

# **IE WRITING 2014: A Teacher's Guide**

The IE Writing courses are meant to introduce students to academic writing in the form of the paragraph (IE I), the essay (IE II), and the essay with quotations (IE III). Within each of these forms, students are to be taught different genres such as classification, comparison-contrast, and analysis, and persuasive writing. In their sophomore year, IE students take Academic Writing and do a research essay. In addition to academic writing, students in the IE Program do journal writing in their IE Core classes and note-taking and transcriptions in their IE Active Listening courses.

IE Writing I	IE Writing II	IE Writing III	Academic Writing
Paragraph Writing: 1. Description 2. Classification 3. Comparison-Contrast	Introduction to the Essay: 1. Comparison-Contrast 2. Analysis	MLA Style for references and quotations in 2 essays: 1. Classification 2. Persuasion	The Research Essay: 1. Creating a bibliography 2. Citing references in the MLA style

The purpose of this teacher's guide is outline the different components of the course and to provide guidance in teaching the IE Writing courses. It is organized into the same categories as the IE Core and Student booklet for ease of classroom use.

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## **I. IE Writing Objectives**

There are different objectives for each IE Writing course as students move from paragraph writing to essay writing. IE Writing I is meant as a review of paragraph structure as most students will have experience writing English paragraphs. The IE Writing courses are linked to the IE Core and IE Listening courses by theme, in other words, content and vocabulary. There are only three writing assignments in the course and there are four themes, so as the teacher, you must decide which three themes to choose for your class. In the past, themes have been a weak link between IE Core and IE Writing classes. Ideally, your IE Writing assignments should get students to use some of the vocabulary that has been introduced in their IE Core and IE Listening classes, so that they remember these words.

## IE I Writing Objectives

By the end of the course, the student should be able to...

- a) use brainstorming techniques—including clustering, free-writing, talk-write, listing, and venn diagramming—to develop ideas for a paragraph,
- b) identify *main ideas, topic sentences, introductions, examples and illustrations, transitions* (e.g., another, next, finally, etc.), and *conclusions*,
- c) write an effective topic sentence, use specific examples, including names and numbers, to support the topic sentence,
- e) use tenses properly, including the past, present, and future perfect tenses,
- f) change sentences written in a passive voice to those written in an active one,
- g) combine short sentences into longer, more complex ones with subordinate conjunctions (i.e., since, because, so), coordinate conjunctions and phrases (i.e., and, but, yet), semi-colons, and colons,
- h) use transitions to move from one point to another,
- i) write paragraphs from a third person perspective when appropriate,
- j) incorporate vocabulary learned in IE Core class into a paragraph
- k) write paragraphs that describe, classify, and compare and contrast,
- l) revise first drafts, and read and comment upon other students' work.

## IE Level I: Themes And Paragraph Genres

The same themes are covered in IE Writing I as in IE Core I and IE Listening I. Choose three of the following four topics for your students to write paragraphs about...

- 1. Memories & Childhood**
- 2. Urban Life**
- 3. Food**
- 4. Travel**

[Possible paragraphs topics are listed below. Try to encourage your students to use grammar and vocabulary from their IE Core course, including news articles, vocabulary notebooks, or from the grammar and word list below taken from *Interchange 2 (4th ed.)* by Jack Richards, with Jonathan Hull and Susan Proctor (Cambridge: CUP, 2012) and *Interactions 2 (6<sup>th</sup> ed.)* by Pamela Hartman, Elaine Kirn (Singapore: McGraw Hill, 2012.)]

