

IE WRITING 2018: 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. Persuasion 2. Classification 3. Comparison-Contrast	Introduction to the Essay: 1. Comparison-Contrast 2. Analysis	APA Style for references and quotations in 2 essays: 1. Classification 2. Persuasion	The Research Essay: 1. Creating a bibliography 2. Citing references in the APA style

The purpose of this teacher's guide is to 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.

Among the many contributors to the guide have been Tom Anderson, Deborah Bollinger, Joseph Dias, and Ida Gomez.

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I. IE Writing

I.(a) Written Assignment Format

We standardize student assignments in terms of appearance. Each student writing assignment should be formatted to **12-point Times New Roman** at **26 lines** per page. The following diagram shows how to change the line spacing in the Japanese version of MS Word. All of the university laptops come loaded with this program, so this should be easy for you to show to your students.

This will be particularly important to show to freshman students in the Spring semester. An explanation of this can be found on pages 70 and 71 in the students' IE Core and Writing booklet.

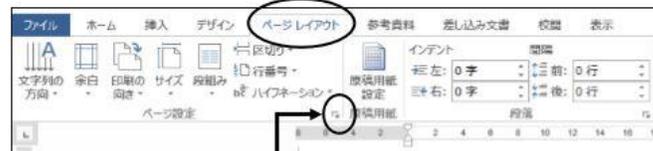
How to Set Line Spacing in MS Word to 26 Lines per Page

For A4 paper, 12-point Times New Roman font set for 26 lines per page with 2.5 cm margins are common specifications for English academic manuscripts that require double spacing.¹ Here is how to configure the line spacing in MS Word 2013 for Windows:

1. On the Home (ホーム) tab, set line spacing for single space.



2. Click Page Layout (ページレイアウト).



3. Click Page Set Up (ページ設定).

Fig. 1

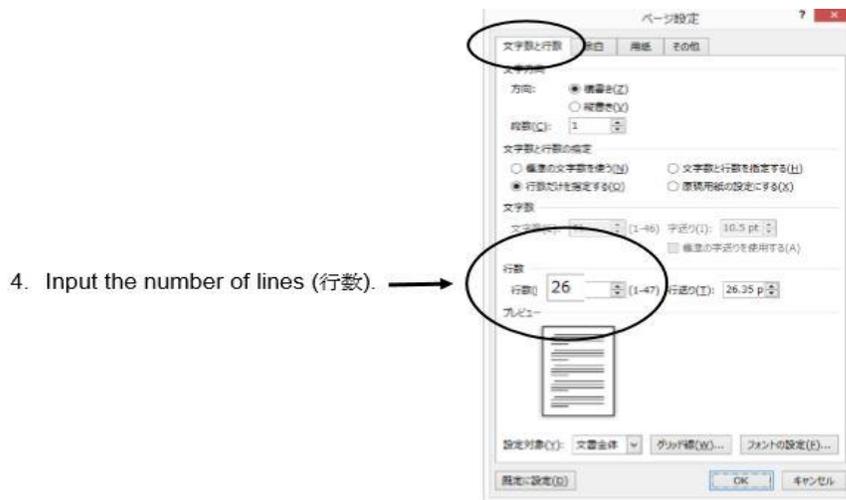


Fig. 2

In addition, the students must put a page number and the title of the writing assignment in the upper right corner of the document. They need to put their name and student number on the first page.

Also, they will have to submit each IE Writing or Academic Writing assignment to the IE Program database where papers will be checked for plagiarism. An explanation of how they will upload their written assignments can be found on pages 153 and 154 at the end of the student booklet. **Remind the students that before they submit an assignment to the database, they must remove their name and student number.**

II. 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.

Student portfolios are one very effective means of encouraging students to track their development as writers over the IE Writing course. This includes the teacher using the portfolios in class to illustrate elements of the writing process such as brainstorming, drafting, peer editing, and integrating teacher and peer feedback. Finally, a portfolio can help students to foster a sense of pride and accomplishment in their writing. Student portfolios are explained in detail later in this guide.

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 (5th ed.)*, (2017), by Jack Richards, with Jonathan Hull and Susan Proctor (Cambridge: CUP).

Themes for writing the paragraph of Classification

(e.g., talk-write, note-taking, etc.)

- **(1) Memories -childhood, education, the generation gap**

Classification

- your favourite foods or restaurants, types of courses, clubs, famous landmarks in your hometown, friends, people at your old school, pets, pop stars, students

Interchange 2:

Grammar: 3# Past tense (p.3); 8# *Used to* (p.5)

Vocabulary: 6# Word Power: amusement park, beach, collect, playground (p.4)

Reading: 13# Reading, "The Frida Kahlo Story" (scanning) (p.7): cast, courage, destiny, injury, recognize

Themes for writing the paragraph of Compare and Contrast

(e.g., listing, Venn Diagramming, etc.)

(2) Urban Life, (3) Food

- 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

All vocabulary used for the previous assignment, “the classification paragraph” may be used for this paragraph also, as well as the following vocabulary words.

Interchange 2:

Grammar: 3# Evaluations and Comparisons - too many, fewer, less, more, isn’t/aren’t enough (p.17); 9# Wish (p.20)

AND

Grammar: 4# Simple past vs. present perfect; ie. ate, have eaten (p.23); 10# sequence adverbs – first, then, next, after that, finally (p.25)

3# Grammar Focus: big, bathrooms, bedrooms, convenient, expensive, modern, noisy, parking spaces, private (p.17)

Vocabulary: 8# Word Power: bake, boil, fry, grill, roast, steam (p.24)

Themes for the Persuasive paragraph

-Travel, cultural values, history

(e.g., talk-write, free-writing, etc.)

All vocabulary introduced earlier for the “classification paragraph” and the “comparison-contrast” paragraphs may be used for this paragraph, too, as well as the following vocabulary words, too.

Interchange 2:

Grammar: 3# Future with *be going to* and *will*; ie. going to relax, will watch; (p.31)
Modals for necessity, suggestion – have to, must, ought, should (p.33)

Vocabulary: 4# Word Power: 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.32)

IE II and IE III Writing Objectives

In addition to IE Writing I objectives, by the end of IE II and IE III, students 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.

- 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 APA 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 and the following word list taken from *Interchange 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: 3# Infinitives and gerunds; (p.45); 8# imperatives and infinitives for giving suggestions (p.47)

Vocabulary: 5# Word Power (p.46): check in for a flight, computer whiz, computer crash, download apps, early adopter, edit photos, flash drive, frozen screen, geek, hacker, identity theft, make international calls, phone charger, smart devices, software bugs, solar-powered batteries

Reading: 12# "The Sharing Economy--Good for Everybody?" (skimming) (p.49)
makes, loses; give to, receive from; dangerous, safe; rules, people; equal, different

AND the IE II theme of "The Workplace"

Grammar: 3# Gerunds; short responses (p.65); 10# Clauses with *because* (p.68)

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

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

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

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 out, 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

III. 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

IV. Grammar Exercises

There is a danger in introducing too much grammar teaching into your class as we only meet with students 15 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

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 error 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, or on the blackboard, then set the class to correcting them. They could work individually, then again in groups, 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>

V. 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) Conferencing
- e) Audio-conferencing

In the IE Core and Writing student booklet, we have included several peer checklists to show students the types of errors that they usually make. This can help them learn to identify errors in their work and that of their peers. To assist other teachers in the program, we want you to use these same marking symbols when responding to your students' work.

This guide also includes a student 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 rubric for IE III essays is 12 points to reflect its more complex structure and the use of sources and quotations.

V.(a) MARKING SYMBOLS

A?	Article Missing	He is <u>A?</u> tallest boy in the class.
		WA
WA	Wrong article	He gave me <u>a</u> advice.
		C
C	Capitalization	She was a politician in <u>j</u> apan.
		FRAG
FRAG	Fragment	Because there are many problems.
		K/L
K/L	know and learn	I hope to <u>know</u> about it.
		KE
KA	Katana English	Did he have an <u>arbaito</u> while a student?
		P
P	Punctuation	Some plants can move <u>_</u> Most cannot move.
		PI Si
Si/PI	Singular/Plural	These <u>story</u> are short. This story <u>are</u> nice.
		PREP
PREP	Preposition	She is very kind <u>___</u> children.
		WPREP
WPREP	Wrong preposition	He is excellent <u>to</u> sports.
		PRON
PRON	Pronoun Missing	She bought the book, so it is <u>__</u> book.
		WPRO
WPRO	Wrong pronoun	She bought the book, so it is <u>his</u> book.
		REP
REP	Repetition	Scientists do <u>scientists'</u> work, <u>scientifically</u> .
		ROS
ROS	Run-on-sentence	Everybody talks, nobody listens.
		RW
RW	Re-write	<u>It was popular that got marriage with person.</u>
		SP
SP	Spelling	He lives in <u>Canda</u> .
		SVA
SVA	Subject/verb	The men in the factory <u>works</u> hard.
		T
T	Wrong tense	I <u>watch</u> the film last night.
		V
WO	Word order	Can you tell me the station is where?
		WV
WV	Wrong verb form	Tea is <u>grow</u> in India and Japan.
		WW
WW	Wrong Word	The victim was not well known in her <u>local</u> .

