MODULE 1: DOWNLOADABLE PACKET

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MODULE 1: OVERVIEW OF ACADEMIC WRITING COURSES
Course Orientation

COURSE ORIENTATION: OVERVIEW AND TO-DO LIST



Overview

Let's learn about this course!



Objective

This introduction to the course will give you an orientation so you know what the course is about and how to go through it.



To-Do List

Below are the tasks you need to complete in the Course Orientation with the recommended time as a guide. These time guidelines are only approximate; you may find that you spend longer or shorter on some tasks.

Course Orientation

- On the Welcome to the Course page, watch the video and read the introductions of two academic writing teachers who developed the content presented in this course (15 minutes)
- Read the Course Information and Overview page (15 minutes)
- Respond to the discussion forum Introduce Yourself Here (20 minutes)
- Complete the Pre-Course Background Survey (10 minutes)
- Complete the Pre-Course Diagnostic Quiz (20 minutes)

"Module Overview", "Module Objectives" and "To Do List" by Iowa State University are licensed under CC BY 4.0.

WELCOME TO THE COURSE

On behalf of Iowa State University, we would like to welcome you to the course!

In this course, you will be able to explore content on teaching academic writing. You will also learn from classmates from all around the world! Our goal is to provide an environment where you can share your experiences and apply principles from the course to meet your own academic writing teaching and course design goals.

This course was developed by a team of instructors and course designers at Iowa State University, including Sarah Davis and Amy Walton who welcome you to the course in the video below.

Video: Welcome to the Course!

"Video" by Iowa State University is licensed under CC BY 4.0.

Watch this Welcome to the Course Video where we introduce the course.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Sarah:
On behalf of Iowa State University, we would like to welcome you to the course "Developing and Teaching Academic Writing." Our goal is to provide an environment where you can share your experiences and apply principles from the course to help you meet your own academic writing teaching and course design goals.

To start, we would like to introduce ourselves and explain the expectations that will support your success in this course.

My name is Sarah Davis. I am an Associate Teaching Professor for the Department of English at Iowa State University. I am the course coordinator for Advanced Academic Writing in English for Speakers of other Languages, and I specialize in cross-cultural academic communications and composition.

Amy:
My name is Amy Walton. I am the Assistant Director of ISUComm Foundation Courses and an Associate Teaching Professor for the English Department at Iowa State. I train new writing instructors and teach courses in composition, literacy, grammar, English as a Second Language (ESL), ESL methods, and writing methods. I have also taught English and French at the high school level.

In this course, you will be able to explore content on teaching academic writing and learn from peers from all around the world! By the end of the course, you will have built a syllabus and writing instruction tools that you can use in your current and future teaching.

Amy:
We want this course to give you multiple opportunities to learn and grow professionally. You will learn not only from us, but also from each other because you will bring unique perspectives from your own knowledge and experiences. It is important that learning continues – not only for you, but also for others around the world. We are sure that you'll be in a great position to share your knowledge about teaching academic writing once you complete this course. So, we will encourage you to think about how you may be able to do that and come up with an action plan.

Sarah:
The Course Information and Overview page gives you some details about the topics of the course, about the flow of the modules, and about planning your study so that you finish the course on time.

Amy:
We look forward to working with you!

You will see Sarah Davis and Amy Walton in our videos and content pages - so, let's meet them!

Sarah Davis	Amy Walton
 "Sarah Davis" by Sarah Davis is licensed under CC BY 4.0 I am an Associate Teaching Professor for the Department of English at Iowa State University. I am the course coordinator for Advanced Academic Writing in English for Speakers of other Languages and I specialize in cross-cultural academic communications and composition. I have a B.A. in English Literature from the University of California Berkeley and a Masters in Applied Linguistics/TESL from Iowa State University. I have traveled and worked in many parts of the world, including China, Ghana, Thailand, the Middle East, and Cuba. I enjoy doing anything outdoors, especially bicycling. I play and coach Ultimate Frisbee and enjoy mountain biking, camping, disc golf, and rock climbing.	 "Amy Walton" by Erin Todey is licensed under CC BY 4.0 I am the Assistant Director of ISUComm Foundation Courses and an Associate Teaching Professor for the English Department at Iowa State. While working at the university, I have taught courses in composition, literacy, grammar, English as a Second Language (ESL), ESL methods, and writing methods. Before coming to Iowa State, I taught secondary French, English, and Computer Science. I received my MA in Teaching English to Speakers of Other Languages at Iowa State, specializing in Computer-Assisted Language Learning and Literacy. I enjoy cooking, gardening, walking, and spending time with my family and friends.

COURSE INFORMATION AND OVERVIEW

Developing and Teaching Academic Writing Courses

In order to navigate this course, please become familiar with its structure and flow.

As you can see in the Developing and Teaching Academic Writing Course Overview Infographic below, the course is comprised of 5 learning modules. Each module focuses on a particular topic presented in a sequence of two sub-topics. The topics are listed under MODULE TOPICS in the infographic.

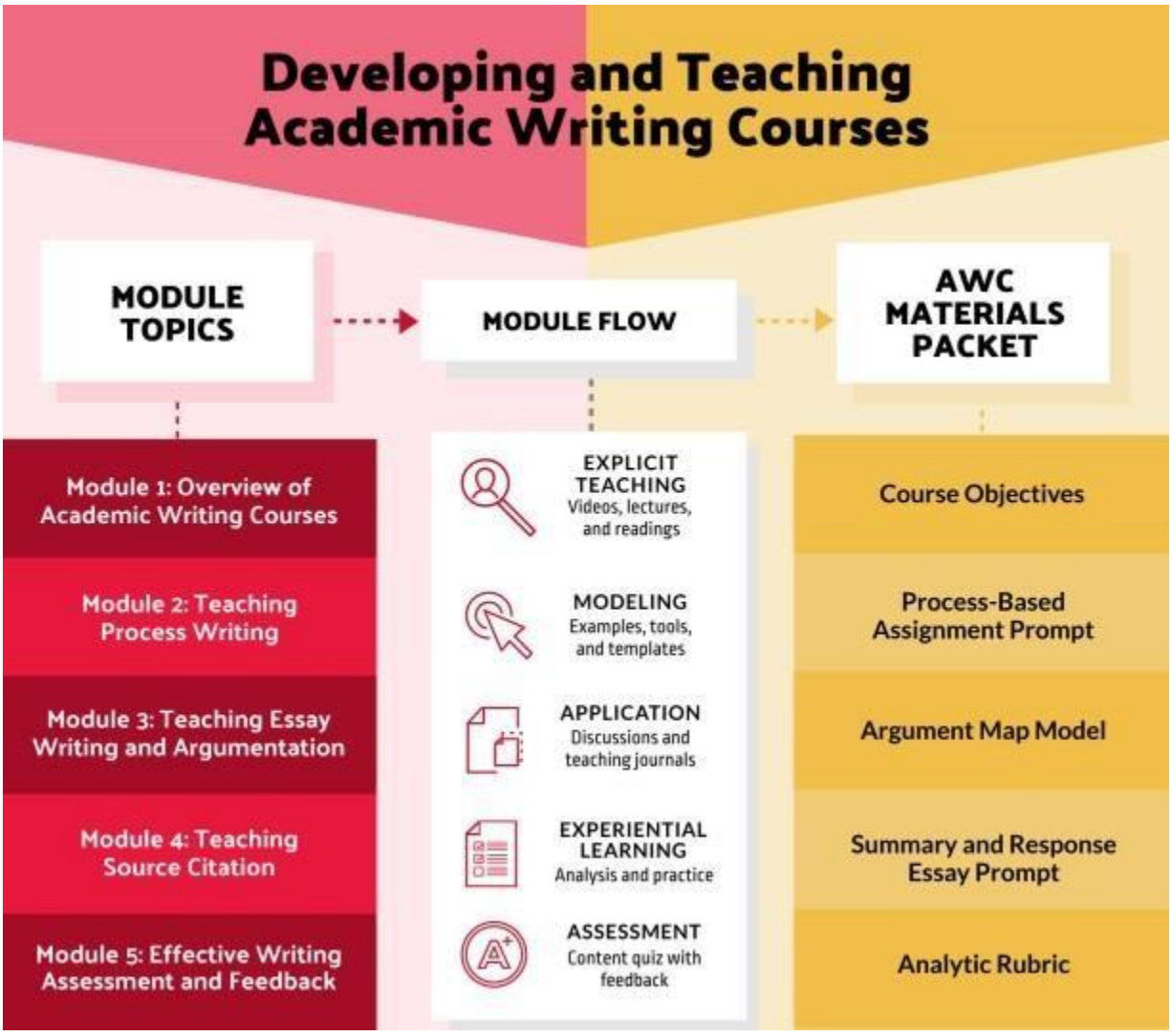
Your learning of each topic is supported by the same set of instructional strategies: Explicit Teaching, Modeling, Application, Experiential Learning, and Assessment. These strategies are associated with specific materials and tasks and are shown under MODULE FLOW.

