

## Current Affairs Vocabulary Assignment (Mark-up / Write-up )



The purpose of this project is to provide you with experience in using the news media... newspapers, magazines, Internet, etc...AND to familiarize yourself with the Vocabulary and nations of the world AND to give you an opportunity to demonstrate your knowledge and research skills to the class.

**Students must earn passing scores on the Exam portion of this project to earn credit for the course. Doing the homework assignments will GREATLY help this happen! Believe me!**

### HOMEWORK (10 points each)

You will be assigned a variety of articles or videos as graded homework. For each article/program, you must demonstrate that you can identify the vocabulary accurately by finding an example, and show a “good to solid understanding” of the vocabulary and context of the news source in which it was used.

**RUBRIC (10 points)** Based on accuracy, completeness, and comprehension of vocabulary and news source.

MARK-UP / HIGHLIGHTING (or notes) & MARGIN NOTES (Step 2)		WRITE-UP / DEFINITIONS & EXAMPLES (Step 3)	
Highlighting & margin notes (or program notes) demonstrated <b>solid</b> understanding of article/program, geography and <b>at least 5</b> vocabulary words (explicitly stated or implied)	<b>5</b>	Written citation, definitions & explanations demonstrated <b>solid</b> understanding of <b>at least 5</b> vocabulary words in the given context	<b>5</b>
Highlighting & margin notes (or program notes) demonstrated <b>some</b> understanding of article/program, geography and <b>at least 3</b> vocabulary words, but may have missed several words	<b>3.5</b>	Written citation, definitions & explanations demonstrated <b>some</b> understanding of <b>at least 3</b> vocabulary words in their given context	<b>3.5</b>
Highlighting and margin notes (or program notes) <b>failed to demonstrate even limited comprehension</b> of the article/program, geography or vocabulary.	<b>2</b>	Written citation, definitions & explanation <b>failed to demonstrate even limited comprehension</b> of 3 vocabulary words, or definitions or explanations were omitted.	<b>2</b>

### Instructions for using the Rubric:

Next to the margin note (for mark-up) and in the margin, next to each definition, and also each explanation of how term is exemplified in the article (for write-up), use the following system of marks:

- +** = **Solid understanding** (margin notes blend accurate specific info from definition and article; definitions are complete, accurate, in own words; examples accurately illustrate meaning, are specific w/ country(ies) indicated and enough context information that reader unfamiliar w/ article can understand; multiple examples may be correctly identified)
- ✓** = **Some understanding** (margin notes match term to accurate info in article, definitions convey main idea, mostly in own words; example accurately matches meaning, but may not provide specific context information)
- ?** = **Confusion** (margin notes incorrectly match term to info in article, definitions incorrect, very incomplete, or not in own words, examples do not accurately match meaning of term or are so vague as to be meaningless).

### MARK-UP/WRITE-UP EXAM (50 points)

The first day of the Mark-up/Write-up Exam, students will be given an article to read and they must successfully identify the vocabulary through highlighting and margin notes. At the end of the period, students will turn in their Marked-up article. On the second day of the Mark-up/Write-up Exam, students will do a write-up of the examples of the vocabulary they found in the article. **Students must pass this exam (with a 30 or better) in order to earn credit for the course. Those who do not pass, must retake the exam, using a different article, until they do pass**

The same rubric used for the homework will be used for the exam, but the points will be multiplied by 5.

**STEP 1 – Learn the vocabulary definitions:** Read through the definitions of the Econ/CWP vocabulary, so that you can recognize the concept if the word itself is not used in the article or other news media, but the idea behind the word IS used.

**STEP 2 – Take Notes/Mark-up.** Taking notes to help you learn how to identify Econ/CWP vocabulary in the news media.

**For News Articles:**

- Read each article. Highlight ALL the nations mentioned in the article at least once. Highlight ALL vocabulary terms that are explicitly stated throughout the article. For terms that are implied, but not explicitly stated, write the vocabulary word in the margin;
- Make additional notes in the margins to help explain context that vocabulary word was used.

**For Video or Audio sources:**

- Take notes to gather necessary citation information (author, title, publisher, producer, date of publication, etc...) You will use these later to create a proper MLA citation.
- Watch or listen to the show and take notes to record the content of the broadcast. Pay close attention to the nations and vocabulary. Which nations are mentioned? Try to pick out the examples of the vocabulary (either being explicitly stated or implied) and jot down the vocabulary word and the example in your notes.

