 4) Check your understanding of the video doing the test below.

**Test: Comprehension of "How and Why to Be Online as a Researcher"**

*Choose the best answer for each question based on the provided script. Each question is worth 1 point. Total: 12 points.*

1. According to the video, what is the first step in deciding how to present yourself online as a researcher?
  - A) Creating a personal webpage.
  - B) Identifying your goals for being online.
  - C) Signing up for an ORCID ID.
  - D) Following mentors on social media.
2. What is NOT listed as a reason to establish an online presence as a researcher?
  - A) Gaining recognition for your work.
  - B) Finding potential collaborators.
  - C) Increasing personal income.
  - D) Promoting your research.

3. What does the video recommend regarding the time spent managing an online profile?
  - A) Spend as much time as possible to perfect your profile.
  - B) Balance the time spent based on your goals.
  - C) Automate the process entirely.
  - D) Update your profile only once every few years.
4. What does ORCID ID allow researchers to do?
  - A) Publish articles anonymously.
  - B) Link all their research outputs to their identity.
  - C) Track the number of citations for their work.
  - D) Replace the need for other platforms like Google Scholar.
5. What is a recommended way to identify the best platforms for your online presence?
  - A) Search for platforms with the highest number of users.
  - B) Follow examples of successful researchers in your field.
  - C) Avoid platforms used by your peers to stand out.
  - D) Use platforms with no quality control to save time.
6. Which category of platforms does the video NOT explicitly mention?
  - A) Institutional repositories.
  - B) Networking sites for academics.
  - C) General social media platforms.
  - D) Online shopping platforms.
7. What advantage does having a personal webpage offer, according to the video?
  - A) Eliminates the need to use other platforms.
  - B) Provides complete control over your online presentation.
  - C) Automatically links to your institutional repository.
  - D) Ensures your work gets published faster.
8. What is a good way to begin using Twitter as a researcher?
  - A) Immediately post all your research findings.
  - B) Follow key people in your field and observe their activity.
  - C) Avoid posting anything to remain private.
  - D) Create multiple accounts for different research projects.
9. Which platform is mentioned as a free tool to consolidate research outputs into one profile?
  - A) ORCID.
  - B) Google Scholar.
  - C) ResearchGate.
  - D) Academia.edu.
10. Why does the video recommend including a photo on your personal webpage?
  - A) To increase the professionalism of the page.
  - B) To make yourself and your work more accessible.
  - C) To comply with institutional guidelines.

- D) To attract funding opportunities.
11. What does the video emphasize about maintaining an online presence?
    - A) It should always be perfect and finalized.
    - B) It should reflect a dynamic and active process.
    - C) It should focus only on your academic achievements.
    - D) It should avoid showcasing personal information.
  12. What is a common feature of scholarly networking sites like ResearchGate and Academia.edu?
    - A) They are exclusively for publishing articles.
    - B) They enable connections with other scholars and collaborators.
    - C) They automatically link to your personal webpage.
    - D) They provide free access to all research articles.
  - 5) Think of your own feedback on this video. Your feedback should include your ideas of how these tips are applicable in your own context and possible challenges you might face. Write several sentences and check them for spelling and style using Grammarly. Submit your feedback to the relevant task in Google Class.

#### 7.4.2 Creating your Professional Profile Online

- 1) Watch the following videos and take notes of the advice they provide:
  - How To Make a LinkedIn Profile With No Working Experience  
<https://www.youtube.com/watch?v=wYtlRgECrWE>
  - LinkedIn for College Students | Branding, Networking & Finding Your First JOB! [https://www.youtube.com/watch?v=269Vib\\_phRA](https://www.youtube.com/watch?v=269Vib_phRA)
  - Create a PROFESSIONAL LinkedIn Profile (2024) | (For Beginners)  
<https://www.youtube.com/watch?v=bZ2xiTvVhpM>
- 2) Create a LinkedIn profile of your own following the tips given in the video. Use further step-by-step instructions given in the videos;
- 3) Work with the vocabulary list you created at <https://www.vocabulary.com/>, complete the list with new words from the videos you have watched and do exercises.
- 4) Reflect on your experience while creating your account and write a comment on one of the videos. Before posting your comment, please make sure you have read the existing posts. Get prepared to share your first experience with LinkedIn in the next class. Please mention what was easy for you, what was surprising, and what was a challenge.

#### 7.5 Самостійна проєктна робота

##### Independent Research Project

**Objective:** To develop students' skills in writing a concise research paper on a topic related to their major and presenting the findings orally at a student academic conference.

### ***Instructions:***

1. **Topic Selection:** Choose a topic relevant to the major following the preliminary topics of the conference, for example:
  - Multiculturalism and Identity: The Role of Education in Shaping a Tolerant Society
  - The Role of Foreign Languages in Forming Cultural Competencies and Intercultural Awareness in the Age of Artificial Intelligence
  - Diplomacy and Intercultural Communication in the Age of Digital Technologies.
  - Intercultural Communication in the Context of Social Media.
2. **Research and Writing:**
  - Write a research paper of up to 4 pages (excluding references).
  - Ensure your paper includes:
    - a. *Introduction* (Research questions or hypothesis, purpose, context)
    - b. *Methodology* (Basic design of your study: methods used, sources, approach taken)
    - c. *Results* (Major findings of your research; Present key arguments supported by evidence from reliable academic sources)
    - d. *Discussion* (Analysis and your interpretation of the findings)
    - e. *Conclusion* (Summarize findings and propose recommendations or insights.)
    - f. *References:* Use proper citation style (APA, MLA, or Chicago).
3. **Oral Presentation:**
  - Prepare a 5-minute presentation summarizing your research findings.
  - Include the following:
    - A clear introduction of the topic and its relevance.
    - Key arguments and evidence.
    - A conclusion highlighting the main takeaway.
  - Use visual aids (e.g., slides) to enhance your presentation.

### ***Checklist for the Research Paper:***

- Does the introduction clearly define the research problem and objectives?
- Are the arguments well-structured and supported by credible evidence?
- Is the conclusion clear and reflective of the research findings?
- Are citations and references formatted correctly?

### ***Checklist for the Oral Presentation:***

- Is the presentation clear, concise, and engaging?
- Are the main points logically organized?
- Do the visual aids complement the presentation?
- Is the time limit adhered to (5 minutes)?

### ***Follow-Up Activity:***

1. Submit your research paper by the conference deadline.
2. Deliver your presentation at the scheduled student academic conference.

3. Participate in a peer review session to provide feedback on each other's presentations.

***Evaluation Criteria:***

*Research Paper (10 points)*

- Relevance and clarity of the topic (2 points)
- Quality of arguments and evidence (4 points)
- Structure and coherence (2 points)
- Proper use of citations and references (2 points)

*Oral Presentation (10 points)*

- Clarity and engagement (3 points)
- Organization and structure (3 points)
- Use of visual aids (2 points)
- Adherence to time limit (2 points)

**Total:** 20 points