Each module's learning and assessment activities build on one another to prepare you to develop a component of an Academic Writing Course (AWC) Materials Packet. This is an optional assignment, for which you will be encouraged to keep a teaching journal. Throughout the course, you will create

different materials and will enter them into your teaching journal. In the last module, you will combine all those materials into a packet. After the course, you will be able to use the materials from your packet in the classroom. You will also be able to share your materials with other professionals more broadly. The materials to be created are listed under AWC MATERIALS PACKET.

All modules have a similar structure. Each module begins with an overview in a Getting Started section that introduces the learning objectives and topics. The content learning sections follow. They contain specific topic sections with a range of engagement, modeling, experiential application, or assessment tasks. The final section is a Review and will wrap up with a summary video and an automatically graded quiz with feedback.

Handout: Developing and Teaching Academic Writing Course Overview Infographic



"Developing and Teaching Academic Writing Courses" by Iowa State University is licensed under CC BY 4.0.

OPTIONAL DISCUSSION: INTRODUCE YOURSELF HERE

Let's introduce ourselves!

During the next 5 weeks of this course, we will ask you to interact with each other in discussion forums. Participating in discussions is much easier and more motivating when you know at least a little bit about your peers.

Tell us about yourself first. You may want to add a photo of yourself to your post, but this is not required. You may also revisit how the developers of this course introduce themselves.

You may choose to share any information you feel comfortable sharing. Here are some questions that will help you get started:

- What is your name? How do you want your peers to address you? (for example, "Please feel free to call me Liz.")
- Where are you from?
- What do you do for your job?
- What role does writing play in your academic or professional life?
- Why are you taking this course? What are you hoping to create or apply in your own teaching context?
- Would you like to share something about your hobbies, interests, or anything else?



"Hello" by Vladislav Klapin via Unsplash is licensed under the Unsplash license

Write your answers to these questions as a text. If you prefer to introduce yourself orally, and if you have a device that can record a short audio or video of you speaking, upload the video file along with your text. Your discussion post should be between 200 and 300 words.

>>>> Please note that this discussion can only be completed in Canvas. <<<<

Optional: Additional engagement

Read other participants' introductions and respond to at least one of their posts. When you respond, it would be great if you could engage actively. In other words, try to comment on what your peer(s) said, add additional information, and/or ask a question. If you have time, reply to the responses on your own post.

>>>> Please note that this discussion can only be completed in Canvas. <<<

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PRE-COURSE DIAGNOSTIC QUIZ

 **Take a Diagnostic Quiz!**

Take this Pre-Course Diagnostic Quiz to help us identify your strengths and needs so that we can provide instruction to address your learning needs. You can take it as many times as you need, but this quiz will not be graded.
At the end of the course, you will take a course post-course test aimed to measure how much you learned.

>>>> Please note that this quiz can only be completed in Canvas. <<<<<

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Module 1: Getting Started

MODULE 1: OVERVIEW AND TO-DO LIST

 **Overview**
Let's work on Module 1: Overview of Academic Writing Courses!

 **Module Objectives**

This module targets Course Objective 1: Develop an understanding of the core components of an academic writing course.

By the end of the module, you will be able to accomplish the following Module Objectives:

- **1.1** Identify core components of academic writing courses
- **1.2** Demonstrate understanding of the variety of approaches to teaching academic writing
- **1.3** Apply key concepts, models, and tools to specify objectives for an academic writing course syllabus.

To-Do List

Below are the tasks you need to complete in Module 1 with the recommended time as a guide. These time guidelines are only approximate; you may find that you spend longer or shorter on some tasks, depending on your experience with and interest in the topic.

Module 1: Getting Started

- Read this Module 1: Overview and To-Do List page (10 minutes)
    - Watch the Module 1: Introduction video (10 minutes)

Module 1: Academic Writing Courses

- Watch the short videos following the Module 1: Academic Writing Courses page
    - Module 1: What Is Academic Writing? (20 minutes)
    - Module 1: Approaches to Teaching Academic Writing Courses (20 minutes)
    - Module 1: Genre in Academic Writing (20 minutes)

Module 1: Backward Design

- Read the pages following the Module 1: Backward Design page
    - Module 1: Course Purpose and Learning Objectives (15 minutes)
    - Module 1: Assignments, Assessments, and Activities (15 minutes)
    - Module 1: Syllabi (15 minutes)
- Complete the optional task Module 1: OPTIONAL Discussion: My Academic Writing Teaching Autobiography (30 minutes)

Review

- Take the assessment on Module 1 Quiz page (30 minutes)
- Respond to the Module 1: OPTIONAL Teaching Journal: Course Objectives (45 minutes)
- Watch the Module 1: Summary video (10 minutes)

"Module Overview", "Module Objectives" and "To Do List" by Iowa State University are licensed under CC BY 4.0.

MODULE 1: INTRODUCTION

Video: Welcome to the Course!

"Video" by Iowa State University is licensed under CC BY 4.0.

Watch this Module 1 Introduction video that introduces you to the most important aspects of this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Welcome to Module 1 Overview of Academic Writing Courses!