<p><b><u>Themes for writing the paragraph of Classification</u></b>          (e.g., talk-write, note-taking, etc.)</p> <p>- <b>Memories: childhood, education, the generation gap</b></p> <p><b><u>Classification</u></b></p> <ul style="list-style-type: none"> <li>• your favourite foods or restaurants</li> <li>• types of courses, clubs, famous landmarks in your hometown, friends, people at your old school, pets, pop stars, students</li> </ul> <p><b><u>Interchange 2:</u></b>  <b><u>Grammar:</u></b> Used to (p.5)  <b><u>Vocabulary:</u></b>          (p.4)beach, collect, crayons, playground, scrapbook (p.7): big break, cast, production company, urged, role, wears many hats</p> <p><b><u>Interactions 2: (alternate reading)</u></b>  <b><u>"The Secrets of Success in School"</u></b>  <b><u>(pp.2-11; pp.20-21) Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• (nouns) curriculum, discipline, drawback,</li> </ul>	<p>effort, exhaustion, rankings, secondary school, status, values, (verbs) achieve, compare, determines, reflects, separate, track, (adjectives) competitive, entire, global, identical, isolated, universal, (expressions) in contrast to, one-size-fits-all, on the one hand, on the other hand, the best and the brightest</p> <p><b><u>Interactions 2: "Parentese"</u></b>  <b><u>(pp. 152-163) Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• apparently, assumption, emotions, evidence, fact, glue, nature, nurture, realize, respond, verbal (p.5): (nouns) curriculum, discipline, drawback, effort, exhaustion, rankings, secondary school, status, values, (verbs) achieve, compare, determines, reflects, separate, track, (adjectives) competitive, entire, global, identical, isolated, universal, (expressions) in contrast to, one-size-fits-all, on the one hand, on the other hand, the best and the brightest</li> </ul>
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<p><b><u>Themes for writing the paragraph of Compare and Contrast</u></b></p> <p>(e.g., listing, Venn Diagramming, etc.)</p> <p><b>Urban Life - city services, problems, transportation</b></p> <ul style="list-style-type: none"><li>- two apartments/books/cities/countries /energy resources genders/hobbies/ houses/Japanese Prime Ministers or other political leaders/movies/novels/ part-time jobs/ pop stars/pictures/ seasons/songs/sports teams/ transportation/TV dramas</li><li>• All vocabulary used for the “classification paragraph” may be used for this paragraph also, as well as the following vocabulary words.</li></ul> <p><b><u>Interchange 2:</u></b></p> <p><b>Grammar:</b> (p.17) Evaluations and Comparisons - too many, fewer, less, more, isn’t/aren’t enough</p> <p><b>AND</b></p> <p><b>Grammar:</b> (p.23) Simple past vs. present perfect; ie. ate, have eaten; (p.25) sequence adverbs – first, then, next, after that, finally</p> <p><b>Vocabulary:</b> (p.8) (compound nouns): bicycle garage, bus stand, news station, parking space, street light, subway system, taxi lane, traffic jam, train stop</p> <p>(p.16): bright, comfortable, convenient, cramped, dangerous, dark, dingy,</p>	<p>expensive, huge, inconvenient, modern, noisy, private, quiet, safe, shabby, small, spacious</p> <p><b><u>Interactions 2: “City Life”</u></b></p> <p><b>(pp.22-32; pp.39, 40) Vocabulary:</b></p> <ul style="list-style-type: none"><li>• (nouns) agricultural operation, crops, developing countries, gridlock, mass transit, pedestrian zone, pollution, priorities, produce, recycling plant, trash, urban dwellers; (verbs) commute, crowd, cultivate, predict, solve, worsening, (adjectives) affluent, creative, (adverb) efficiently</li><li>• (p.25): access, environment, established, focus, global, predict, priorities, residents, transportation</li></ul> <p>(or the alternate IE 1 theme of Food)</p> <p><b><u>Interchange 2:</u></b></p> <p><b>Vocabulary:</b> (p. 24) bake, barbecue, boil, fry, roast, steam</p> <p><b><u>Interactions 2: “Globalization and Food”</u></b> (pp.116-126; pp.133-134)</p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"><li>• (nouns) benefit, consumer, extinction, fuel, livestock, nutrients, obstacle, shift, staples; (verbs) contribute, shift; (adjectives) endangered, processed; (adverb) approximately, (expression) in turn (p.133) access, areas, chemicals, concept, consumers, globalization, processed, region, shift, traditional</li></ul>
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<p><b><u>Themes for the Persuasive paragraph</u></b></p> <ul style="list-style-type: none"> <li>-Travel, cultural values, history (e.g., talk-write, free-writing, etc.)</li> <li>- <i>for/against</i> travel to a particular place, posting on facebook, nuclear energy, school uniforms, university entrance exams, capital punishment, space exploration, learning English in elementary school, etc.</li> <li>• All vocabulary used for the “classification paragraph” and the “comparison-contrast paragraphs may be used for this paragraph, too, as well as the following vocabulary words, too.</li> </ul> <p><b><u>Interchange 2:</u></b></p> <p><b><u>Grammar:</u></b> (p.31) Future with <i>be going to</i> and <i>will</i>; ie. going to relax, will watch; (p.33) Modals for necessity, suggestion – have to, must, ought, should</p> <p><b><u>Vocabulary:</u></b> (p.32) ATM card, backpack, carry-on bag, cash, credit card, first-aid kit, hiking boots, medication, passport, plane tickets, sandals, student ID, suitcase, swimsuit, vaccination</p>	<p><b><u>Interactions 2: “The Silk Road: Art and Archeology” (pp.168-179; p.193)</u></b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• (nouns) archeology, architecture, armor, calligraphy, caves, destination, documents, fabric, frescoes, mausoleums, merchants, mosques, network, oasis, pitcher, silk, spices, statues, (verbs) decorated, depict, flowered, spread, (adjectives) exquisite, fertility, holy, significant, vast, (expression)to this end</li> </ul> <p>(p.193) continue, culture, founded, project, region, routes, technology, traditional</p>
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## IE II and IE III Writing Objectives

In addition to IE Writing I objectives, by the end of IE II and IE III, you should be able to...

- a) use brainstorming, clustering, free-writing, and talk-write to develop ideas for 2 essays of comparison-contrast and analysis,
  - b) develop a clear thesis statement, with a topic and controlling idea suitable for comparison-contrast, analysis, classification, and persuasive essays,
  - c) write effective topic sentences using appropriate transitional words and phrases and varied sentence patterns,
  - d) use specific examples, including names and numbers, to support the ideas in each topic sentence.
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- e) demonstrate the use of an appropriate academic “register”; writing from the third person perspective rather than overusing the pronoun “I,”
  - f) combine short sentences into longer, more complex ones using punctuation such as colons and semi-colons, subordinate conjunctions (i.e., since, because, so), coordinate conjunctions and phrases (i.e., and, but, yet), semi-colons, and colons,
  - g) revise the first drafts of **2** essays and read and comment upon other students’ essays.

## Additional IE III Objectives

By the end of the course, the student should meet all the IE II Writing objectives except that the students’ 2 essays will be of classification and persuasion.

- a) find 3 sources for each essay, list them in a bibliography according to the MLA style,
- b) avoid copying information from these sources, but use some of it in your essays; do this by summarizing it (who, what, where, when, why), and providing page references,
- c) use several direct and indirect quotations from these sources in your essay

## IE Level II Themes and Essay Types

The same themes covered in IE Writing II are in IE Core II and IE Listening II. They are...

1. Changing Times and Technology
2. The Workplace
3. Geography
4. Biography

[Possible essay topics are listed. Students may use vocabulary from IE Core news articles, vocabulary notebooks, or from the following word list taken from *Interchange 2* and *Interactions 2*.]

