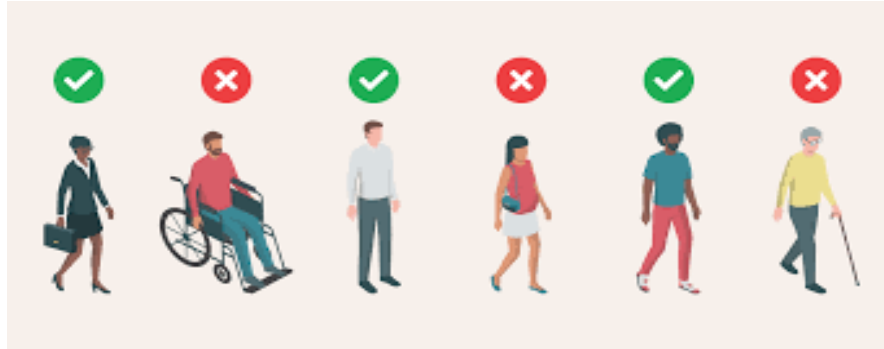


## Discrimination in the Workplace: A case study



Date of the evaluation: November 7<sup>th</sup> & 8<sup>th</sup>

### I. INSTRUCTIONS

- Pair/Group work (2-4 people)
- The length of your presentation is between 5-7 minutes.
- Use a PowerPoint / Prezi presentation to support your ideas.

### II. OBJECTIVES

- Collect and organize information to create an expository text.
- Develop communication and expository skills.
- Use specific vocabulary to talk about ethics and law, business organizations, and workplace discrimination.

### III. IMPORTANT POINTS TO KEEP IN MIND

- Research a local/international case of discrimination in the workplace.
- Use the 9 protected characteristics of The Equality Act 2010 to give theoretical background to the case study.
- Explain the type of discrimination the employee or worker was subject to, the development of the case, and its outcome.
- Mention the discrimination laws that were applied in the case. If the case is an international one, compare the legislation of the country with the Chilean one
- Pay particular attention to ONE aspect of employee rights/employment law that you think should be changed, improved, or more regulated.
- Present your findings to the class.
- Provide your opinion of the situation and the possible solutions to this issue.



DISCRIMINATION IN THE WORKPLACE RUBRIC

CRITERIA	1	2	3	4
<b>Comprehension and Coherency of Ideas</b>	Discourse lacks relevant legal/ work related concepts. Ideas are poorly connected and the ability to produce understandable language is severely limited, resulting in frequent confusion for the listener.	Discourse may, at times, be relevant for the context of employee rights; however, some ideas are not completely clear, requiring the listener to apply extra effort for understanding.	Discourse and descriptions are communicated with ideas that are generally complete and connected to legal /employee rights content. At times, meaning may be obscured, but there is still clarity of ideas.	Discourse is well-connected and directly related to employee rights and overall legal content. Ideas are clear and coherent, and small incongruencies in meaning do not interfere with overall comprehension.
<b>Content</b>	The presentation incorporates very few of the required contents (explanation of the specific employee rights issue, arguments for personal opinion and solution), and/or information provided is not related to the topic of the presentation.	The presentation is partially complete according to the required items (explanation of the specific employee rights issue, arguments for opinion, and solution) though a few requirements or necessary details were not present.	The presentation is almost complete regarding the required contents (explanation of the specific employee rights issue, arguments for opinion, and solution) but it failed to provide details or sufficient explanations and examples for certain items.	The presentation contains all the required items (explanation of the specific employee rights issue, arguments for personal opinion, and solution) including extensive details and descriptions providing context for the employee rights discussed and the solution provided.
<b>Pronunciation, Projection &amp; Fluency</b>	Pronunciation is more similar to Spanish than to that of English. The tone of voice is timid, and repeated, mid-sentence pauses in their speech often make comprehension difficult for the listener.	Pronunciation is inconsistent at times, with some words and phrases pronounced correctly. Tonality is timid with intermittent confidence with certain phrases. Still plenty of mid-sentence pauses, but easier to comprehend the gist of the conversation.	Pronunciation is generally clear, and the tone is somewhat strong. The starts and stops and minor pronunciation errors that may be present in the students' discourse do not significantly impede the overall fluency of their ideas.	Pronunciation in English is precise and clear. Students project their voices in a strong tone, and the rhythm with which they speak includes only minimal pauses, representing spontaneous, natural speech.



<b>Vocabulary</b>	The student displays basic, non-technical use of vocabulary and/or frequent incorporation of cognates. Language is noticeably redundant. The student's vocabulary is often restricted to informal discourse.	Some of the expressions used show a certain degree of complexity in vocabulary, though this is not a constant behavior. Word choice is repetitive at times, enabling a somewhat basic comprehension of ideas on the part of the audience. Colloquial expressions appear as often as formal language during the presentation.	The student used some sophisticated legal / work-related expressions that provided richness to his/her discourse. Word choice may be repetitive at times, but it does not significantly interfere in the comprehension of ideas on the part of the audience., Student incorporates formal language frequently throughout the presentation.	Appropriate integration of sophisticated and pertinent legal/work-related vocabulary and relevant expressions provide richness to explanations, enabling overall comprehension of ideas on the part of the audience. A formal register is used consistently in the expression of ideas.
<b>Language Structure</b>	The use of language structures like verb conjugations and word order is frequently inaccurate, incomplete, or significantly interferes with comprehension. Sentence structures often reflect Spanish styles rather than that of English.	Overall, the student's oral expression is simple in discourse. Student's use of language structures is complicated by verb conjugations, word order, etc., and is repetitive at times, which may interfere with a more complete understanding of ideas.	Students' use of language structures is varied; however, at times they may be inaccurate with verb conjugations and word order, which makes the discourse less fluid.	The student uses a variety of sentences to explain the topic discussed. The use of language structures, such as transitions, verb conjugations, and complex/compound sentences, permits a fluid expression of ideas.