In Module 1, we will:

- introduce you to key concepts that are important for teaching academic writing;
- get you started on your Academic Writing Course (AWC) Materials Packet.

After a general course orientation, you will learn from short video lectures and reading about:

- what academic writing is;
- approaches to teaching academic writing courses;
- genres and language of writing;
- backward design for course syllabus development.

To help you better understand how key concepts work in actual teaching, we will demonstrate them in:

- a syllabus template;
- a syllabus sample;
- a handout with examples of learning objectives;
- a tutorial video about course objectives and schedule.

You will also have opportunities to interact with each other and engage in:

- a discussion about your academic writing as part of your Academic Writing Teaching Autobiography.

To learn 'by doing' and apply your new knowledge, you will work on Course Objectives for your AWC Materials Packet. Specifically, you will draft course objectives for an academic writing course.

Your work will be evaluated throughout the module and at the end of the module with help of:

- Module 1 Quiz.

We look forward to working with you in Module 1!

Module 1: Academic Writing Courses

Let's begin learning about teaching academic writing!
In this part of Module 1, you will learn from short lectures on three main aspects of the topic Academic Writing Courses:

1. What is Academic Writing?
2. Approaches to Teaching Academic Writing Courses
3. Genres of Writing



"Serious Young Man" by drobotdean via Freepik is licensed under the Freepik license

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Optional: Additional engagement

As a warm-up, please try to come up with a definition of academic writing as you understand it. If you are unsure, make your best guess and write down any notes and questions you have.

Keep your notes until after you watch the lectures, so you can compare your ideas with those presented by the instructors.
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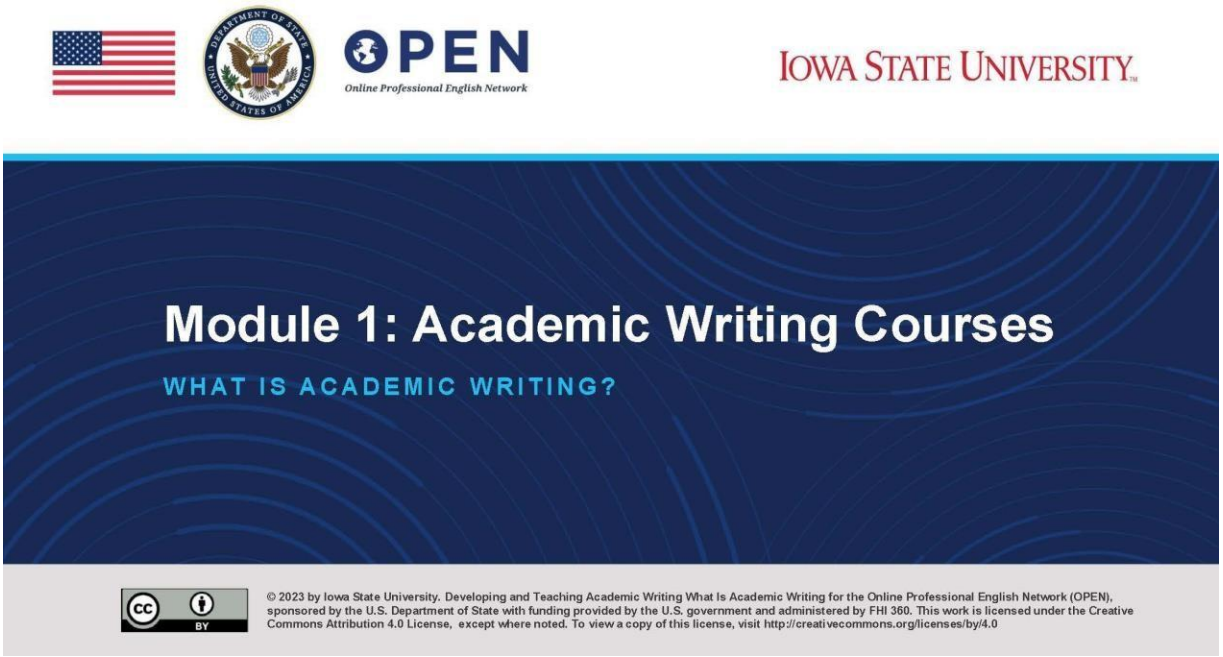
MODULE 1: WHAT IS ACADEMIC WRITING?

Video: Welcome to the Course!

Watch the first part of the lecture defining academic writing and explaining key ideas that are important for teaching academic writing.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Presentation slides: What is Academic Writing?



Academic writing: Key ideas





"Person holding lightbulb" by Diego PH via Unsplash is licensed under the Unsplash license

What is academic writing?

Communicating ideas and information to members of an academic community



Expert Writer

Research articles, books, grant proposals, etc.

"Man in brown jacket sitting beside brown wood table" by cottonbro via Pexels is licensed under the Pexels license



Student Writer

Essays, emails, summaries, etc.

"Happy young Asian student doing homework" by Zen Chung by cottonbro via Pexels is licensed under the Pexels license

Rhetorical situation



"Rhetorical Situation" by Iowa State University is licensed under the CC BY 4.0 license

Features of academic writing

All types of academic writing will have the following features:

- Structure
- Accuracy
- Evidence
- Objectivity
- Critical Thinking
- Formality

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Features of academic writing: Structure

Structure

- ***Thesis***: main idea the writer wants the reader to understand

Example

"The rhetorical situation will influence the type of writing, but all academic writing shares six important features."

- Content is structured to support the thesis



"Woman draw a lightbulb in white board" by Andrea Piacquadio via Pexels is licensed under the Pexels license

Features of academic writing: Evidence

Evidence

proof needed to develop a basis for the ideas

Example

Butler refers to another scholar:

"Makhubela (2000) emphasizes the need for learners to develop their ability to access information...She refers to this ability as 'information literacy'.

Butler makes his own point:

Being 'information literate' implies that students need to know which types of sources they can consult for writing assignments."



"Man sitting on blue sofa" by Austin Distel via Unsplash is licensed under the Unsplash license

Accuracy

- accurate vocabulary, precise language
  - define technical terms
  - develop and explain ideas

Example

*"Academic texts are structured around a central **thesis** – the main idea the writer wants the reader to understand."*



"Group of multiethnic coworkers discussing" by William Fortunato via Pexels is licensed under the Pexels license

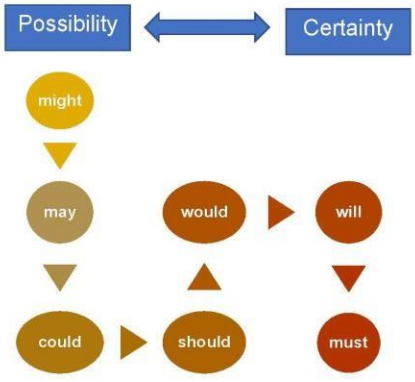
Objectivity

- considering other points of view
- not influenced by personal opinions

Compare these statements for objectivity:

Example

- *People prefer ice cream as their favorite treat.*
- *People **commonly** prefer ice cream as their favorite treat.*
- *People **may** prefer ice cream as their favorite treat.*