### Themes for writing the Analysis essay

#### **Changing Times**

(brainstorming, e.g., clustering, free-writing, listing, talk-write)

- **addiction, business, careers, computers, culture, economics, film, music, a team, television, a sport, an athlete, or an author**

#### **Interchange 2:**

**Grammar:** (p.61): conditional sentences – ie. *If you get a good job, you'll have more cash; If you don't plan, you may make a mistake.*

**Vocabulary:** (p.62): communicate in a different language, earn your own spending money, experience culture shock, feel jealous sometimes, get into shape, get into a good college, get married, get valuable work experiences, improve your grades, pay membership dues

AND the IE II theme of “The Workplace”

**Interactions 2: “Looking for Work in the 21<sup>st</sup> Century” (pp. 81-91): Vocabulary:**  
areas, benefits, computer, creating, economy, enormous, job, job security, jobs, labor, secure, temporary, traditionally, varies

#### **Interchange 2:**

**Grammar:** (p.65) Gerunds- travelling, working, etc.

**Vocabulary:** (p.67) creative, critical, disorganized, efficient, forgetful, generous, hardworking, impatient, level-headed, moody, punctual, reliable, strict

**Interactions 2: “Changing Career Trends” (pp.72-80): Vocabulary:**

- (nouns) career counsellors, cell phones, construction, drawback, globalization, identity, job hopping, job security, livelihood, manufacturing jobs, outsourcing, pleasure, posts, self-confidence, stress, telecommuting, workaholism, workforce, (verbs) distract, keep up with, overwork, upgrade, varies (vary), (adjectives) flexible, leisure, passionate, rigid, secure, temporary, worldwide, (expression) on the move

**Themes for writing the Comparison-contrast essay**

**Geography – cultural geography, nature, remarkable places**

(brainstorming, ie. Venn Diagramming)

- two apartments/books/cities/countries/energy resources genders/hobbies/houses/Japanese Prime Ministers or other political leaders/movies/novels/part-time jobs/ pop stars/pictures/seasons/songs/sports teams/transportation/TV dramas

**Interchange 2:**

**Grammar:** (p.73)

Passive with *by*, ie. was designed by, were added to

**Vocabulary:** (p.74) cattle, corn, electronics, goats, lobsters, micro chips, oysters, sheep, shrimp, soybeans, textiles, wheat

AND the IE II theme of “Autobiography:”

**Interchange 2:**

**Grammar:** (p.81) present perfect continuous – ie. have been working

**Vocabulary:** (p.80) coincidentally, fortunately, luckily, miraculously, sadly, strangely, surprisingly, unexpectedly, unfortunately

**Interactions 2: “New Days, New Ways: Changing Rites of Passage” (p.236):**

**Vocabulary:** delivery, funerals, groom, guidance, incorporation, monks, negotiations, pregnancy, proposal, pyre, rite of passage, ritual, scriptures, taboos, trousseau, vision, vision quest, (verbs) chant, regain, vary, (adjectives) indigenous, nomadic, previous, (expression) ask for (a woman’s hand) **AND**

- community, incorporation, physically, previous, status, transition, vision

## IE Level III Themes And Essay Types

Cover one theme in your classification essay and a second one in your persuasive essay:

1. Relationships
2. Cross-cultural Values
3. The Environment
4. The Media/Commercials

[Possible paragraphs topics are listed below. You may use vocabulary from your IE Core news articles, vocabulary notebooks, or from the word list taken from *Interchange 2* and *Interactions 2*.]

### **Themes for writing the Classification essay**

#### **Psychology, relationships**

(brainstorming, e.g., clustering, free-writing, listing, talk-write)

- types of cultures, education, emotions, environmental problems, environments friendships, movies, music, personalities, religions, TV shows

#### **Interchange 2:**

**Grammar:** (p.101) Unreal conditional sentences with *if* clauses, ie. *If I found \$1 million*, I would spend it; (p.103) Past modals, ie. I should have called her.

**Vocabulary:** (p.102) accept, admit, agree, borrow, deny, disagree, dislike, divorce, enjoy, find, forget, lend, lose, marry, refuse, remember, save, spend

#### **Interactions 2: “The Science of Happiness” (pp. 92-101; pp.107-112 )**

**Vocabulary:** (nouns) balance, components, concept, essence, findings, gap, life expectancy, polls, solidarity, sum total, trend, well-being, (verbs) catch on, measure, (adjectives) complex, reasonable, (adverbs) actually, enthusiastically **AND**

- areas, complex, concept, constitution, economic, income, mental, psychological, researchers

AND the IE III theme of “Cross-cultural values”

#### **Interchange 2:**

**Grammar:** (p.51) Relative clauses of time, ie. a day when..., a night when... (p.54) adverbial clauses of time, ie. when people get married, they...after the food is served, the...

**Vocabulary:** (p.50) eat, give, go to, have, play, send, visit, watch, wear

**Interactions 2: “Fashion: Art of the Body” (pp. 180-192)**

**Vocabulary:** aspect, bias, depict, ethnocentrism, express, ignorant, inhuman, indicate, irrational, learn, liberal, memorize, study; (p.190) cosmetics, crime, dye, lipstick, traveler, theft; attractive, beautiful, chubby, emaciated, fat, good-looking gorgeous, heavy, hideous, obese, overweight, plain, plump, pretty, skinny, slender, slim, ugly

**Themes for writing the Persuasive essay**

**Environment**

(brainstorming, e.g., clustering, free-writing, listing, talk-write)  
the ideal friendship, marriage, parenting, changes needed in Japanese culture, education, law, society, or in other cultures, steps needed to improve the economy, the environment, a sports team, TV; a critical or very positive review of a book, TV program, or film; the best of anything – the best baseball player on the Hanshin Tigers, best class you ever took, best country, best politician in the government, best school club, best vacation...