V.(b) 10-pt Rubric for Scoring IE I Paragraphs

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

V.(c) 10-pt Rubric for Scoring IE II Essays

Thesis, Topic Sentences and Transitions 1-2 points	<ul style="list-style-type: none"> 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.)
Content 1-2 points	<ul style="list-style-type: none"> 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
Grammar 1-2 points	<ul style="list-style-type: none"> i) the writer's meaning is usually clear ii) relatively few grammatical errors for a 350-word essay
Fluency 1-2 points	<ul style="list-style-type: none"> 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
Vocabulary 1-2 points	<ul style="list-style-type: none"> i) mostly correct and appropriate vocabulary choices ii) use of vocabulary words from IE Core class assignments, or Writing class vocabulary lists

V.(d) 12-pt Rubric for Scoring IE 3# Essays

<p>Thesis, Topic Sentences and Transitions 1-2 points</p>	<p>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.)</p>
<p>Content 1-3 points</p>	<p>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</p>
<p>Grammar 1-3 points</p>	<p>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</p>
<p>Fluency 1-2 points</p>	<p>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</p>
<p>Vocabulary 1-2 points</p>	<p>i) mostly correct and appropriate vocabulary choices ii) use of vocabulary words from IE Core class assignments or class word lists</p>

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.

V.(e) Use this checklist when revising your draft and receiving feedback from the reader.

Compare-Contrast Essay Checklist 1#

Writer's Name _____ Reader's
Name _____

The Introduction Paragraph: (P1)

- _____ Does the Hook catch the reader's attention?
- _____ Does the Background give important information about the topic and contain at least 3-8 sentences?
- _____ Does the Thesis Statement give the topic (A&B) plus the controlling idea (the general similarities & differences of A&B)?

The Body Paragraphs: (P2, P3, P4)

- _____ Are all the Topic Sentences (TS) in the Body paragraphs related to each of the points in the Thesis Statement?
- _____ Are the supporting sentences in each paragraph 2-9 sentences long?
- _____ Does the writer give some figures/numbers or facts or other information in the supporting sentences?
- _____ Are the examples explained in detail?
- _____ Did the writer use at least 2 specific Compare-Contrast connectors in EACH paragraph? (See p.88.)
- _____ Did the writer write several comparative sentences using (–er, est, more/less than, most/least, or as ___ as ___)?
- _____ Are there at least 5-10 sentences in each of the Body paragraphs?
- _____ Did you tell the writer what ideas you liked the best?
- _____ Did you clarify any idea that was not clear?
- _____ Did you check for SVA, VT, missing articles and prepositions?

The Conclusion: (P5)

- _____ Does the TS connect with the Thesis Statement by rephrasing the controlling idea?
- _____ Are there 5-10 sentences in the conclusion paragraph?
- _____ Does the conclusion summarize the main points of comparison?
- _____ Does the conclusion analyze some of the main points?
- _____ Does the conclusion include a recommendation, advice or prediction?
- _____ Did you include connectors that show conclusion?
- _____ Did you check for SVA, VT, find missing articles and prepositions?

COMMENTS:

V.(f) Compare-Contrast C&C Essay:

- In today's class, you will have your final peer revision conference to look over the entire Compare-Contrast (C&C) Essay. Make sure all the points in the C&C Rubric were done.
- Ask questions if something is unclear. Also tell your partner which ideas impressed you.

Final Revision CHECKLIST of Compare-Contrast (C&C) Essay

Writer's name _____ Reader's name _____

Content: _____ Brainstorm (detailed) _____ Hook _____ Background
_____ Thesis Statement _____ Topic Sentence P2 _____ Topic Sentence P3
_____ Topic Sentence P4 _____ Topic Sentence P5
_____ Vocabulary from CORE Textbook

Mechanics: _____ Spelling _____ Capitalization _____ Punctuation
_____ Use of comparatives _____ C&C Connectors _____ Plural nouns
_____ Subject Verb Agreement _____ Verb Tense _____ Articles _____ Prepositions
_____ Word Choice _____ Word Order _____ No repetition of connectors or phrases
_____ No pronouns in topic sentences _____ No overuse of pronouns
_____ No use of And, But or Because at the beginning of a sentence
_____ No new ideas in the Conclusion paragraph

Format: _____ Capitalized Title _____ Indented paragraphs _____ Double spaced lines
_____ 12 size font _____ Word Count (350-500) _____ Proper Heading _____ Proper
Margins- 2 cm margins all around

COMMENTS:

V.(g) A PROTOCOL FOR CONFERENCES

Teacher-to-student conferences are best conducted on a 2nd or 3rd complete draft of a paragraph or an essay. Teacher-student writing conferences need a strong focus. Students also 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 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),

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(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.

<u>Conferencing Form:</u>	
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:	
<u>Strengths:</u>	<u>Weaknesses:</u>
a)	a)
b)	b)
4. Based on the feedback, I will...	
5. Three questions I want to ask are...	
<u>Work Cited:</u> Reid, J. (1993). <i>Teaching ESL writing</i> . New York: Prentice and Hall, 222, 223.	

Fig. 3

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. In this manner, they can replay your comments 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.

V.(h) RECORDED CONFERENCES

Recording your feedback to students works as follows. Before class, the teacher grades and comments on all the papers. Next, students bring in a smart phone, an iPod with a microphone, an MP3 player, or use the record function.

1. You pass the student papers back and ask the class to start finding and correcting the mistakes on their papers.
2. Instruct students to circle any comments or symbols they don't understand. Then 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 in better 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 comment.*) 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, 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.(i) Teachers Response by Audio Recording

An impressive body of research exists about teachers' audio responses to student writing as an effective corrective feedback (Olesova, 2014; in review). First, Boswood and Dwyer (1995) and Huang (2000) note that audio recordings may help students to better understand a teacher's feedback than written commentary alone. Hyland and Hyland (2006) report that students prefer a combination of written and audio feedback. Olesova contends that audio feedback "may encourage teachers to deliver more feedback *on content* in comparison to written feedback alone" (p.27). Audio feedback assists teachers in *commenting on student ideas* rather than focusing on student errors.

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To provide this type of feedback, you must have all your students' e-mail addresses. Next, you use an app (most tablets and operating systems provide one). For example, Windows 8 and 10 have an app called "Voice Recorder."

You can find it easily by checking under the apps in the Windows symbol in the lower lefthand side (See Fig. 4).

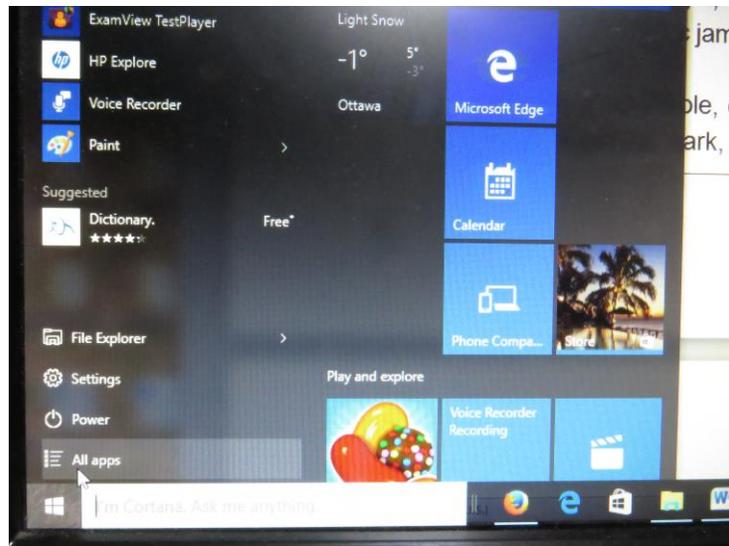


Fig. 4

Then scroll down the alphabetically listed apps until you find Voice Recorder and click your mouse on it (See Fig. 5).



Fig. 5

Once the program opens, it's simple and intuitive in terms of its operation. You click the mic icon and begin recording.

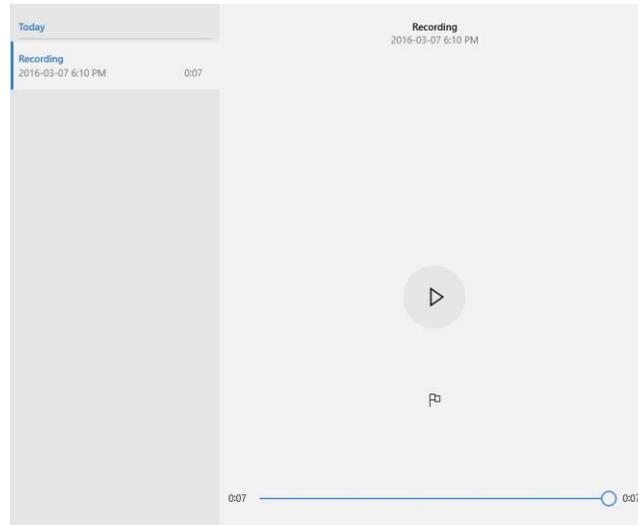
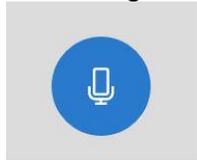


Fig. 6

Icons on the lower righthand side of the screen enable you to e-mail the sound file, trash it, or edit it (See Fig. 7). Or you can choose one of three other options: settings (mic volume), feedback to Microsoft, or open file location and find the file and drag it to your desktop. After that you can easily attach the sound file to an e-mail and send it to a student.