**STEP 3 – Do Write-up.** Learn how to demonstrate your understanding of CWP vocabulary and current affairs through a short write-up.

**a. For EACH NEWS SOURCE (article, video or audio broadcast, website)**

- Write a proper MLA citation for this source using [www.Easybib.com](http://www.Easybib.com). You will need to provide *Easybib* with accurate information regarding the author (last name, first), title of article or news story (in quotes), source (in italics or underlined), date of publication, etc...The **source** usually refers to the name of the newspaper, magazine, or website).
- identify **each nation** mentioned in the news source;

**b. For EACH VOCABULARY TERM that you found in your news source--**

- Write a definition for that word, **IN YOUR OWN WORDS**, and then
- **IN YOUR OWN WORDS**, write a brief statement explaining the connection between the news story and the term. Show how something in the article or program is an **EXAMPLE** of the vocabulary word. This connection should demonstrate that you understand the article/program and understand the meaning of the word. Indicate the country/ies and events involved in your explanation. Be **specific** and **explicit**. Graders should be able to understand the context of article *from your write-up without referring to the article or being familiar with the news program.*

To ensure that you are properly linking the information in the news source with the definition of your term, you may want to follow a format like the one below:

\_\_\_\_\_ is \_\_\_\_\_.  
(Vocabulary Term) (Definition in your own words)

The term \_\_\_\_\_ relates to the article (or program) because \_\_\_\_\_  
(Vocabulary Term)

\_\_\_\_\_  
(something specific, explicit and above all...relevant to the term, from the article (or program))

and this is an example of \_\_\_\_\_  
(something from the definition)

4 million parents here w/o documentation, Impunity - broke imm. Law

Rule of Law - Pres. Exec. Order helps many illegal immigr. comply w/ Rule of Law because they would have work permits

Legislative Body

Econ. Det.

higher wages helps \$160,000 New jobs helps raise sta. of living

Will help reduce budget deficit by \$2.5 b.

Senate -> Leg. Body House of Rep. ->

GDP growth would be greater if Congress passed an Immig. Reform Law

NGO?

# Immigration plan good, not great, for economy

BY JOSH BOAK  
AP ECONOMICS WRITER

WASHINGTON — President Barack Obama's expansive executive action on immigration is good for the U.S. economy — just not as good as partnering with Congress on broader reforms.

The executive order signed Friday would prevent the deportation of about 4 million parents and guardians who lack the same legal status as their children. By gaining work permits, they will likely command higher wages, move more easily between jobs and boost government tax revenues, according to multiple economic analyses. "This is focused on people who are already in

the economy today, who are contributing mightily but are basically operating in the shadows," said Raul Hinojosa-Ojeda, a professor at the University of California, Los Angeles. "Their economic potential is being held back."

The new order could boost labor income by \$68 billion, helping to generate 160,000 new jobs and \$2.5 billion in additional tax revenues, according to estimates by Hinojosa-Ojeda. The findings dovetail with separate research showing that a 1996 amnesty measure raised incomes for illegal workers in the years that followed.

Still, any gains from the executive action would be modest in the \$17 trillion

U.S. economy — US GDP would only grow > 1% due to the Republican-majority House that favored a step-by-step approach. The CBO estimated the Senate-backed reform would have added another 0.33 percent annually to GDP growth.

Along with the Congressional Budget Office, independent economists say growth would be much stronger with a broader overhaul that would more than double the number of illegal workers eligible for legalized status, in addition to reforms that would attract high-skilled immigrant workers who are more likely to lead and found new companies. The Senate passed a measure last year to fix the immigration system, but it stalled in the

White House officials estimate that the executive order would expand gross domestic product less than 0.1 percent a year over the next decades.

The president's order "falls short of a comprehensive reform that would have a more sweeping effect on the economic landscape," said Joel Prakken of the forecasting firm Macroeconomic Advisers.

More substantial reforms could lift economic growth by an additional 0.24 percent a year — or about \$41 billion — for the next two decades, according to an analysis that Prakken contributed to last year for the Bipartisan Policy Center.

to the Exec. Order - would grow by 0.33% w/ Senate bill

Congress - S. Bill - House - Rep. - No. - D.M. - N.D.

NGO?

## Sample Step 3 Write-up

Boak, Josh. "Immigration plan good, not great, for economy" *Yakima Herald Republic* 23 Nov. 2014: 5A. Print.