**Interchange 2:**

**Grammar:** (p.37) Two-part verbs; *will* for responding to requests, ie. turn down, pick up; will turn down, will pick up

**Vocabulary:** (p.38) clean up, hang up, pick up, put away, take our, throw out, turn off, turn on

**Interactions 2: “Sick Building Syndrome” (pp. 32-38; p.40-44)**

(p.41) beauty, beautification, creation, crowd, difference, efficiency, pollution, pollutant, safety

AND the IE III theme of “the Media, computers, technology, and globalization”

**Interchange 2:**

**Grammar:** (p.45) Infinitives and gerunds, ie. I use my computer to send e-mails, I use my cell phone for watching movies.

**Vocabulary:** (p.46) browse websites, computer whiz, create a slideshow, create a song playlists, cut and paste, drag and drop, edit a video, flash drive, geek, hacker, highlight text, keyboard, monitor, mouse, open a file, technophile

**Interactions 2: “Life in a Fishbowl: Globalization and Reality TV)**  
**(pp. 126-132; pp.134-135)**

**Vocabulary:** a good deal, spread like wildfire, out-of-the-way, It goes without saying, tearjerkers, all corners of the world, round-the-clock, roughing it, went viral, fight tooth and nail, Chances are, rags-to-riches; challenge, disgust, embarrass, encourage, entertain, excite, horrify, interest

## II. Brainstorming

One of the most important lessons for our students is the realization that academic writing is a process that begins with brainstorming ideas and developing and revising a series of drafts. The first part of the IE Core and Writing booklet provides a graphic example of each type of brainstorming and you should try each one with students so that they can find the ones that work best for them:

- a) Note-taking
- b) Listing
- c) Talk-write
- d) Clustering
- e) Venn diagrams

## III. Grammar Exercises

There is a danger in introducing too much grammar teaching into your class as we only meet with students 14 times over a semester. It is more important to teach them about each academic form and the different genres within them. However, there are some general grammatical concepts that should be introduced in IE Writing classes:

- a) Passive and Active voice
- b) Conjunctions
- c) Colons and Semi-colons
- d) Transitions in Paragraphs and Essays

## *IE WRITING TEACHING*

The IE Core and Writing booklet provides some exercises in grammar, but it is certainly not a comprehensive guide to teaching grammar. Nor is it meant to be. For one thing, our students will have been taught grammar extensively in high school. More importantly, research on writing suggests that grammar teaching is not effective unless it is taught within the context of an individual student's work. In a single classroom, students will be making a variety of grammatical mistakes, therefore these errors are best addressed by dealing with them in student-to-student peer tutoring or in teacher-student conferences. You may even wish to bring in additional grammatical exercises. There are numerous reference books and texts in the teacher library in the English Department office at Sagamihara.

Most research on teaching grammar to first and second language students is critical of the methods by which grammar is usually taught. Instead, the research conclusions focus on four main points.

- 1. Avoid teaching too much grammar through lecturing to the class and providing handouts. Grammar is best taught to your students within the context of each student's writing.**
- 2. However, certain points that might be new to the majority of your students such as the use of the semi-colon, or of subordinate conjunctions, for example, might be handled through a short lecture on their use, then classroom exercises. You might handle them through some group work or even a competition where students in small groups try to write the correct answers to questions on the board.**
- 3. Correct student errors mostly on an individual/specific basis, dealing with each student's errors through written comments on the student's paper and a conference with them.**
- 4. Whole-class lessons on errors might also come from notes you make after you have graded all your students' essays and noted common errors. After concealing the student's names, you could then show some of these errors in a handout, on the OHC, again in groups, and then write their sentences on the board and then share them with the class, and then you could correct them again.**

An excellent source for handouts on grammar is "OWL," the online writing learning centre created by Purdue University. Of particular interest to our students and program are their English as a Second Language worksheets.

They have material on adjectives and prepositions, and their Grammar, Punctuation, and Spelling worksheets which include one on sentence fragments. These are available as PDF files and can be easily printed.

**<http://owl.english.purdue.edu/handouts/print/index.html>**

## **IV. Responding to Student Writing**

The responses that we are trying to encourage in the program fall into two types: peer responses and teacher responses. The aim here is to get students to become aware of their own errors and learn to correct them as they revise their papers.

- a) Marking Symbols
- b) Peer Editing and Checklists
- c) Assignment Rubrics
- d) Recorded Conferencing

In the IE Core and Writing student booklet, we have included several peer checklists to show students the types of errors that they should look for in each other's work. Because we are in a two-year program of writing teaching, we want you to use the same marking symbols as the other teachers, and to use similar checklists in your classes, so that students begin to learn the errors that they should look for in their writing.

We have a grading rubric for each level of the program. Rubrics which have been found to be effective in teaching identify the key points of a structure or process. You should use them in class with students so that they can familiarize themselves with them. They should form a basis for your marking of their assignments, too. Through comparing the following three rubrics, you can see the differences between as they relate to paragraph or essay forms. The rubrics for IE I and IE II are 10 points, but the one for IE III is 12 points to reflect its more complex structure and the use of sources and quotations.