Formality

- use of complex sentence structures

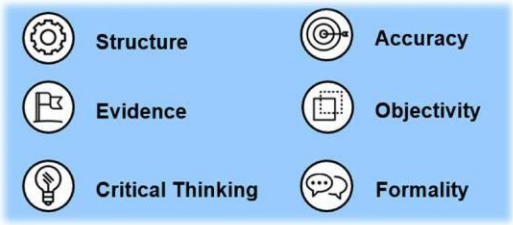
Example

*"Because academic writing must be brief but clear, the sentence structure will often be **complex**, combining more than one **clause** – or more than one idea – in a sentence."*

- combines more than one clause



"Hello neon light signage" by Pablo Gentile via Unsplash is licensed under the Unsplash license



- Features are present in all types of academic writing
- Rhetorical situation influences the use each of these features
- All approaches to teaching academic writing should address these features

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References

References I:

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Last, S. (2014). *Technical writing essentials.* Victoria, Canada: University of Victoria Digital Press. https://pressbooks.bccampus.ca/technicalwriting

References II:

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Butler, H.G. (2006). *A framework for course design in academic writing for tertiary education.* [Doctoral dissertation, University of Pretoria] University of Pretoria Repository. https://repository.up.ac.za/bitstream/handle/2263/27887/Complete.pdf?sequence=10&isAllowed=y

McCarthy, J. (2015, September 9). Student-centered learning: It starts with the teacher. Edutopia. Retrieved October 1, 2021, from https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy

Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009). *Teaching academic writing: An Introduction for teachers of second language writers.* Ann Arbor, MI: The University of Michigan Press.

Text: What is Academic Writing?

SLIDE 1: TITLE
Welcome to
Module 1: Academic Writing Courses
What is Academic Writing?

SLIDE 2: ACADEMIC WRITING: KEY IDEAS
In this lecture, you will learn:
The definition of academic writing,
what rhetorical situation means,
and the six key features of academic writing.

SLIDE 3: WHAT IS ACADEMIC WRITING?
Academic writing is communicating ideas and information to members of an academic community.

Expert academic writers publish articles and write textbooks to share their research and practice, while student writers usually write to demonstrate their understanding of course material.

Student writing, especially in the United States, is often used to assess what the student has learned.

SLIDE 4: RHETORICAL SITUATION
The exact form and content of academic writing can change depending on the context.

We can look at this context as the ***rhetorical situation*** of:
who is communicating
what information
to which audience
for which purpose
and in which context.

SLIDE 5: FEATURES OF ACADEMIC WRITING
The rhetorical situation will influence type of text that gets written. However, all academic writing will have the following **features**:

- Structure;
- Evidence;
- Critical Thinking;
- Accuracy;
- Objectivity, and;
- Formality.

SLIDE 6: FEATURES OF ACADEMIC WRITING: STRUCTURE
Structure: Academic texts are structured around a central thesis – the main idea the writer wants the reader to understand.

The reader of the academic text expects the order of information to be clearly divided and organized. The divisions of an academic text – the paragraphs, or sections, or chapters – each have a clear subtopic that is related to the thesis.

For example, the thesis of this lecture is:
"The rhetorical situation will influence the type of writing, but all academic writing shares six important features."

And the content of this lecture is structured to support that thesis.

SLIDE 7: FEATURES OF ACADEMIC WRITING: EVIDENCE
New knowledge in higher education is built on the research of current academic scholars. To prove the basis for the new ideas, writers need to use evidence. For example, the scholar H.G. Butler (2006) wrote about the importance of teaching students to find information sources.

So, Butler uses a reference to another academic author, Makhubela. Butler writes,

"Makhubela (2000) emphasizes the need for learners to develop their ability to access information...She refers to this ability as 'information literacy'.

Then Butler adds a new idea. He says,

"Being 'information literate' implies that students need to know which types of sources they can consult for writing assignments."

SLIDE 8: FEATURES OF ACADEMIC WRITING: ACCURACY
Accuracy: Academic writers should choose accurate vocabulary and precise language.

All claims, ideas, and new terms must be explained so that the reader is not left to guess what the writer means.

For example, when we defined 'Structure' in this lecture, we used a new term - thesis - and then defined it like this:

> "Academic texts are structured around a central **thesis** – the main idea the writer wants the reader to understand."

SLIDE 9: FEATURES OF ACADEMIC WRITING: OBJECTIVITY
Objectivity: Even when the purpose of academic writing is to persuade the audience, writers must present the information objectively – in a way that considers others' points of view and is not influenced by personal opinions.

So, academic writers use words or phrases that soften their statements or shows a degree of doubt. - words like perhaps or probably. We also express doubt by using modal verbs like may, or might, or could.

For example, compare these statements for objectivity:

People prefer ice cream as their favorite treat. – There is only one option and no possibility of others.
People commonly prefer ice cream as their favorite treat. – The word commonly softens the statement.
People may prefer ice cream as their favorite treat. – Here, the modal verb may adds possible doubt.

This is how we can recognize different opinions while still expressing our own.

SLIDE 10: FEATURES OF ACADEMIC WRITING: FORMALITY
Formality: Formal writing will use a variety of sentence structures. Because academic writing must be brief but clear, the sentence structure will often be complex, combining more than one clause – or more than one idea – in a sentence.

The sentence I just spoke is an example of formal language: It has several ideas combined in a complex sentence.

SLIDE 11: WRAP-UP
To wrap it up

- All six of these features will be present in all types of academic writing.
- The specific rhetorical situation will also influence how to use each of these features.
- All approaches to teaching academic writing should address these features in some way
-

Thank you for listening!

SLIDE 12: REFERENCES

Reference I:

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Last, S. (2014). Technical writing essentials. Victoria, Canada: University of Victoria Digital Press. https://pressbooks.bccampus.ca/technicalwriting

References II:

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McCarthy, J. (2015, September 9). Student-centered learning: It starts with the teacher. Edutopia. Retrieved October 1, 2021, from https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy

Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009). *Teaching academic writing: An Introduction for teachers of second language writers.* Ann Arbor, MI: The University of Michigan Press.

Optional: Additional engagement

Now that you have watched the video, take a few minutes to think about two questions:

- If you had to rank the importance of the 6 features of academic writing, which would you say are the most important for your students to know and which may be less essential? Why?
- For this course, you and the other participants are the audiences of the rhetorical situation. What are the other roles? Who is the writer, and what are the purpose, message, and context of this course?

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Additional Resources:

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- Academic writing: EAPFoundation.com provides short descriptions of the features of academic writing.
- Academic Word List: This list can be used to help develop students' understanding of academic language.

"Video" and "Optional" by Iowa State UniversityLinks to an external site. are licensed under CC BY 4.0.