Fig. 7

VI. 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.

VII. 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.

<u>Paraphrasing exercises:</u> pp. 130-132	<u>Summarizing exercises:</u> pp. 132-136	<u>Quotations:</u> pp.136-139
-----------------------------------------------	----------------------------------------------	----------------------------------

In addition, it is important to teach students not to use machine translations of quotations as these have many errors.

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

“OWL,” the online writing learning centre created by Purdue University, mentioned earlier in this guide is the source for the following in-class activities. These should be used in addition to those found in the IE Core and Writing booklet.

Skill building:

“Using In-text Citations” (APA)

- a) <https://owl.english.purdue.edu/owl/resource/930/07/>
- b) <https://owl.english.purdue.edu/owl/resource/930/08/> (handout)

“Quoting Others” (APA)

- a) <http://ranbloo.com/search/Purdue+OWL++Quoting++Paraphrasing++and+Summarizing>
- b) <https://owl.english.purdue.edu/owl/resource/563/01/>

Knowledge building: Article summaries and group discussion

“MySpace: A Place for Plagiarism?”

- a) <https://www.plagiarismtoday.com/2006/03/16/myspace-a-place-for-plagiarism-part-one/>

“Plagiarism in China Fuels Debate on Intellectual Theft”

- b) <http://www.csmonitor.com/2002/0122/p16s02-legn.html>

“School Cheating Scandal Tests a Town’s Values”

- c) [http://www.nytimes.com/2002/02/14/us/school-cheating-scandal-tests-a-town-s- v values.html](http://www.nytimes.com/2002/02/14/us/school-cheating-scandal-tests-a-town-s-v-values.html)

“It’s Not Plagiarism, it’s an easy essay”

- d) <https://learnonline.wordpress.com/2007/07/10/its-not-plagiarism-its-an-easy-essay/>

“Threats and Responses: Intellectual Assessments”

- e) <http://www.nytimes.com/2003/02/08/world/threats-responses-intelligence-assessment-britain-admits-that-much-its-report.html>

“Copyright and Plagiarism”

- f) <https://owl.english.purdue.edu/owl/resource/929/08/>
g) <https://owl.english.purdue.edu/owl/resource/929/09/> (handout)

“Collaborative Authorship”

- h) <https://owl.english.purdue.edu/owl/resource/929/10/>
i) <https://owl.english.purdue.edu/owl/resource/929/11/> (handout)

VIII. The APA Style

Another important concept in IE Writing III is the format for the bibliography which is that of the American Psychological Association (APA), the main style used in Linguistics, Education, and Communications. The wide range of citation style and its complexity means that students will need to refer to their IE Core and Writing booklets to use the APA style correctly or to use one of the websites described later.

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’ notes for possible plagiarism.

APA used with bibliographies, in-text citations, and an entire essay written with the APA style can be found at...Purdue OWL: Online Writing Lab : APA Sample Paper <https://owl.english.purdue.edu/owl/resource/560/18/>

VIII.(a) ENTERING A SOURCE IN THE APA STYLE

Students should take these steps to record the title and author information:

1. Begin the first line of an entry flushed left, and indent the next lines, one tab space (ie. 5 spaces).
2. List all entries by the author’s last name, then first name. Alphabetize the list of authors’ names.
3. Italicize or underline the names of books, magazines, CD-ROMs, films, websites. But do not do this for the place the article name, the short story name, or the name of the song in quotation marks.
4. Only capitalize the letter of the first word, no others except for the first word of a subtitle. This is very different from the MLA Style.

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- 5. Separate the author, title, and publication information with a period followed by 1 space.
- 6. Note the page numbers if the student is listing a chapter of a book, or an article in a newspaper or magazine. If the student is listing a website, then the student must record the website address.

These websites help you to create citations, even websites and media.
<http://www.easybib.com/>
<http://citationmachine.net/index2.php>

Just input the information and choose APA.

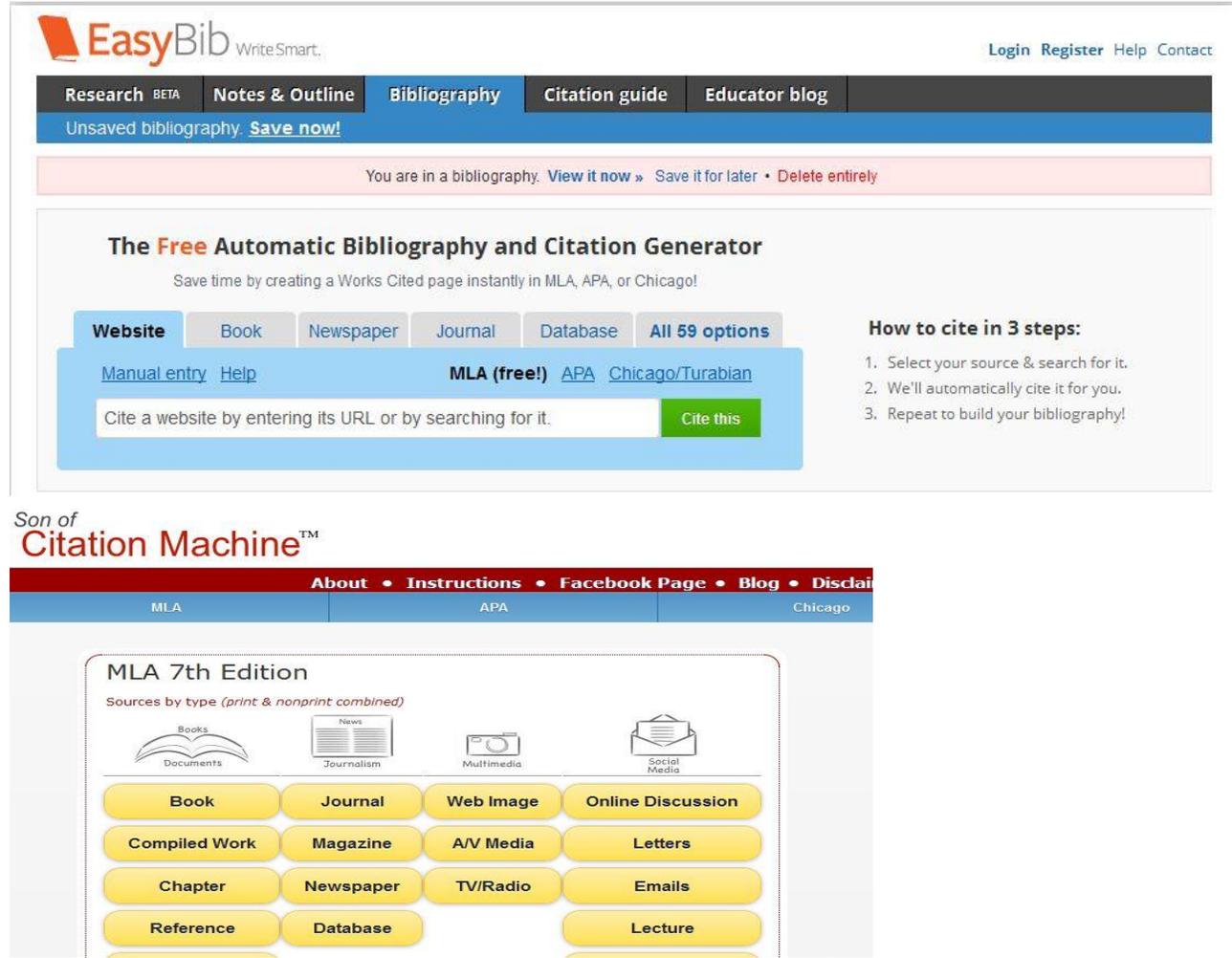


Fig. 8

VIII.(b) SAMPLE ENTRIES

1. Single author

Le Carre, J. (1989). *The Russia House*. New York: Knopf.

2. New edition

Richards, J. (2013). *Interchange 2* (4th ed.). Cambridge: Cambridge University Press.

3. Republished book

Erdrich, L. (1984). *Love medicine*. New York: Perennial-Harper.

4. Translation

Schmidt, P. (1998). *The plays of Anton Chekhov*. New York: Harper Perennial.

5. A Japanese reference is written in romaji so that it can be accessed internationally

Kurosawa, A. (1999). *Yume wa tensai de aru*. [A Dream is a Genius].Tokyo: Kenkyusha.

6. Edited book

Urquart, J. (2008). *The Penguin book of Canadian short stories*. Toronto: Penguin.

7. Chapter in an edited book

Strong, G. (2007). Curriculum design: Furniture for a college esl program. In *Developing a new curriculum for adult learners* (pp. 153-176). Virginia: Teachers of English to Speakers of Other Languages.

8. Book with several authors

Deonier, R. C., Tavaré, S., & Waterman, M. S. (2005). *Computational genome analysis: An introduction*. New York: Springer-Verlag.