**Nations:** United States

**Economic Development** – Doing something to try to improve the economy, so that people will have more or better jobs and their standard of living will improve

✓ =some understanding  
The term economic development relates to the article because if immigration reform takes place and undocumented people are given legal status, they will likely see an increase in their wages, This is an example of doing something (immigration reform) so that people will have better jobs (going from illegal to legal) and raise the standard of living (by increasing wages).

+ =solid understanding  
The term economic development relates to the article because if immigration reform takes place and undocumented people are given legal status, lots of good things could happen in the U.S. economy. President Obama's executive order could allow up to 4 million people to get work permits, and "they will likely command higher wages...and boost labor income by \$6.8 billion, helping to generate 160,000 new jobs." This is an example of doing something (immigration reform) so that people will have more (160,000) or better (going from illegal to legal) jobs and raising the standard of living (by getting more people employed and by increasing wages).

**Budget Deficit**– when a government spends more money than they collect in tax revenue.

✓  
The term budget deficit relates to the article because the changes to immigration policy would increase tax revenues by \$2.5 billion because people who become legal would be able to demand higher wages, and so they would pay more taxes. This could reduce our deficit by that much money.

+  
The term budget deficit relates to the article because the changes to immigration made by President Obama are estimated to "boost government tax revenues." I know even though the article does not say this, but the US has a huge budget deficit. This change to immigration law could help to *reduce* the budget deficit because it will increase the money that the government is earning, but that increase is still small. This is an example of a government (the US) still spending more money than it collects in tax revenue, but taking in a little bit more, so the deficit will be smaller.

**Legislative Body**– a group of people whose job it is to make and pass laws and to control a government's budget.

+  
The term legislative body relates to the article because the US Senate drafted an immigration reform bill and passed it, but the US House of Representatives didn't take up that bill because the lawmakers in the House favored a 'step-by-step approach.' This is an example of two groups of people (the US Senators and the US representatives) whose job it is to make laws (the Senate passed an immigration bill, but the House hasn't acted yet).

**GDP**– the total amount of the goods and services made or provided in a nation in one year.

+

The term GDP relates to the article because the US GDP is around \$17 trillion. Also the Congressional Budget Office estimated that President Obama’s executive action on immigration would “expand gross domestic product less than 0.1%.” The Senate-passed immigration bill, which is more comprehensive and would grant legal status to more people, would increase GDP by an estimated 0.33%, and if Congress could pass “more substantial reforms” then GDP would increase by an estimated .57%. All of this increase in economic activity is due to the higher wages and new jobs that allow people to spend more money, making it necessary to produce more goods and services. This is an example of the total amount of goods and services (\$17 trillion) made in a nation (the US) in one year (increasing by 0.1 – 0.57% because immigration reform allows people to earn more money and then spend it).

**Impunity** – A pattern of breaking the law and getting away with it.

+

The term impunity relates to the article because an estimated 4 million people are parents and guardians of children who are in the US legally, but these 4 million parents and guardians are undocumented. That means that these people crossed the border illegally, and have not been punished for this. President Obama’s executive order prevents them from being deported. This is an example of a pattern of breaking the law (US border laws) and getting away with it (4 million people will not be deported).

**Can you spot the error? Shown in red are comments that would be elicited during discussion**

**Budget Deficit**– when a government spends more money than they take in in tax revenue.

?

The term budget deficit relates to the article because the changes to immigration made by President Obama are estimated to “boost government tax revenues.” This is an example of a government (the US) spending more money than they take in in tax revenue. How does boosting tax revenue result in a budget deficit...seems like it would be associated with surplus, need to be more explicit.

**GDP**– the total amount of the goods and services made or provided in a nation in one year.

✓

The term GDP relates to the article because people made a bunch of estimates about how President Obama’s change to immigration law would affect the US economy. Some said it would increase GDP by 0.1% and others said it would increase GDP by 0.33%. This is an example of the total amount of goods and services created in the US increasing slightly (by 0.1% – 0.33%) as a result of immigration reform. Not enough specificity...what people? What change to immigration law?

**Legislative Body**-.a group of people whose job it is to make and pass laws and to control a government’s budget.

✓

The term legislative body relates to the article because they drafted an immigration reform bill and passed it, but the House didn’t take up that bill because the lawmakers in the House favored a ‘step-by-step approach.’ This is an example of a group of people (lawmakers) whose job it is to make laws (on immigration). No country mentioned