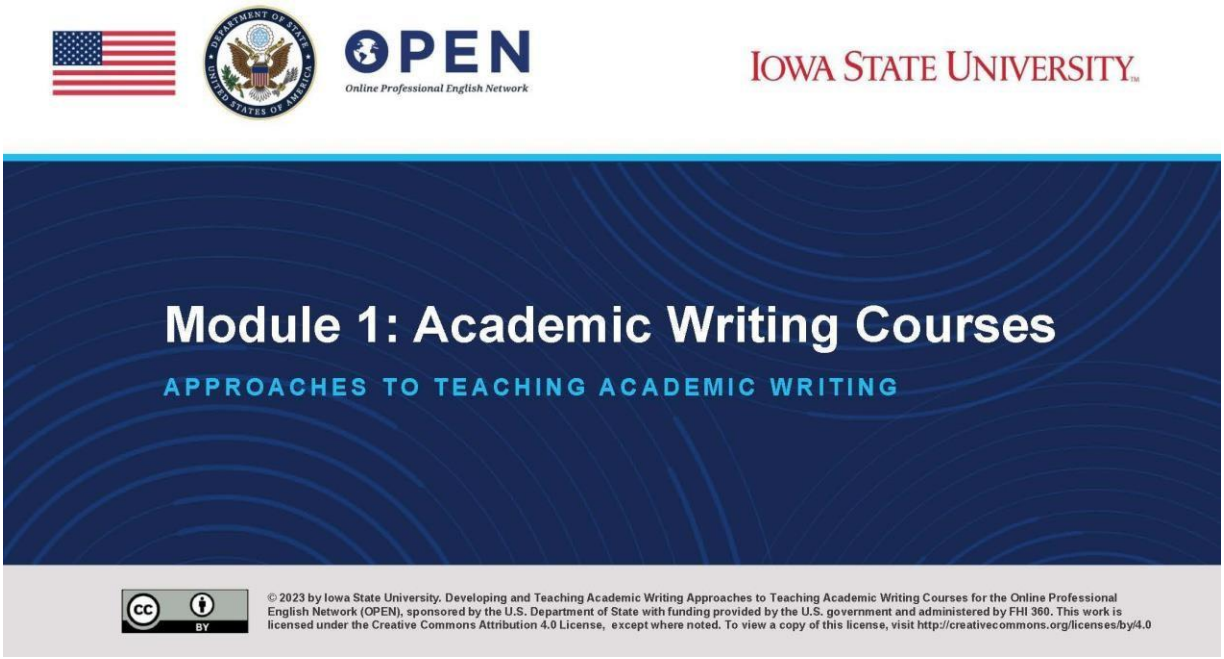
MODULE 1: APPROACHES TO TEACHING ACADEMIC WRITING COURSES

Video: Welcome to the Course!

Watch the second part of the lecture explaining key ideas about approaches to teaching academic writing courses.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Presentation slides: Approaches to Teaching Academic Writing Courses



Approaches to teaching academic writing: Key ideas

Learner-centered instruction → Approaches to teaching academic writing → Combining approaches

- Text-based approaches
- Process-based approaches
- Genre-based



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Learner-centered instruction



"Grayscale photography of boys raising hands" by Jesse Orrico via Unsplash is licensed under the Unsplash license



"Teacher explaining optical calculations" by Immo Wergmann via Unsplash is licensed under the Unsplash license

A learner-centered instruction



Students are at the front and center of the class

"People sitting on blue carpet" by CDC via Unsplash is licensed under the Unsplash license



Students have the power to decide what happens in the course

"Men and women gathered around a table" by Zainul Yasni via Unsplash is licensed under the Unsplash license

The 'expert' in a learner-centered classroom

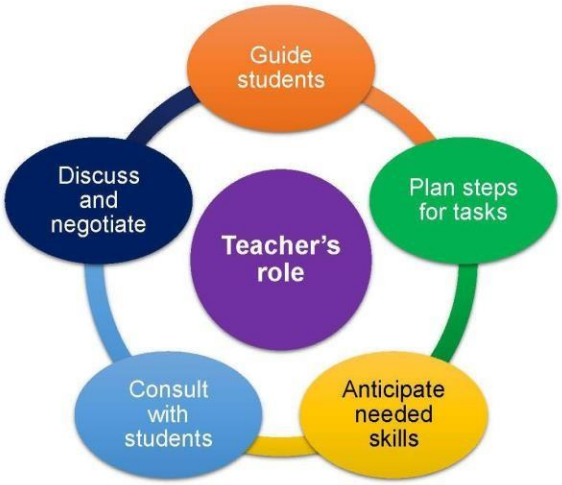
Learners need opportunities to:

- engage with relevant ideas
- activate prior knowledge
- develop questions, ideas, solutions, or arguments
- work with others to best express what they have learned



"A group of friends at a coffee" by Brooke Cagle via Unsplash is licensed under the Unsplash license

The teacher in a learner-centered classroom





"People using smartphone" by Clayton Cardinalli via Unsplash is licensed under the Unsplash license

Approaches to writing instruction

Text-focused

- Rhetorical modes
- Rhetorical goals
- Theme-based
- Writing assignments
- Genre-based



"Person sitting in front of laptop" by Christin Hume via Unsplash is licensed under the Unsplash license

Process-focused

- Stages of writing
- Project-based
- Team-based
- Inquiry cycle



"Man in black long sleeve shirt" by UX Indonesia via Unsplash is licensed under the Unsplash license

Text-focused instruction

- Rhetorical modes
  - e.g.: narration, description, illustration, argument, persuasion, etc.
- Rhetorical goals:
  - e.g.: tell, describe, explain, persuade, etc.
- Writing assignments:
  - e.g.: compare-and-contrast essay, cause-and-effect essay, summary, etc.
- Teaching: how to write correct sentences, appropriately organized into paragraphs



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"Person sitting in front of laptop" by Christin Hume via Unsplash is licensed under the Unsplash license

Process-focused instruction

Stages of writing

- Planning
- Multiple drafting
- Reviewing
- Getting and giving feedback
- Revising

Teaching: how to address the writing prompt



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"Man in black long sleeve shirt" by UX Indonesia via Unsplash is licensed under the Unsplash license

Wrap-up

- Combine different approaches
- Learner-centered classrooms allow students to create knowledge
- Teach not only what to write but also how to write:
  - vocabulary, grammar, organization
  - why and how academic texts are written
- Choose the best approaches for your students and instructional context



"Macbook pro displaying a group of people" by Chris Montgomery via Unsplash is licensed under the Unsplash license

References

References:

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Badger, R., & White, G. (2000). Product, process and genre: Approaches to writing in EAP. *ELT Journal, 54*(2), 153-160.

McCarthy, J. (2015, September 9). Student-centered learning: It starts with the teacher. Edutopia. Retrieved October 1, 2021, from https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy

Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009). *Teaching academic writing: An Introduction for teachers of second language writers*. Ann Arbor, MI: The University of Michigan Press.

Text: Approaches to Teaching Academic Writing Courses

SLIDE 1: TITLE
Welcome to
Module 1: Academic writing Courses
Approaches to Teaching Academic Writing

SLIDE 2: APPROACHES TO TEACHING ACADEMIC WRITING: KEY IDEAS
In this lecture we discuss:

- Learner-centered teaching
- Common approaches to teaching academic writing
- The focus of text-based approaches
- The focus of process-based approaches, and
- How to combine the best approaches for your context.