## 10-pt Rubric for Scoring IE I Paragraphs

<b>Topic Sentence and Transitions</b> 1-2 points	<ul style="list-style-type: none"><li>i) topic sentence suitable for the genre and clearly expressed (ie. Comparison-contrast, classification, etc.)</li><li>ii) transition words suitable for the genre (ie. Comparison-contrast, classification, etc.)</li></ul>
<b>Content</b> 1-2 points	<ul style="list-style-type: none"><li>i) at least one example at least 3- 4 sentences in length (ie. an anecdote, reason, etc.) that moves from a general point to details</li><li>ii) facts, names, numbers, or other specific details in the examples</li></ul>
<b>Grammar</b> 1-2 points	<ul style="list-style-type: none"><li>i) where there are grammatical errors, the writer's meaning is comprehensible</li><li>ii) few grammatical errors.</li></ul>
<b>Fluency</b> 1-2 points	<ul style="list-style-type: none"><li>i) a lengthy paragraph of 75-100 words</li><li>ii) several uses of complex sentences through subordinate and coordinate conjunctions</li></ul>
<b>Vocabulary</b> 1-2 points	<ul style="list-style-type: none"><li>i) mostly correct and appropriate vocabulary choices</li><li>ii) use of vocabulary words from IE Core class assignments or class word lists</li></ul>

**10-pt Rubric for Scoring IE II Essays**

<b>Thesis, Topic Sentences and Transitions</b> 1-2 points	i) appropriate thesis statement and an introduction defining key terms in the essay topic ii) topic sentences and transition words suitable for the genre (ie. Comparison-contrast, classification, etc.)
<b>Content</b> 1-2 points	i) each paragraph has at least one example (ie. an anecdote, reason, etc.) developed in 3- 4 sentences ii) an essay with facts, names, numbers, or other specific details in the examples
<b>Grammar</b> 1-2 points	i) the writer's meaning is usually clear ii) relatively few grammatical errors for a 350-word essay
<b>Fluency</b> 1-2 points	i) an essay of at least 350 words with lengthy paragraphs of 75-100 words for each ii) use of complex sentences through subordinate and coordinate conjunctions, or by semi-colons and colons
<b>Vocabulary</b> 1-2 points	i) mostly correct and appropriate vocabulary choices ii) use of vocabulary words from IE Core class assignments, or Writing class vocabulary lists

**12-pt Rubric for Scoring IE 3# Essays**

<b>Thesis, Topic Sentences and Transitions</b> 1-2 points	i) appropriate thesis statement and an introduction defining key terms in the essay topic ii) topic sentences and transition words suitable for the genre (ie. Comparison-contrast, classification, etc.)
<b>Content</b> 1-3 points	i) in each paragraph has at least one example of at least 3- 4 sentences in length (ie. an anecdote, reason, etc.) that moves from a general point to details ii) facts, names, numbers, or other specific details in examples iii) a list of at least 3 references recorded in the MLA style
<b>Grammar</b> 1-3 points	i) where there are grammatical errors, the writer's meaning is comprehensible ii) use of at least 3 direct or indirect quotations iii) relatively few grammatical errors for an essay of 350 words
<b>Fluency</b> 1-2 points	i) a lengthy paragraphs of 75-100 words ii) several uses of complex sentences through using subordinate and coordinate conjunctions and semi-colons and colons
<b>Vocabulary</b> 1-2 points	i) mostly correct and appropriate vocabulary choices ii) use of vocabulary words from IE Core class assignments or class word lists

Students would very much prefer that all their work be marked by their teachers. However, we are trying to encourage more autonomy, trying to develop their critical powers about their own work. They learn how to look more critically at writing through peer editing. Teacher-to-student conferences are best conducted on a 2<sup>nd</sup> or 3<sup>rd</sup> complete draft of a paragraph or an essay. Writing researcher Ken Hyland (1990) describes how minimal marking and taped commentary may create a very effective response to student writing. Judging from student evaluations also, the single best way to conduct a writing conference with students is to get them to record it on their cell phones or an iPod. In this manner, they can replay your comments later, and replay them several times to make sure that they understand them. Otherwise, students forget many of your comments even though they may appear to understand them during the conference.

**III.(a) A PROTOCOL FOR CONFERENCING**

Teacher-student writing conferences need a strong focus. Research indicates that students should feel that they have some control over the process.

A student conference should (1) be limited to 5 - 10 minutes at maximum, (2) focus on a complete early draft of the essay, (3) balance criticism of student work with praise, (4) incorporate student negotiation in the conference (through helping a student to formulate questions, and to confirm teacher remarks), (5) conclude with a student verbalizing what he or she will do next, and (6) finally, that teachers track the results of the meeting in terms of the student's progress on the next draft.

The most straightforward approach to helping students formulate questions is to mark their papers with your marking symbols, then ask them to review the symbols and your comments and to note any questions they have.

You might also use the Conferencing Form suggested by Joy Reid (1993) in which students answer questions about their essays before and after the conference. Afterwards, they revise their writing.

**Conferencing Form:**

- 1. I thought the best part of my paragraph/essay was...**
  
- 2. I thought the weakest part of my paragraph/essay was...**
  
- 3. According to your instructor's comments:**

**Strengths:**

- a)
  
- b)

**Weaknesses:**

- a)
  
- b)

- 4. Based on the feedback, I will...**

- 5. Three questions I want to ask are...**

**Work Cited:**

Reid, J. Teaching ESL Writing. New York: Prentice and Hall, 1993, 222, 223.

## III.(b) RECORDED CONFERENCES

Recording your feedback to students is essential in conferencing. It works as follows. Before class, the teacher grades and comments on all the papers. Next, students bring in a smart phone, an i-Pod with a microphone, an MP3 player, or use the record function on their cell phones.

1. You pass the student papers back and ask the class to start finding and correcting the mistakes on their papers.
2. Instruct them to circle any comments or symbols they don't understand, and ask each student to write down a question that they would like to ask you when they have their turn for a conference.
3. While you conference with one student, the other students in the class are noting their questions or revising their essays.

By your modelling of feedback to students, recorded conferencing encourages students to engage in a more critical assessment of their writing and that of their peers.