9. Anonymous newspaper or periodical article

(alphabetize by title; ignore any articles [i.e., "a," "an," or "the"] in the title)
Battle over pooh bear. (1998, February 16). *Maclean's*, p. 35.

10. Periodical article with more than one author

Brown, A., & Willan, P. (2001, March 7). Doctors furious at baby clone. *The Japan Times*.

11. Reference book entry with 4 or more authors

Trainen, Isaac N., et al. (1978). Religious directives in medical ethics. In *Encyclopedia of Bioethics* (Vol. 4, pp. 3045-3050). New York: Free.

12. Anonymous book

New York public library desk reference. (1989). New York: Webster.

13. Article from a periodical with a single author

Cramer, P. M. Living the high life. *Independent Traveller*, 8, 9.

14. Radio or TV programs

(2009). *Cheever - A life*. Washington, D.C.: WAMU 88.5 American University Radio.

15. Music CD-ROM

Jackson, M. (2003). *Human nature*. Tokyo: Sony International: CD-ROM.

16. Broadcasted Documentary

(2006). *The iceman*. In *The Fifth Estate*. Toronto: CBC-TV.

17. Feature Film or Video

(2003). *The two towers*. Dir. Peter Jackson. With Elijah Wood, Ian McKellen, Liv Tyler, Viggo Mortensen. Film. Alliance Atlantis.

18. Article in a reference database

Women in American History. (1997, November 1). In *Britannica Online*. 10 March 1998. Retrieved from <http://www.britannica.com>

19. Article in an online magazine

Yokota, S. (2009, January 9). Spirited away. 14 March 2009. Retrieved from <http://metropolis.co.jp/tokyo/772/feature.asp>

20. Video in a website

Shimabukuro, J. (2002, April 6). Ukulele weeps by Jake Shimabukuro. 9 September 2010. Retrieved from <http://www.youtube.com/watch?v=puSkP3uym5k>

Stone, C., Taylor, S., Halsted, L., Styles, A., Bateman, J., & Copsey, C. (2007). How to remember people's names. 20 April 2013. Retrieved from <http://www.videojug.com/film/how-to-remember-peoples-names>

21. Report on the Web

Wachbroit, R. (1997, Fall). Genetic encores: The ethics of human cloning. Retrieved from <http://www.puaf.umd.edu/IPPP/Fall97Report/cloning.htm>

22. Personal Site

Strong, G. (2013, March 14). Home page. 6 March 2016. Retrieved from <http://www.gregorystrong.com>

Information for Citing Electronic Sources (Including Online Databases)

Try to find as much of the following information as possible before citing an electronic source.

- Author and editor names
- Article name in quotation marks
- Title of the website, project or book in italics
- Any version numbers, including revisions, posting dates, volumes, or issue numbers
- Publisher information, including the publisher's name and date of publication
- Any page numbers (if available)
- Media of publication, ie. video, audio, etc.
- Date you accessed the material
- URL (required for IE and AW courses)

Additional Electronic Resources:

Author's Family Name, First Name (If no Author given, alphabeticize by the Title). "Title"—or description such as 'homepage.' Date of electronic publication, name of database or online services. Pages, paragraphs or sections used. Name of any institution affiliated with the web page. Date of access <URL>.

a) Electronic book

Ellis, R. (2005). Instructed second language acquisition: A literature review. 10 March 2008. Retrieved from <http://www.stanford.edu/~hakuta/Courses/Ed388 Website/Resources/Ellis Instructed-second-language - latest version.pdf>

b) From e-journals

Coicaud, J. (2009). Apology: A small yet important part of justice. *Japanese Journal of Political Science*, 10. Retrieved April 14, 2009, from <http://journals.cambridge.org/action/displayIssue?jid=JJP&volumeId=10&issueId=01&iid=4570884/>

c) From online magazines

Fee, R. (2009). Eight grade boys. Retrieved April 14, 2009, from <http://www.potatohill.com/tpom.html>

d) From online newspapers

Ito, M., & Hongo, J. (2009, March 14). Pending launch raises tension level in Tokyo. *The Japan Times*. Retrieved from <http://search.japantimes.co.jp/cgi-bin/nn20090314a4.html>

IX. Classroom Activities

Teaching a writing class is not like teaching 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 are led by the able writers among them. There is no "group essay" assignment for this course. 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.

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Depending on how writing tasks are introduced, games are highly motivating and provide students with a hands-on-manipulation of the language. 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.**

IX(a). USING WRITING PORTFOLIOS

Portfolios are used extensively in teaching writing in L1 and many accounts can be found in the literature on teaching writing. The premise is that students will benefit from learning more about the academic writer's process of drafting, seeking feedback, and revising. A student portfolio is a permanent record of that process and may even serve a student as a blueprint for their next writing assignment.

Ida Gomez regularly uses them in her IE Writing classes. Students create them created with a 40 pocket folder, the first page of which contains a writer's autobiography and accompanying photograph called "All About Me," two complete essays from the brainstorming stage to the final draft, teacher's comment sheets, and printouts, student reflection sheets, peer comments, class syllabus, 15 class lecture notes, rubrics, and handouts. In her class, the portfolios are taken in and assessed in the 13th week of class, comments made on them, and then they are returned.

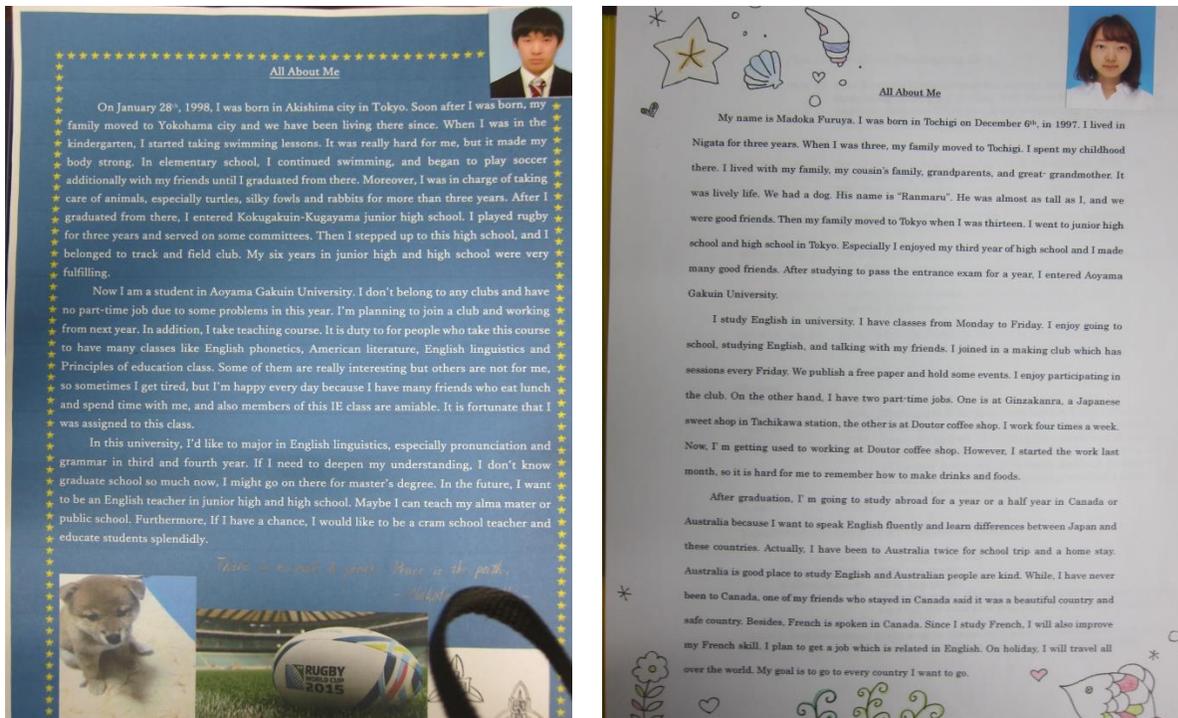


Fig. 9: "All About Me" in Student Writing Portfolios

Besides serving as a personal record of the writing process, and of the meaningful feedback they have received on their writing in the form of teacher and peer comments, Ida Gomez also has her students share them with other groups, an activity in which students "present" their portfolios and talk about their most important parts in it, and she also conferences with students on their portfolios, as a means of giving them feedback on their efforts in the course. They were shared in small groups and in conference with the teacher in the 14th and 15th weeks of class which were the last two classes. This served as a valuable self-evaluation where students reviewed their learning in the course.