SLIDE 3: LEARNER-CENTERED INSTRUCTION
No matter how we approach writing instruction, it must always be learner-centered. Educational methods, or pedagogy, have turned away from the past when the teacher was the single authority in the room and the students were there only to receive knowledge and take instructions from the teacher at the front of the class.

SLIDE 4: LEARNER-CENTERED INSTRUCTION
Instead, learner-centered pedagogy brings the student to the front and center of the class. This kind of instruction gives students the power to make choices about what happens in the course.

They can choose: what topics and ideas they discuss or write about, what types of tasks and activities they do, and how much of their experience outside of the classroom they share inside the classroom.

SLIDE 5: THE 'EXPERT' IN A LEARNER-CENTERED CLASSROOM
You may ask, but who is the 'expert' in a learner-centered classroom?

Well, learner-centered theory establishes that knowledge is not simply received but created. According to this theory, individuals bring prior knowledge and experience as a foundation for creating new knowledge.

The goal of learner-centered teaching is to give students an opportunity to:

- engage with ideas that are relevant to their lives,
- activate their prior knowledge,
- develop questions, ideas, solutions, or arguments based on their own thought process, and
- work with their peers and their instructor to decide for themselves how to best express what they have learned and how it should be assessed.

In this way, knowledge is co-constructed along with peers and teachers.

SLIDE 6: THE TEACHER IN A LEARNER-CENTERED CLASSROOM
The role of the teacher is not to give information, but to guide students through the process of learning.

The teacher plans the possible steps for a writing task and anticipates what skills students may need. The teacher also consults with the students about the tasks.

Teachers discuss and negotiate rather than lecture.

SLIDE 8: APPROACHES TO WRITING INSTRUCTION
The many approaches to teaching writing can be placed into two general categories: Text-focused and Process-focused.

There are different approaches in each category. This course will mention: theme-based, team-based, and project-based assignments in future modules. And we will cover some common rhetorical modes, so we will not discuss them in detail here.

For now, just be aware that teaching of academic writing includes many approaches and is much broader than what we cover today.

SLIDE 9: TEXT-FOCUSED INSTRUCTION
You are probably most familiar with textbooks and courses that follow a text-focused approach and teach rhetorical modes, such as narration, description, exposition, argument, and more.

These terms reflect the goals, or purpose, of the text – to tell, describe, explain, persuade, and so on.

Writing assignments are usually described as a 'paper' or an 'essay' such as: compare-and-contrast essay or cause-and-effect paper.

The teaching will focus on how to write correct sentences that are appropriately organized into paragraphs. Teaching what to write can be useful for developing writers.

SLIDE 10: PROCESS-FOCUSED INSTRUCTION
Process-focused instruction emphasizes the stages of the writing process, from planning, to drafting, to revising.

The teaching focuses on how to address the writing prompt and how to define a topic and develop a text. Teaching how to complete a writing task can also be useful to developing writers.

SLIDE 11: WRAP-UP
To wrap up, remember that

- teaching is more effective if different approaches are combined.
- learner-centered classrooms allow students to create knowledge along with their peers and the instructor
- academic writing in English as a foreign language involves learning academic vocabulary, grammatical forms, and organizational patterns as well as learning why and how academic texts are written.

So, the students in your learner-centered classroom will benefit if you know how to teach academic writing in different ways to best meet their needs.

SLIDE 12: REFERENCES
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Badger, R., & White, G. (2000). Product, process and genre: Approaches to writing in EAP. ELT Journal, 54(2), 153-160.

McCarthy, J. (2015, September 9). Student-centered learning: It starts with the teacher. Edutopia. Retrieved October 1, 2021, from https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy

Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009). Teaching academic writing: An Introduction for teachers of second language writers. Ann Arbor, MI: The University of Michigan Press.

Optional: Additional engagement

Now, consider a few more questions:

- Can you think of some benefits of text-based instruction?
- Can you think of some benefits of teaching your students how to start, develop, and complete a text in a process-based approach?
- Which of these benefits will be most useful to your students?

Additional Resources:
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- Writing Resources: These are open-access general resources for writing teachers and student writers provided by the WAC Clearinghouse.
- Approaches to process writing: Although the content created by the British Council is not openly licensed, this article may be worth reading because it addresses questions and key ideas about process writing.

“Video” and "Optional" by Iowa State University is licensed under CC BY 4.0.

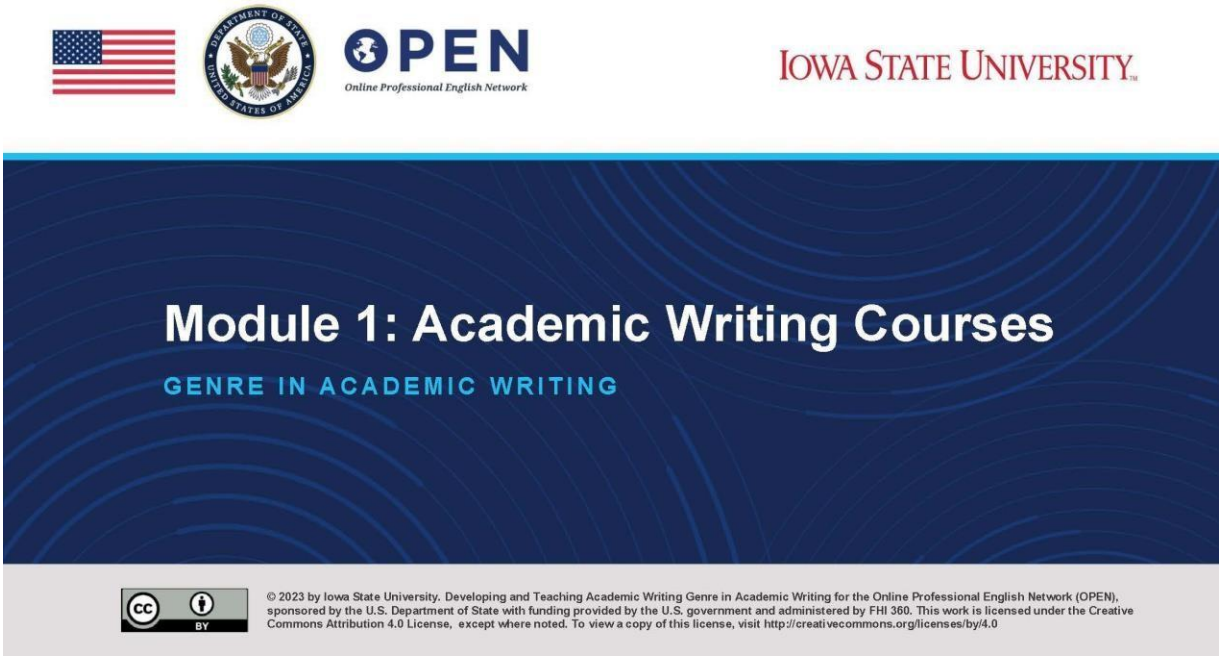
MODULE 1: GENRE IN ACADEMIC WRITING

Video: Welcome to the Course!