4. Once the student has started recording, the teacher asks the student to initiate the conference with his or her three questions for the teacher (ie. "What would you like to ask me?" "Do you understand all my comments on your paper?" –*Sometimes, students can't read a teacher's handwriting or don't understand the point.*) The teacher and the student discuss the student's questions. Time allowing, the teacher might ask the student's opinion as to the best and weakest parts of the writing. This might turn the discussion to one on the content, organization, or use of examples in the piece.

Not all these items will be discussed in every student-teacher conference. Some conferences with more skilled writers who have produced more polished and comprehensive drafts might be slightly less than 5 minutes; others, naturally will take longer. However, you should try to keep even the longest ones under 10 minutes, so that you can finish the conferences for a class of 25 within two successive class periods.

## V. Using Student Models in Class

The student IE Core and Writing booklet contains numerous sample paragraphs and essays. There is a labelled diagram of a paragraph showing such features as the topic sentence, transitions, and examples. There is also one of an essay incorporating the features of paragraphs, but also essay transitions, and the thesis statement and introductory paragraph.

- a) Diagrams
- b) Student Paragraphs
- c) Creating Thesis Statements
- d) Introductions and Conclusions

The idea is that you show students the structure of a paragraph and an essay, then get the students to identify similar parts in the sample student paragraphs and essays.

Reading these samples gives students an idea of the standards for the assignment by illustrating some good student writing. There are questions to help you to do this and to assign these questions and the reading of some of these paragraphs and essays as homework.

## **VI. Quotations and Paraphrasing**

The use of quotations is introduced in IE Writing III. Understanding their proper use is essential to incorporating reference materials into the students' essay writing and avoiding plagiarism. Distinctions need to be made between direct and indirect quotations, between summaries and paraphrases. There are several activities on their use in the IE Core and Writing student booklet. In addition, it is important to teach student not to use machine translations of quotations as these have many errors.

- a) Direct and Indirect Quotations
- b) The Failure of Machine Translations

## **VII. The MLA Style**

Another important concept in IE Writing III is the use of the MLA style when citing references or when creating a bibliography. The wide range of citation style and its complexity means that students will need to refer to their booklets to use the MLA style correctly. By drawing their attention to this in class, we can get them into the habit of checking their work with the examples in the guide booklet. One important note is that we should ask students to record the full URL when citing website references. This is for two reasons. One is to get them into the practice of keeping a full record of their research. Secondly, this record makes it possible to check students' work for possible plagiarism.

"OWL," the online writing learning centre created by Purdue University, mentioned earlier in this guide notes that the MLA style no longer requires the use of URLs in MLA citations. This is because Web addresses often change and because some documents may appear in multiple places. The reasoning is that readers can find the electronic sources via Internet Search Engines.

However, the site does note that "some instructors and editors will still require the use of URLs. This is our position at present. The following is an example from the same online guide.

Aristotle. *Poetics*. Trans. S. H. Butcher. *The Internet Classics Archive*. Web  
Atomic and Massachusetts Institute of Technology, 13 Sept. 2007. Web. 4  
Nov. 2008. <<http://classics.mit.edu/>>.

Over the years of teaching IE Writing III, we have found that students never remember the MLA style, whether citing books or TV programs. We now take the position that the best that IE III teachers can do is to direct the students to one of two websites (easybib.com and son of citation). Provided that the students have enough information, these websites will automatically format their bibliographic entries. The following page is taken from the students' *IE Core and Writing booklet* (p.133). It also appears in the teachers' *Scope and Sequence for IE Listening*.

**These websites help you to create citations, even websites and media.**

<http://citationmachine.net/index2.php>

[The iPad version cuts out the ads] (iPad) <http://tinyurl.com/cm-mla>

[This website, more sophisticated, allows you to add/delete URLs, date of publication, etc.] <http://www.easybib.com/>

The following instructions should be demonstrated in class if you have an Internet connection or at least shown on the overhead camera.

**Just input the information and choose MLA, APA or Chicago.**

The screenshot shows the homepage of EasyBib. At the top, there's a navigation bar with links for 'Login', 'Register', 'Help', and 'Contact'. Below the navigation is a blue header bar with tabs for 'Research BETA', 'Notes & Outline', 'Bibliography' (which is selected), 'Citation guide', and 'Educator blog'. A message 'Saved bibliography. Save now!' is displayed. The main content area has a pink header bar with the text 'You are in a bibliography. View it now » Save it for later • Delete entirely'. Below this is a section titled 'The Free Automatic Bibliography and Citation Generator' with the sub-instruction 'Save time by creating a Works Cited page instantly in MLA, APA, or Chicago!'. There are several tabs for different source types: 'Website' (selected), 'Book', 'Newspaper', 'Journal', 'Database', and 'All 59 options'. Under the 'Website' tab, there are links for 'Manual entry' and 'Help', and buttons for 'MLA (free!)', 'APA', and 'Chicago/Turabian'. A text input field says 'Cite a website by entering its URL or by searching for it.' and a green 'Cite this' button is next to it. To the right, there's a 'How to cite in 3 steps:' section with three numbered steps: 1. Select your source & search for it. 2. We'll automatically cite it for you. 3. Repeat to build your bibliography!

Son of  
**Citation Machine™**

[About](#) • [Instructions](#) • [Facebook Page](#) • [Blog](#) • [Disclaimer](#)

MLA

APA

Chicago

**MLA 7th Edition**

Sources by type (*print & nonprint combined*)



Now you choose the correct media. Then enter the information as you are prompted. The following is the Diane Rehms show, “Friday news roundup” on National Public Radio.