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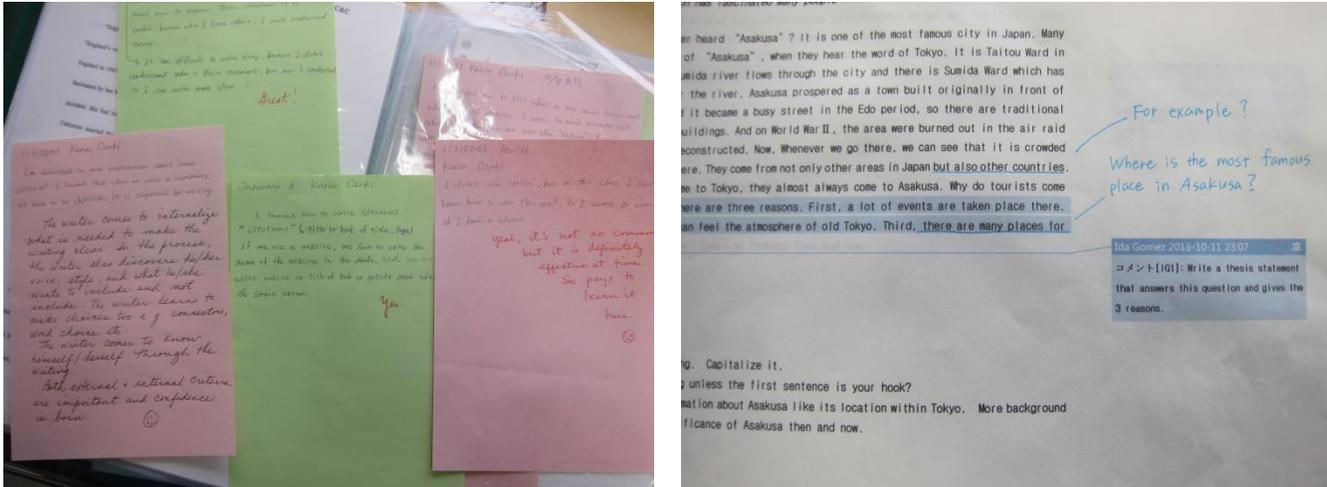


Fig. 10: Teacher Written Feedback

In student evaluations of her Writing classes, they found portfolios very useful and insightful. Students enjoyed reading and talking about their “All About Me” autobiographies with each other, too. Students could get a sense of creativity and ownership by personalizing their work in a unique way. Students could feel pride in work that was done well and beautifully. Students came to feel that their work was important and valued.

Ida Gomez believes that through portfolios, “Teachers can get a picture of the whole student.” They can see a student’s strengths and weaknesses and gauge that student’s progress and understanding of the material throughout the semester. Most importantly, teachers can see what students think about their own learning and how they are gaining confidence and the ability to monitor themselves and others. Teachers can evaluate the portfolio for completeness and creativity, e.g., allot 5% of the class grade for portfolio.

Ida’s Further Thoughts on Portfolios:

How were they created?

“They were created with a 40 pocket folder which contained a colorful autobiography called “All About Me”, 2 complete essays from brainstorm stage to final draft, teacher’s comment sheets, student reflection sheets, class syllabus, 15 class lecture notes, rubrics, handouts. The portfolios were created in the 13th week of class. Students put their personal touches on them.”

How were they used?

They were shared in small groups and in conference with the teacher in the 14th and 15th weeks of class which were the last two classes. The students had to “present” their portfolios and talk about their most important parts in it.

What did students think of them? (What were the advantages for IE2 students?)

Students thought they were very useful and insightful. Because of the portfolio, students could see the entire writing process that went into producing two different academic essays, they could see how peer and teacher feedback resulted in subsequent revisions, and they could crystalize their inner criteria to learn the material in a meaningful way.

Students enjoyed reading and talking about their “All About Me” autobiographies with each other. Students could get a sense of creativity and ownership by personalizing their work in a unique way. Students could feel pride in work that was done well and beautifully. Students came to feel that their work was important and valued.

What are the advantages of using portfolios for teachers?

Teachers can get a picture of the whole student. They can see a student’s strengths and weaknesses and gauge their progress and understanding of the material throughout the semester. Most importantly, teachers can see what students think about their own learning and how they are gaining confidence and the ability to monitor themselves and others. The portfolio makes it possible for students to talk about their work proudly with other students. Teachers can evaluate the portfolio for completeness and creativity, e.g., allot 5% of the class grade for portfolio.

X. Sample Course Outlines

Aoyama Gakuin University

Fall 2016 - Integrated English Program- IE2 Writing Course- (Level II)

Instructor: Ida Gomez:

Email: igomsekiya@gmail.com

Course Description: In Level II, you will write **TWO** academic essays: an **Analysis essay** and a **Compare-Contrast (C&C) essay**. The essays are from the IE Core Section themes on p. 74-75 of the Integrated English Core & IE Writing textbook.

These Themes are:

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

You will choose one of these themes for the Analysis essay and a different theme for the Compare-Contrast (C&C) essay. You may not research the topic so you should know enough information to write about it.

Length: 5 paragraphs. (350-500 words.) Each essay must have a clear thesis statement with supporting details. Both essays must be written in the 3rd person.

Format & Procedure: Your Brainstorm, Free-Write, Talk-Write and First Draft are hand-written. The revised drafts are typed on a Word document and submitted to the teacher by email attachment by the due date. The teacher will make comments on the drafts. Upon receiving the teacher’s comments, please make all the corrections onto your original file and **print out the revised draft and the teacher’s comments to the next class**.

Please pay attention to the due date. Late work will receive a lower grade.

Writing Objectives: The IE2 Writing Course objectives are stated on p. 73 of the IE Writing textbook. Please read all 7 objectives carefully.

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Textbooks: Integrated Core and IE Writing Guidebook, (p.69-153.) Please bring this book to every class. Reference text: New Interchange 2, (5th ed.). Cambridge University Press, 2017.

Materials: One A4 or B5 notebook (spiral bound), a dictionary, a pencil, eraser, blue pen, red pen and black pen. A plastic folder to present your final drafts, and a 40 pocket plastic file folder (for Portfolio.)

Final Grade: You will receive a combined FINAL grade from your work in the three different sections: IE Core (40%), IE Writing (30%), and IE Active Listening (30%). Therefore, you must attend all three classes and do well in each one to get a passing grade in the IE Program.

IE 2 Writing Class Calendar (Fall 2017)

- Wk #1 Sept. 21 Introduction to course. Plagiarism. The Writing Process.
Textbook: (p. 73-75) – Intro to Essay #1: “Analysis Essay.” (p. 110-112) Select Theme & Topic, Do pre-writing exercises: Free-Write & Talk, (p. 77-78)
HW: Review sample essays (p. 115-116) and do the exercises at the end. Write a Brainstorm map of your topic (p.78) and bring your Brainstorm to the next class.
- Wk #2 Sept. 28 Write the first draft of the Introduction of your Analysis essay in class.
HW: Type your Introduction paragraph on a Word doc. and submit by email attachment. Bring a printed copy of the teacher’s comments and the revised draft of the Introduction paragraph to the next class.
- Wk #3 Oct 5 Peer Revision conference of the Introduction paragraph.
Write the first draft of the Body paragraphs in class.
HW: Type your first draft of the Body paragraphs and submit by email attachment. Bring a printed copy of the teacher’s comments and the revised draft of the Body paragraphs to the next class.
- Wk #4 Oct 12 Peer Revision conference of the Body paragraphs.
Write your first draft of the Conclusion paragraph, in class.
HW: Type your first draft of the Conclusion on a Word doc. and submit by email attachment. Bring a printed copy of the teacher’s comments and the revised draft of the Conclusion paragraph to the next class.
- Wk #5 Oct 19 Peer Revision conference of the Conclusion paragraph.
Peer Edit & Teacher Edit conferences of Essay #1: Analysis Essay.
Teacher meets with (Group 1).
HW: Type the final draft of the Conclusion paragraph on a Word doc and submit by email attachment. Bring a printed copy of the teacher’s comments and the final draft of the whole essay to the next class.
- Wk #6 Oct 26 Peer Edit & Teacher Edit conferences of Essay #1: Analysis Essay.
Teacher meets with (Group 2). Begin the “All About Me” auto-biography.
HW: Type final revision of your Analysis Essay and submit by email attachment. Type 1st draft of your “All About Me” autobiography and bring it to the next class.

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- Wk #7 Nov 2 Final draft of Essay #1 Analysis Essay DUE TODAY. Check the Rubric. Share. Submit final draft of essay. Peer conference of “All About Me”
HW: *Revise the “All About Me.” Add a picture, favorite quote or motto and a colorful decoration.*
- Wk #8 Nov 9 Intro to Essay #2: Compare & Contrast (C&C) Essay. Read sample essays (p.117-119). Select Theme & Topic (p.73-75). Do pre-writing exercises: Free-Write, Talk-Write. (p. 77-78.)