Watch the third part of the lecture explaining key ideas about approaches to teaching academic writing courses.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Presentation slides: Genre in Academic Writing



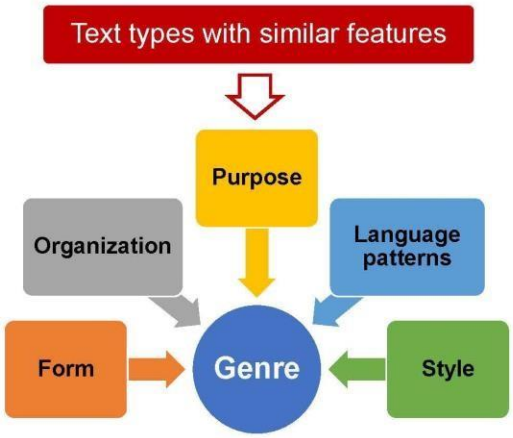
Genre: Key ideas

- Genre
- Genre conventions
- Genre concepts for teaching academic writing



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What is genre





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Genre conventions: Text structure

Genre conventions

✓ Reflect practices of specific communities
✓ Allow texts to be categorized into genres

Syllabus

- Course Information
- Course Objectives
- Assignment Information
- Assessment
- Policies
- Student Resources
- Course Schedule

Genre conventions: Text form

- Executive Summary:
  - problem or proposal
  - short background information
  - brief analysis
  - conclusion



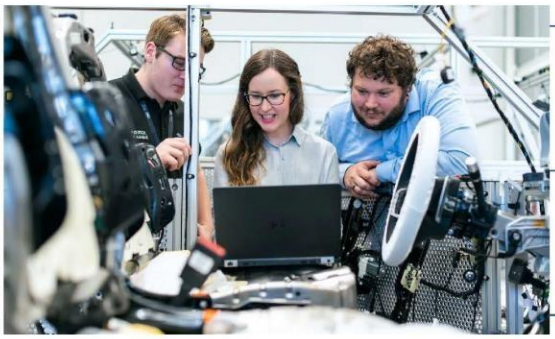
"Silver MacBook" by Bram Naus via Unsplash is licensed under the Unsplash license

- Resume
  - list of work experience, education, skills, qualifications, accomplishments



"White printer paper on macbook pro" by Joao Ferraro via Unsplash is licensed under the Unsplash license

Genre conventions: Organization of argument





Provide evidence

Demonstrate problem

Establish premise





Propose solution

"Woman in blue long sleeve shirt sitting beside man in blue dress shirt", "Person holding white printer paper", "Woman in blue long sleeve shirt wearing black framed eyeglasses", "Man in blue dress shirt and woman in black long sleeve shirt" by ThisisEngineering RAEng via Unsplash are licensed under the Unsplash license

Genre conventions: Language patterns

- Job-specific noun phrases
  e.g.: *hourly payroll, data entry*
- Action verbs
  e.g.: *oversaw, performed, monitored*
- Descriptive adjectives
  e.g.: *proactive, determined, confident*

PROFESSIONAL SUMMARY

Productive accounting professional with over three years of increasingly responsible and diverse experience in maintaining an organized and streamlined accounting system. Dedicated to accuracy, financial control, and performance excellence. Self-motivated, highly responsible, and detail and outcome oriented. Strong organizational skills and prioritization abilities, efficient working under pressure and with little direct supervision, and able to learn new tasks quickly.

HIGHLIGHTS

- Accounts receivable and payable
- Billing reconciliation
- Hourly payroll
- Knowledge of accounting principles and function
- Data entry
- Documentation and reporting
- Customer service and satisfaction

EMPLOYMENT

2017 – Current ***Bookkeeper, The Kitchen &***
- Oversaw bookkeeping and accounting work ass
- Performed general bookkeeping duties, includi
- Monitored and processed accounts receivable t
- Processed trade payment applications and invo
- Performed account reconciliations in a timely a
- Oversaw vendor setup and billing operations, ir and timely distribution of payments
- Assisted with internal controls, including reviev
- Handled company's warranties
- Evaluated current policies and made recommer

2015 – 2017 ***Assistant to Administrative Staff, Greenlee School of Journalism, Iowa State University, Ames, IA***
- Provided support to faculty, staff, and students in undergraduate programs.
- Enhanced the efficiency of work processes by assisting with program coordination, scheduling events, reviewing documents, handling correspondence, and preparing orientation materials.

2013 – current ***Office Assistant, Graduate College, Iowa State University, Ames, IA***
- Transferred confidential information from paper into customized IT platforms, improved access to and management of data for graduate student services
- Processed student forms, identified and corrected procedural errors, ensured accuracy and adherence to university policies

2011 – 2014 ***Front of the House Team Member, Pizza Ranch, Ames, IA***
- Performed multiple duties including guest hospitality, point of sale and transactions, phone responsibilities, buffet coordination and maintenance, and delivery service

EDUCATION

Bachelor of Science in Psychology. Graduated May 2017
Track concentration: Industrial Organizational Psychology
Minor: Business

PERSONALITY SKILLS/ATTRIBUTES
- Excellent oral and written communication
- Team oriented, proactive, results driven
- Respectful, with strong work ethic and positive attitude
- Determined, confident, trustworthy, accountable, caring

LANGUAGES
- Fluent Romanian
- Conversational Spanish
- Conversational Russian

"Sample resume" by Elena Cotos is licensed under the CC BY 4.0 license

Dimensions of genre



Social
Conventions are defined and created by academic or professional communities



Cognitive
Members of community expect conventions to be followed

"Students Raising Their Hands in a Classroom" by Ian Krukov via Pexels is licensed under the Pexels license

"Man Wearing Black Adidas Jacket Sitting on Chair Near Another Man Wearing Blue Jacket" by ICSA via Pexels is licensed under the Pexels license

Wrap-up

- Give concrete examples
- Show how text is meant to fulfill communication task

Text-focused

Genre-based teaching

- Help students learn how to construct a text
- Give students a clear target of what their text should do

Process-focused

Reference:

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Last, S. (2014). *Technical writing essentials*. Victoria, Canada: University of Victoria Digital Press.

Text: Genre in Academic Writing

SLIDE 1: TITLE
Welcome to
Module 1: Academic writing Courses
Genre in Academic Writing

SLIDE 2: GENRE: KEY IDEAS
In this presentation you will learn

- the definition of genre and how genre helps us understand and construct academic texts
- the genre conventions that characterize genres
- and the genre concepts that are important to academic writing instruction.

SLIDE 3: WHAT IS GENRE?
Genre is a term for grouping types of writing based on similarity in: purpose, organization, form, style, and language patterns.

Text types that are considered genres include: poems, resumes, job application letters, research articles, book reviews, grant proposals, and many others.

SLIDE 4: GENRE CONVENTIONS: TEXT STRUCTURE
The texts that belong to a genre have distinct characteristics of text structure. These are based on the expectations of the target audience. In other words, genres reflect the practices and values of specific academic and professional communities. This means that a community will use similar writing patterns, called genre conventions, which, in fact, allow the texts to be categorized into genres.