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MLA

APA

Chicago

Tu

Name of the Distributor +

National Public Radio

Other Information +

Year of Release

2013

Medium

Web

Date Retrieved +

16 May 2013

URL (Optional) +

<http://thedianerehmshow.org/>

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MLA

APA

Chicago

Tu

CM

[Return to Form to Correct Mistakes](#)

Bibliographic Citation

*Friday News Roundup*. Dir. Diane Rehms. National Public Radio, 16 May 2013. Web. 17 May 2013. <<http://thedianerehmshow.org/>>.

**Remember to indent the final product:**

*Friday News Roundup.* Dir. Diane Rehms. National Public Radio, 16 May 2013. Web. 17 May 2013. <<http://thedianerehmshow.org/>>.

## VIII. Classroom Activities

Teaching a writing class should be unlike most other classes. The teacher should not lecture too much. Nor should it be one where the students quietly sit doing their homework while the teacher sits at the front of the class and grades papers. Neither should it be one in which groups of students led by the able writers among them produce a "group essay." Furthermore, resist the temptation to excuse some students from class while you conference with others.

Instead, please organize your class in such a way that students always have something writing to do: brainstorming, drafting, rewriting, or responding to each other's work. At times, you may interact with a small group of students commenting on one another's paragraphs or essays. At other times, you will be directing the whole class, explaining the structure of an essay, organizing a writing game, perhaps using an overhead project to analyse typical student errors.

Games also are a very effective way to interest students in writing. As well, games offer opportunities for students to teach one another about writing. Finally, they help develop a sense of community among the students in your class.

Games are easily created by (a)giving students writing problems to solve within set time limits, (b)creating competitions around writing activities, (c)making the writing process part of a communicative activity.

Depending on how the writing tasks are introduced, games can provide students with a hands-on-manipulation of the language. As well, games can help students understand the difference between writing modes. Some of the many possible activities in your class are listed below:

1. **Small group activities of two or three students, reacting to and making suggestions regarding a paper (perhaps a rough draft) produced by a third student.**
2. **Composing-on-the-board, with volunteers making attempts to solve a given writing problem on the blackboard, for example, reworking part of a paper by a classmate.**
3. **Whole class discussions of one, two, or three photocopied papers produced by class members, (the writers of the papers should remain anonymous).**
4. **Conferencing, the teacher circulating about the class to help**

**individuals with writing problems while the other members of the class work in groups on their papers.**

- 5. Editing lessons for the whole class, dealing with a limited problem that all have in common.**
- 6. Sentence combining problems where teams of students compete in rewriting short, simple sentences into longer, complex ones where there is a use of coordinate and subordinate conjunctions. (See the exercises in the student booklet).**
- 7. Exercises for expanding and developing paragraphs or thesis statements involving the entire class or groups of students.**
- 8. Class discussion of the audience for a paper, and then adjusting the paper for that audience.**
- 9. Critical discussion of a reading -- How did the author get this effect? What are the transitions?**
- 10. Sample essay exam questions for reading, analyzing, and answering.**
- 11. Language games, such as the "round-robin sentence," in which students successively add adverbs or other modifiers to a base sentence, or activities that emphasize transitions. Another game is "sentence deletion" where students take turns reducing a sentence to its shortest, grammatical length.**
- 12. Paragraph cohesion games based on correctly ordering scrambled sentences into a well-organized paragraph.**

## **X. Course Outlines**

The following course outlines for IE Writing II and III show detailed schedules for the course. This is essential in order to set deadlines for students and to properly monitor their progress. However, you may also decide to give students less information, particularly, if you are teaching the course for the first time. Exact dates for assignments might be inaccurate and lead to confusion. In that case, you should hand students a course outline with the assignments and grades explained and a contract address for your e-mail. You can still develop a detailed plan for the course, but keep it for your own planning purposes.

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**Spring, 2014, Jeff Bruce, instructor**  
**Wednesdays, 11:00-12:30, Bldg. 17, room 713**  
Activities of the class

Write 3 essays in several steps:

- |    |   |                     |
|----|---|---------------------|
| 1. | Pre-writing (in class) to develop ideas   | 10 percent of grade |
| 2. | First draft (at home) of about 350 words  | 20 percent of grade |
| 3. | Comment on another student's essay (in class)                                     | 10 percent of grade |
| 4. | Second draft (at home) of about 350 words   | 30 percent of grade |
| 5. | Receive my comment, explain it to others and find out the comments they received. |                     |
| 6. | Final draft (at home) of about 350 words  | 30 percent of grade |

#1	Apr. 9	<i>exposition</i> pre-writing: listing ideas, free writing, talk write <b>Homework:</b> first draft of <i>exposition</i> essay
#2	Apr. 16	discuss what to look for in an essay, comment on an essay <b>Homework:</b> second draft of <i>exposition</i> essay
#3	Apr. 23	more types of pre-writing: clustering ideas, topic sentences Types of introductions <b>Homework:</b> write various kinds of introductions
#4	Apr. 30	summarizing, exchanging second draft comments <b>Homework:</b> final draft of <i>exposition</i> essay
#5	May 7	patterns of organization, <i>comparison</i> pre-writing <b>Homework:</b> first draft of <i>comparison</i> essay
#6	May 14	paraphrasing, comment on an essay <b>Homework:</b> second draft of <i>comparison</i> essay
#7	May 21	take notes on an article, write a footnote <b>Homework:</b> find an article, write notes, write a paragraph with footnotes
#8	May 28	read paragraphs, exchange second draft comments <b>Homework:</b> final draft of <i>comparison</i> essay
#9	June 4	<i>analysis</i> pre-writing <b>Homework:</b> first draft of <i>analysis</i> essay
#10	June 11	analyze an essay, comment on an essay <b>Homework:</b> second draft of <i>analysis</i> essay
#11	June 18	write notes, write a paragraph with footnotes
#12	June 25	exchange second draft comments <b>Homework:</b> final draft of <i>analysis</i> essay
#13	July 2	practice paraphrasing & summarizing
#14	July 9	analyze an essay