HW: *After submitting your corrected final draft of Essay #1: Analysis essay by email attachment, you may upload it. Bring your C&C Brainstorm and Topic to the next class.*
- Wk #9 Nov 16 In class, write a first draft of the Introduction paragraph of your C&C essay.
HW: *Type the first draft of the Introduction paragraph on a Word doc. and submit by email attachment. Bring a printed copy of the teacher’s comments and the Introduction paragraph to the next class.*
- (Nov 23- No school- Thanksgiving Day)
- Wk #10 Nov 30 Peer Revision conference of the C&C Introduction paragraph. Write the Body paragraphs in class.
HW: *Type your first draft of the Body paragraphs on a Word doc and submit by email attachment. Bring a printed copy of the teacher’s comments and the revised draft of the Body paragraphs to the next class.*
- Wk #11 Dec 7 Peer Revision conference of the Body paragraphs. Write the Conclusion paragraph in class.
HW: *Type the Conclusion paragraph on a Word doc. and submit by email attachment. Bring a printed copy of the teacher’s comments and the revised draft of the Body paragraphs to the next class.*
- Wk #12 Dec 14 Peer Revision conference of the Conclusion paragraph.
HW: *Type the revised Conclusion paragraph. Review the whole essay.*
- Wk #13 Dec 21 Peer & Teacher Edit conferences. Final draft of Essay #2: C&C Essay DUE TODAY. Mini-lesson on Error Correction Analysis. Write Portfolio statement draft.
HW: *Portfolio Statement. Assemble your Portfolio. Last edit of “All About Me.”*
- Wk #14 Jan 11 Writers’ Forum: Share your Portfolios in groups of 4. Write Portfolio Peer Feedback sheets. Teacher-Student Portfolio conferences (Group 1). Preview of IE3 Writing.
HW: *Type the Portfolio Peer Feedback sheets.*
- Wk #15 Jan 18 Writer’s Forum: Portfolio sharing in groups of 4. Teacher-Student Portfolio conferences (Group 2.) Class Reflection sheets & farewell.

IE WRITING TEACHING

Grades

- Attendance & Class Participation 30% (All activities)
- Essay #1 25% (Brainstorm & Outline, Introduction, Body, Conclusion)
- Essay #2 25% (Brainstorm & Outline, Introduction, Body, Conclusion)
- Portfolio 20% (Includes: Essay #1 and #2, all writing process sheets, all handouts, syllabus, all lecture notes, all feedback sheets, all revisions, including teacher and students' revision feedback comments sheets, one colorful autobiography, portfolio statement and peer feedback sheet.)

ENGLISH DEPARTMENT'S ATTENDANCE POLICY:

- 1 Absence => No change in grade**
- 2 Absences=> 89% top grade**
- 3 Absences=> 79% top grade**
- 4 Absences => 69% top grade (notify Ms. Gomez at this point as you may fail the course if you have 5 or more absences.)**

Absence may be excused in the case of: illness with a medical certificate or proof of doctor's visit, or bereavement leave certificate in the death of a family member.

3 Late arrivals after the bell rings = 1 absence.

(Only train delay slips that affect a shutdown of service due to accident will be accepted.)

When you are absent, please contact your classroom partner to get the class notes and find out about the assignment. Submit missed assignment by email attachment before the next class.

Anti-Plagiarism (Honesty) Pledge:

I promise to write my own thoughts and words at all times. I will properly paraphrase or use direct quotations when citing other people's words. I will not plagiarize (copy) other people's words or ideas without giving credit to them in a citation.

I agree.

My signature _____ Date _____

Your success in this class depends on your attending all the classes, participating attentively and asking a lot of questions when you don't understand. Please email me when you need help. Welcome to the class and happy writing! ☺

MELVIN ANDRADE

Sample Syllabus: Integrated English III: Writing (IE3)

Day	Lesson	Attendance and Homework (circle)*
1	Introduction. Writing experience survey, Textbook overview, plagiarism policy, Student Writing Database, etc. (5 pts.)	Attend: Y L N HW: Y S N
2	Classification: Analysis and comparison of model essays, APA style, textbook lesson, etc. (5 pts.)	Attend: Y L N HW: Y S N
3	Start classification essay: Prewriting & sources, Brainstorming, outlining, thesis statement, references. Textbook. (10 pts.)	Attend: Y L N HW: Y S N
4	Classification essay Draft 1: Outline, Introduction, Paragraph 1, References. Peer revision/consultations. Textbook. (10 pts.)	Attend: Y L N HW: Y S N
5	Classification essay Draft 2: Rewrite above. Bring Paragraph 2. Peer revision and consultations. Textbook. (10 pts.)	Attend: Y L N HW: Y S N
6	Classification essay Draft 3: Rewrite above. Bring Paragraph 3 and Conclusion. Peer revision and consultations. (10 pts.)	Attend: Y L N HW: Y S N
7	● Rewrite above. Submit completed classification essay. Start persuasion essay: Analysis of model essays. Textbook. (10 pts.)	Attend: Y L N HW: Y S N
8	Persuasion essay: Prewriting & sources. Brainstorming, thesis statements, outline, references. Textbook (10 pts.)	Attend: Y L N HW: Y S N
9	Persuasion essay Draft 1: Outline, Introduction, Paragraph 1, References. Peer revision/consultations. Textbook. (10 pts.)	Attend: Y L N HW: Y S N
10	Persuasion essay Draft 2: Rewrite above. Bring Paragraph 2. Peer revision and consultations. Textbook. (10 pts.)	Attend: Y L N HW: Y S N
11	Persuasion essay Draft 3: Rewrite above. Bring Paragraph 3 and Conclusion. Peer revision and consultations. (10 pts.)	Attend: Y L N HW: Y S N
12	● Meet in PC Room! Submit completed persuasion essay. Start making your PowerPoint. <i>Your choice:</i> classification or persuasion from above. (10 pts.)	Attend: Y L N HW: Y S N
13	Students' presentations. (5 min., 12 slides). <i>Listeners:</i> note-taking and feedback. (Presenters 10 pts., Listeners 5 pts.)	Attend: Y L N HW: Y S N
14	Students' presentations continued. <i>Listeners:</i> note-taking and feedback. (Presenters 10 pts., Listeners 5 pts.)	Attend: Y L N HW: Y S N
15	Course evaluation (<i>jugyo-hyoka-anketo</i>). Review, in-class writing, and one-to-one consultations. (5 pts.)	Attend: Y L N

* Y = "Yes, I attended" or "Yes, I completed all my homework." L = Late, N = "No, I was absent" or "No, I did not do the homework." S = "I did some of the homework but didn't finish."

Evaluation: The points for each lesson are indicated above (125 pts. total). Points may be added for reasons such as active participation. Points may be deducted for reasons such as unexcused absences, not bringing your textbook, late homework, or *plagiarism* (copying from the Internet, using translation software, etc.). *Attendance is required (no more than 4 absences).*

IE WRITING TEACHING

As a general rule, being late 3 times counts as one absence. Written work = 60%, Textbook activities = 20%, Participation and Presentation = 20%

Need help? If you have questions or problems in this class, please contact me using your AGU email address. Teacher's email: _____

No. _____ Full name: _____

Integrated English III: Writing

Instructor: Daniel Jackson

By the end of this course you will be able to: 1) use quotations and paraphrase in essays, 2) use APA style in citing references and write a bibliography, 3) write classification essays, and 4) write persuasive essays. You will also develop your self-editing skills and ability to use grammar accurately in your writing. As a starting point for your essays, you will choose from the following themes: relationships, cross-cultural values, the environment, and the media.

Schedule:

Date	In-class activities	Assignments and homework
4/14	Course introduction Diagnostic essay	
4/21	Self-editing practice. Diagnostic essay returned	
4/28	<i>Brainstorming themes: Classification essay</i>	Read <i>IEWG</i> Section XIV
5/5	Children's Day (Holiday)	
5/12	<i>Developing bibliographies and using APA style: Classification essay</i>	1. Read <i>Music</i> by Yasushi Ichikawa (<i>IEWG</i> p. 63-64) 2. Bring sources to class
5/19	<i>Elements of classification essays</i>	Classification essay bibliography
5/26	<i>Peer response: Classification essay</i> Bibliographies returned	Classification essay 1st draft
6/2	Student-teacher writing conferences: Classification essay 1 st drafts returned	
6/9	<i>Brainstorming themes: Persuasive essay</i>	Classification essay final draft
6/16	<i>Developing bibliographies and using APA style: Persuasive essay</i> Final drafts returned	1. Read <i>Is Cloning Good for Human Beings?</i> by Mutsumi Mochizaki (<i>IEWG</i> p. 65-66) 2. Bring sources to class
6/23	<i>Elements of persuasive essays</i>	Persuasive essay bibliography
6/30	<i>Peer response: Persuasive essay</i> Bibliographies returned	Persuasive essay 1st draft
7/7	Student-teacher writing conferences: Persuasive essay 1 st drafts returned	
7/14	<i>Farewells</i>	Persuasive essay final draft

Assignments (Your grade in this course constitutes 30% of your final IE mark):

1. Classification essay bibliography - APA style bibliography of your sources. (10%)

IE WRITING TEACHING

2. Classification essay first draft – An essay which sorts things into useful categories, follows a single organizing principle, and provides examples for each category. (15%)
3. Classification essay final draft - You will use the peer checklist and the instructor's written and oral feedback to revise the essay. (20%)
4. Persuasive essay bibliography - You will use an APA style bibliography. (10%)
5. Persuasive essay first draft - Your essay will make an argument, support it, and disprove opposing positions. (15%)
6. Persuasive essay final draft - You will use the peer checklist and the instructor's written and oral feedback to revise the essay. (20%)
7. Participation - This grade is based on the completion of assigned homework and your class participation throughout the course (10%)

Guidelines:

1. Academic honesty - plagiarism, or the use of someone else's words without citations is a form of stealing. If you plagiarize, you will FAIL the assignment.
2. Presentation standards - APA style for all assignments. The essay should be typed in 12-point Times or Times New Roman font, paragraphs should be indented, and the pages stapled together.
3. Required materials for each class – Always bring a copy of the *IE Core Writing Guide* and a printout of your assignment.

Nicole Takeda's course plan incorporates brainstorming, revision, peer tutorials, and writing lessons. Please note that for all IE courses, students must now use the APA Style not MLA as noted in her course plan.

IE 3 Writing Spring 2013 Course Schedule

Class	Date	Activity	Homework
CLASSIFICATION ESSAY			
1	April 11	<ol style="list-style-type: none"> 1. Course Introduction 2. Classification Essay Structure 3. Brainstorming 	<ol style="list-style-type: none"> 1. Blog Post #1 2. Essay Structure Activity
2	April 18	<ol style="list-style-type: none"> 1. Introduction 2. Writing a Thesis Statement 3. Making a Bibliography 	<ol style="list-style-type: none"> 1. Write Introduction • email by <u>April 23</u> before 12noon! 2. Complete Bibliography • email by <u>April 24</u> before 12noon! 3. Blog Post #2
3	April 25	<ol style="list-style-type: none"> 1. Introduction Feedback 2. Body Paragraphs <ul style="list-style-type: none"> • Topic Sentences • Supporting Ideas and Details 3. Making an Outline 	<ol style="list-style-type: none"> 1. Complete outline • email by <u>May 1</u> before 12noon! 2. Write Body Paragraph #1 • email by <u>May 3</u> before 12noon!
4	May 2	NO IE3 WRITING LESSON (Cancellation)	
5	May 9	<ol style="list-style-type: none"> 1. Body Paragraph #1 Feedback 2. MLA Referencing 3. Quotations 	<ol style="list-style-type: none"> 1. Write Body Paragraphs #2 and #3 • email by <u>May 14</u> before 12noon! 2. Blog Post #3

The course plan 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 • email by <u>May 14</u> before 12noon! 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 • email by <u>May 21</u> before 12noon! 2. Blog Post #4
7	May 23	1. Peer Editing 2. Quiz #1	1. Complete peer editing task • submit in class on <u>May 30!</u> 2. Prepare for conferences 3. Blog Post #5
8	May 30	1. Conferences 2. Peer Editing Discussions	1. Complete final draft • email by <u>June 5</u> before 12noon! 2. Blog Post #6

Class	Date	Activity	Homework
PERSUASION ESSAY			
9	June 6	1. Persuasion Essay Structure 2. Brainstorming 3. Introduction and Thesis Statement	1. Write Introduction • email by <u>June 11</u> before 12noon! 2. Blog Post #7
10	June 13	1. Introduction Feedback 2. Making an Outline 3. MLA Referencing Review 4. Paraphrasing	2. Complete outline • email by <u>June 18</u> before 12noon! 3. Complete Bibliography • email by <u>June 19</u> before 12noon!
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 • email by <u>June 25</u> before 12noon! 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 • email by <u>June 2</u> before 12noon! 2. Blog Post #9
13	July 4	1. Peer Editing 2. Quiz #2	1. Complete peer editing task • submit in class on <u>July 11!</u> 2. Prepare for conferences 3. Blog Post #10
14	July 11	1. Conferences 2. Peer Editing Discussions	1. Complete final draft • email by <u>July 17</u> before 12noon!

XI. Using the Writing Database

From the spring semester of 2016, all students in IE Writing and Academic Writing will be required to upload the final draft of their written assignments to the new “Database of Student Writing.” In this way, we will rapidly build up a collection of student writing as a deterrent against plagiarism.

All students in IE Core are required to upload the final draft of their book reports to the “Database of Student Writing,” which was established in the 2015 academic year. Students in all levels of IE Writing will have to upload the final draft of their paragraphs and essays to the database, as well.

In addition, since the autumn semester of 2015, Academic Writing (AW) students have uploaded the final draft of their 1,500-word AW thesis. With this rapidly accumulating collection of student writing, it will be increasingly difficult for students to intentionally (or inadvertently) plagiarize from each other.

The way it works is that...

- 1) Students upload their papers to a particular website after logging onto it.
- 2) After the paper has been successfully uploaded, a unique “reference number” is generated that students must print out and give to their teacher.
- 3) With that “reference number,” the teacher is able to download the paper and, at the same time, confirm that it was not plagiarized, either in part or entirely.

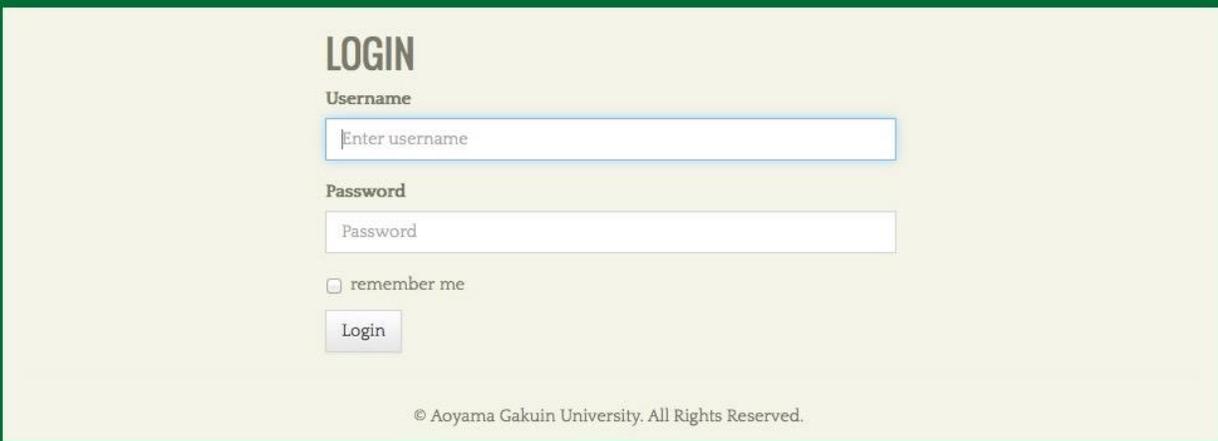
How students use the database for submitting written work

Students begin by going to this web page:

<http://www.ap.agu4u.org/users/login>

The student will log in as follows:

Username : student
Password : tGpUU5Cv



LOGIN

Username

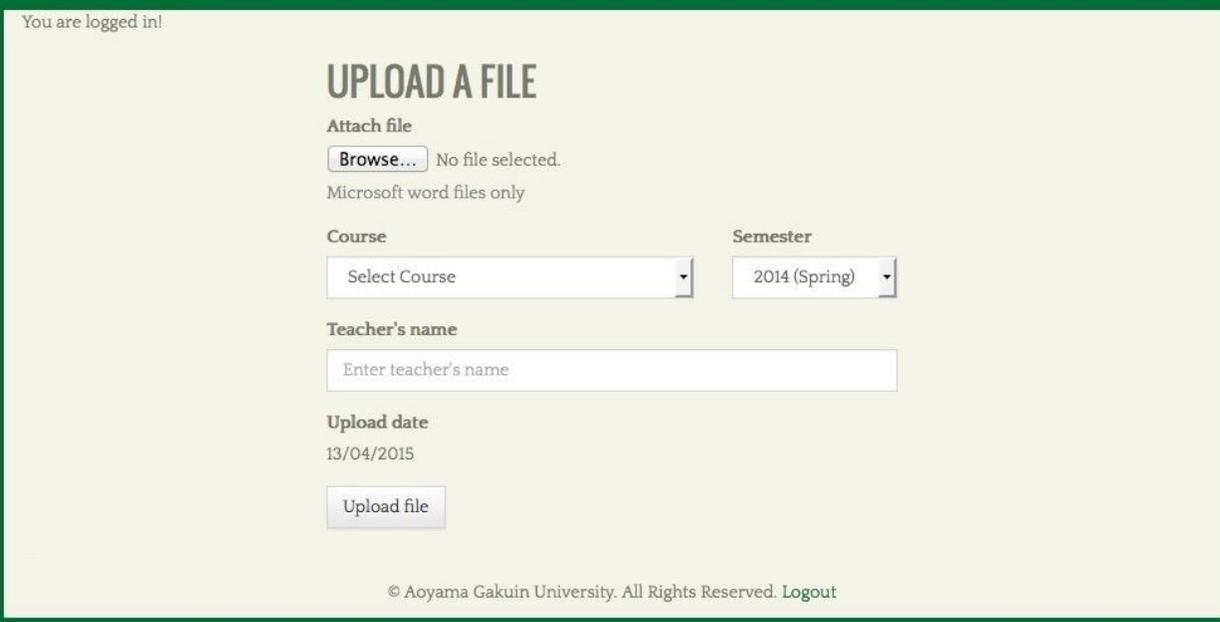
Password

remember me

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Fig. 11

After logging in, students will be taken to an upload page (See Fig. 12) where they will have to browse for the file of their written work on their computer (See Fig. 13). They should also use drop down menus to select the course that they are enrolled in and the current semester/ year.



You are logged in!