#15 July 16 get *analysis* essay back, find out writing portion of the IE grade, university course evaluation  
Grades

First essay	33 percent
Second essay	33 percent
Third essay	34 percent

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### IE Writing III

B.J. Butler

April 11	Class Introduction, Writing Sample, Brainstorming
April 18	Direct Quotes
	<i>HW-Brainstorming, 3 sources for classification essay</i>
April 25	MLA style, Paraphrasing
	<i>HW-Essay#1, Draft#1</i>
May 2	Peer Editing, <i>HW-Essay#1, Draft#2</i>
May 9	Student Teacher Conferences
	<i>HW- Essay#1, Draft#3</i>
May 16	<b>Essay #1 Due</b> , Introduction of Mini Research, Thesis Statement, Brainstorming
	<i>HW- Thesis Statement, Bibliography</i>
May 23	Outlining and Cards, <i>HW- Outline and Cards</i>
May 30	Introductory Paragraph <i>HW-Introductory Paragraph</i>
June 6	Writing the Body and Conclusion, Topic Sentences, Citing Sources, <i>HW-Essay #2, Draft #1</i>
June 13	Peer Editing, <i>HW-Essay #2, Draft #2</i>
June 20	<b>Essay #2, Draft #2 Due</b>
June 27	Student-Teacher Conferences
July 4	Student-Teacher Conferences, <i>HW- Presentation Visuals</i>
July 11	Presentation Rehearsal
July 25	<b>Presentations, Essay#2, Draft#3 Due</b>

Grades	%
Essay #1	30%
Essay #2	70%

## *IE WRITING TEACHING*

Works Cited	5
Thesis Statement	5
Introductory Paragraph	10
Outline	10
Cards	10
Draft#2	20
Draft#3	30
Presentation	10

### IE 3 Writing Spring 2013 Course Schedule

Class	Date	Activity	Homework
<b>CLASSIFICATION ESSAY</b>			
1	April 11	1. Course Introduction 2. Classification Essay Structure 3. Brainstorming	1. Blog Post #1 2. Essay Structure Activity
2	April 18	1. Introduction 2. Writing a Thesis Statement 3. Making a Bibliography	1. Write Introduction • <i>email by April 23 before 12noon!</i> 2. Complete Bibliography • <i>email by April 24 before 12noon!</i> 3. Blog Post #2
3	April 25	1. Introduction Feedback 2. Body Paragraphs • Topic Sentences • Supporting Ideas and Details 3. Making an Outline	1. Complete outline • <i>email by May 1 before 12noon!</i> 2. Write Body Paragraph #1 • <i>email by May 8 before 12noon!</i>
4	May 2	<b>NO IE3 WRITING LESSON (Cancellation)</b>	
5	May 9	1. Body Paragraph #1 Feedback 2. MLA Referencing 3. Quotations	1. Write Body Paragraphs #2 and #3 • <i>email by May 14 before 12noon!</i> 2. Blog Post #3

This course plan from Nicole Takeda incorporates weekly student homework assignments as well as teacher posts to students through a class blog. There are several activities in each class and work on the semester is divided into two parts: one for the classification essay and the other to focus on persuasion. Another approach is to begin with students brainstorming the second essay before the final draft of essay 1# is due.

## IE WRITING TEACHING

5	May 9	1. Body Paragraph #1 Feedback 2. MLA Referencing 3. Quotations	1. Write Body Paragraphs #2 and #3 • <i>email by May 14 before 12noon!</i> 2. Blog Post #3
6	May 16	1. Body Paragraphs #2 and #3 Feedback 2. MLA Referencing Review 3. Concluding Paragraph	1. Complete entire first draft • <i>email by May 21 before 12noon!</i> 2. Blog Post #4
7	May 23	1. Peer Editing 2. Quiz #1	1. Complete peer editing task • <i>submit in class on May 30!</i> 2. Prepare for conferences 3. Blog Post #5
8	May 30	1. Conferences 2. Peer Editing Discussions	1. Complete final draft • <i>email by June 5 before 12noon!</i> 2. Blog Post #6

Class	Date	Activity	Homework
<b>PERSUASION ESSAY</b>			
9	June 6	1. Persuasion Essay Structure 2. Brainstorming 3. Introduction and Thesis Statement	1. Write Introduction • <i>email by June 11 before 12noon!</i> 2. Blog Post #7
10	June 13	1. Introduction Feedback 2. Making an Outline 3. MLA Referencing Review 4. Paraphrasing	2. Complete outline • <i>email by June 18 before 12noon!</i> 3. Complete Bibliography • <i>email by June 19 before 12noon!</i>
11	June 20	1. Outline and Bibliography Feedback 2. Body Paragraphs Review • Supporting Ideas and Details 5. Paraphrasing Review	1. Write Body Paragraphs #2 and #3 • <i>email by June 25 before 12noon!</i> 2. Blog Post #8
12	June 27	1. Body Paragraph #1 and #2 Feedback • Concluding paragraph 2. Counterarguments and Rebuttals	1. Complete entire first draft • <i>email by June 2 before 12noon!</i> 2. Blog Post #9
13	July 4	1. Peer Editing 2. Quiz #2	1. Complete peer editing task • <i>submit in class on July 11!</i> 2. Prepare for conferences 3. Blog Post #10
14	July 11	1. Conferences 2. Peer Editing Discussions	1. Complete final draft • <i>email by July 17 before 12noon!</i>