UPLOAD A FILE

Attach file
 No file selected.
 Microsoft word files only

Course

Semester

Teacher's name

Upload date
 13/04/2015

© Aoyama Gakuin University. All Rights Reserved. Logout

Fig. 12

Two new drop down menus will ask whether the user is a 1st, 2nd, 3rd, or 4th year student; and the extent of his/her experiences abroad. Finally, students must type in their teacher's name and click on the "Upload file" button. At this time, only Microsoft Word .doc or .docx files can be uploaded.

The file name of the Microsoft Word document should be comprised of ONE key word from the title of the essay. For example, if the essay's title is "Race in Mark Twain's *Huckleberry Finn*"... then the file name could be "race.docx." File names should be made up of alphanumeric characters—not Japanese.

IMPORTANT: Students should NOT include their name, student number, or any other identifying information in the filename or in the document itself. This is to ensure that privacy laws pertaining to electronically stored data are not violated. Teachers will be able to identify a given student's essay through its unique reference number.

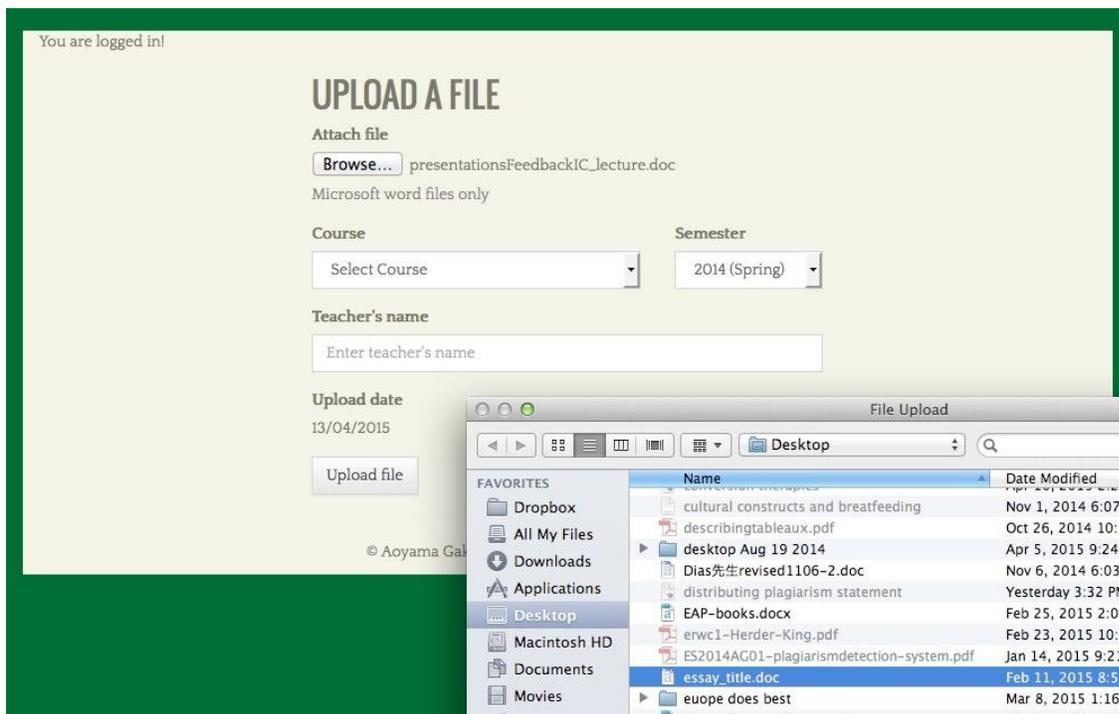


Fig. 13

After the student has selected the appropriate file on his/her computer and clicked the "Upload file" button, the file will be uploaded within a few seconds. Upon successfully uploading the file, a page will appear with the phrase "UPLOAD SUCCESSFUL." On that same page, a unique reference number will be provided along with the time and date of submission.

Students must print out the "UPLOAD SUCCESSFUL" screen (which includes their file's unique "reference number"--See Fig. 14) and present it to their teacher along with a hard copy of that written work. Students must not be given credit for an assignment if they have not shown evidence that they uploaded it to the "Database of Student Writing." That evidence will be a print out of the "UPLOAD SUCCESSFUL" screen.



Fig. 14

How teachers will use the database/plagiarism detection system

The MS Word files of the students' submitted written work can be accessed at (See Fig. 15):

<http://www.ap.agu4u.org/users/login>

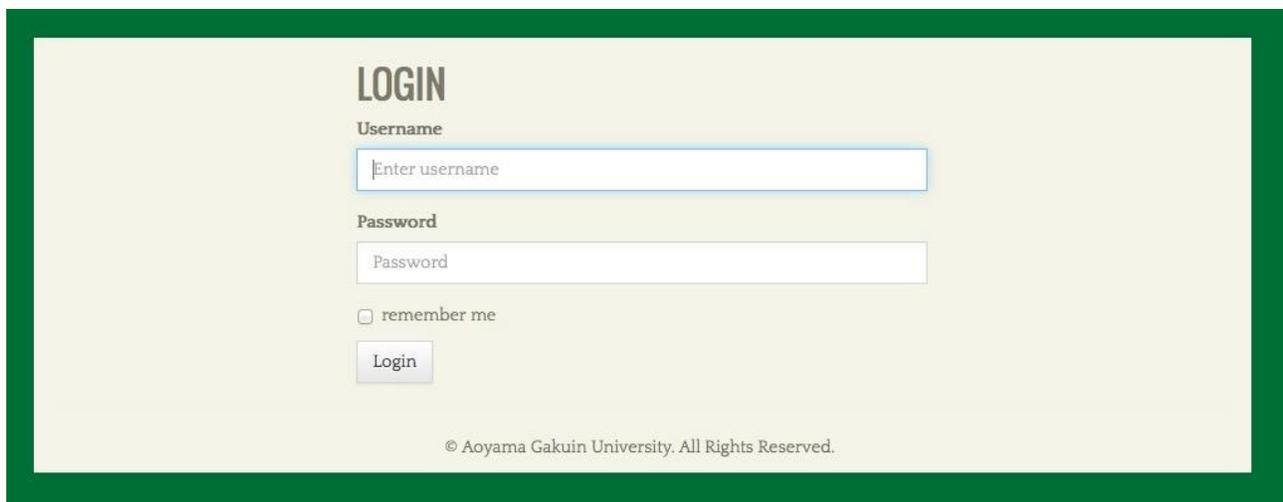


Fig. 15

Teachers should login as follows:

Username: [ASK JOSEPH FOR THESE]

Password:

The administration area of the database (See Fig. 16) will allow teachers to access a student's work by searching the database using the unique "reference number" provided to them when the student uploads the file of his/her written work.

Teachers will be able to search for strings of words that a particular student's work might share with other entries in the database. The system will also facilitate Internet searches for suspicious phrases from a student's writing which may have been copied.



REFERENCE #	COURSE	COURSE YEAR	UPLOADED DATE	ACTIONS
AGU-150402201414-1	Transfer Course	2015 (Spring)	02/04/2015	Download
AGU-150402201604-2	IE Core III	2014 (Spring)	02/04/2015	Download
AGU-150403022135-3	Academic Writing	2014 (Spring)	03/04/2015	Download
AGU-150403022716-4	Academic Writing	2014 (Spring)	03/04/2015	Download
AGU-150403065912-5	Elementary English my dear Watson	2014 (Spring)	03/04/2015	Download

Fig. 16

When the students submit the print out of the “reference number” corresponding to their uploaded work, be sure that they include their name with the printed reference number. That way, the teacher will be able to match a student to a particular submitted file (essay). This is important as students are asked to strip the electronic versions of their papers of any personal information in order to maintain their privacy. In other words, individual teachers will be the only parties able to match uploaded files to particular students due to the privacy safeguards built in to the system.

At this point in its development, the database is mainly intended as a deterrent to plagiarism rather than as a highly effective tool for detecting it. But we should be able to detect particularly egregious cases of plagiarism of work previously submitted to the database by classmates, or even work submitted by the same student for different classes. The system will also facilitate Internet searches of strings of words/ phrases judged to be suspicious by the teacher as the search terms put in the search field of the database will automatically be fed into the search field of an Internet search engine.

It remains important for teachers to follow their intuitions and question students when their written work seems beyond their capacity or inconsistent with previously submitted samples. The database search tools will not catch all cases of plagiarism and may generate “false positives” when appropriately quoted passages are flagged as possibly being plagiarized.

Finally, when a teacher does detect clear and indisputable evidence of plagiarism in student writing, (s)he is asked to report it to the IE Program coordinators at:

<http://tinyurl.com/mum2gog>

The plagiarism reporting page is a Google Form that looks like this (See Fig. 17):

Inappropriate appropriation

Teacher

Student's Name

Student's Number

Course

Semester / Full year

- Full-year course
- Spring Semester
- Fall Semester

Type of Assignment

- IE Writing Essay
- IE Core Book Report
- Academic Writing Thesis
- Graduation Thesis
- Active Listening Log
- Journal Entry
- Other

Draft or final version?

- Draft
- Final Submission
- Not Applicable

Reference # of writing assignment

Comments (e.g., extenuating circumstances)

Fig. 17