For example, a course syllabus will have a recognizable structure, with a number of expected sections including Course Objectives and a Course Schedule.

SLIDE 5: GENRE CONVENTIONS: TEXT FORM
Or consider, for example, what characterizes a resume? And what characterizes an executive summary? These two genres are produced for different purposes and audiences, so they have different text forms. The purpose of the executive summary is to provide an overview of a larger document. While the purpose of a resume is to highlight a person's skills to impress to a potential employer.

The executive summary begins with a short statement about the problem or proposal, and provides short background information, a brief analysis, and a conclusion. The resume lists the work experience, education, skills, qualifications, and accomplishments in reverse-chronological order.

SLIDE 6: GENRE CONVENTIONS: ORGANIZATION OF AN ARGUMENT
Another example of a genre convention is how an argument is developed.

Think of engineers who do research and find solutions for how to make a cellular phone battery stay charged or how to make cars that use less fuel. When they report their solutions in writing, they first develop their argument by providing evidence from outside sources that other people recognize that the problem needs to be solved.

Without this convention, the readers might not trust that the writer understands the problem or has done enough research to find the best solution.

SLIDE 7: GENRE CONVENTIONS: LANGUAGE PATTERNS
Genres also share similarities in conventions of language.

Note how a resume uses characteristic language patterns. For example:

- The *Highlights* section of a resume will use job-specific noun phrases such as *hourly payroll, and data entry*.
- The *Employment* section describes the responsibilities of the person with action verbs like *oversaw, performed, monitored*
- The *Personality Skills* section uses adjectives such as *proactive, determined,* and *confident* to describe the person.

By using genre-appropriate language patterns, writers can accurately target their audience.

SLIDE 8: DIMENSIONS OF GENRE
Genre has social and cognitive **dimensions**. It is a social concept because genre conventions are defined and created by members of specific communities and help writers engage with their target communities in socially acceptable ways.

It is also a **cognitive** - or thought-based - concept because members of certain communities learn to expect those conventions.

SLIDE 9: WRAP-UP
To conclude, let's consider how genre concepts relate to the teaching of academic writing.

Knowing the different genres and being able to identify their conventions allow teachers to be text-focused and give students concrete examples.

At the same time, genre-based instruction still allows teachers to be process-focused. It can support the writing process by giving students a clear target of what their readers expect from them.

Slide 10: References
Reference:
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Last, S. (2014). *Technical writing essentials.* Victoria, Canada: University of Victoria Digital Press. https://pressbooks.bccampus.ca/technicalwriting

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Optional: Additional engagement

As a teacher of academic writing, you may find that your students need to learn the conventions of different genres that belong to a so-called family of genres because they share similar writing conventions. You will also need to be aware of the different kinds of writing assignments that your students will need to produce for courses in their academic discipline. Consider the examples that Nesi and Gardner (2012) provided in the table below and think about your own context and students.

Different Genres of Writing based on Academic Discipline

Genre Families	Writing Assignments in Engineering	Writing Assignments in History	Writing Assignments in Sociology
Critique	*Product evaluation* *Technical evaluation*		
Essay	*Exposition* *Discussion*	*Exposition* *Discussion*	*Exposition* *Discussion*
Methodology recount	*Lab report* *Design report*		*Research report*
Narrative recount	*Reflection on teamwork*	*Library research*	*Interview*
Research report	*Research project paper*	*Long-form essay*	*Long-form essay*
Proposal	*Design proposal*		*Research proposal*

Is there anything in this table that you may want to include in an academic writing course that you are teaching or may be teaching in the future?

Reference:
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Nesi, H., & Gardner, S. (2012). *Genres across the disciplines: Student writing in higher education*. Cambridge University Press. (https://www.cambridge.org/core/books/genres-across-the-disciplines/787FE528579C2E0B646313025227A8CB)

Additional Resources:

- A Process Genre Model for Teaching Writing: This article explains the product, process, and genre approaches and provides a lesson plan. (https://americanenglish.state.gov/resources/english-teaching-forum-2005-volume-43-number-3#child-621)

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Module 1: Backward Design

Let's learn about Backward Design!
In this part of Module 1, you will learn about an approach to developing an Academic Writing course.

Here are two key questions to consider while you read:

1. How do you determine what to include in a course?
2. What is a learning objective?



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Optional: Additional engagement

Think about the term "Backward Design" - make your best guess about what it may mean and write down any notes and questions you have. Keep your notes until after you read the following two pages, so you can later compare your ideas.

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MODULE 1: COURSE PURPOSE AND LEARNING OBJECTIVES

Please note: **Words in bold** can be found in the Course Glossary.

Depending on your context, course development can look different. You may teach a course that already has a structure, schedule and assessments determined by your institution. Or, you may be on your own to develop a course and have very little guidance. One approach to designing an academic writing course is known as Backward Design.

Backward Design, also called backward planning, means developing a course by starting with the learning objectives you want students to achieve. Then, you work backward to plan what units, activities, and strategies you will use to meet those goals. Harrington and Thomas (2018) identify five steps for developing an academic writing course using Backward Design:

Step 1: Defining the purpose of the course
You should first consider the purpose of the course. You may want to ask yourself such questions as: How does my course fit within the rest of the **curriculum**? How will my course support the needs of my students? How will this course help students in other courses or in their future careers? These questions are important for stating the purpose of your course. Here is an example purpose statement.



Example*: Course description with a statement of course purpose*

The purpose of English 101C is to prepare undergraduate non-native speakers of English for success in all academic writing assignments. Students who pass this course will be prepared to enter the next required English course. We cover a range of writing tasks and projects that are typical of what you will have to produce in other university courses. The assignments are designed to teach you text patterns, genre conventions, writing process steps, vocabulary, grammar, and document design that are essential to academic success. You will learn, practice, and then demonstrate mastery of these skills through four major units of study.

Step 2: Specifying course-level learning objectives
Once you have considered the purpose of the course, you can begin thinking about **course objectives** (sometimes referred to as course outcomes). Course objectives are the overall goals you want students to be able to achieve by the end of the course. It is important that course objectives are specific and measurable. Specific objectives clearly state what students will be able to do by the end of the course. For example, "*improve writing skills*" is not as specific as "*match writing to an academic audience*." Measurable objectives can be measured using a rubric. "*Improve writing skills*" is not as easily measured as a specific objective like "o*rganize essays with clear main points*."

The following examples of objectives can help students answer the question "*What will I be able to do by the end of this course?"* Notice how the instructor has used precise verbs to express a specific objective, and each objective could be evaluated using a rubric.

Example*: Course objectives*

1. *Understand the text requirements of written assignments in all courses;*
2. *Be independent writers who can plan and express their message, understand and respond to feedback, evaluate strengths and weaknesses in their own and others' writing, and revise writing for greater effectiveness;*
3. *Engage in discussions, provide commentary, and contribute to oral and written dialogue in small and large groups;*
4. *Read and think critically and express critical ideas;*
5. *Locate and evaluate credible sources and incorporate source material responsibly with citation and documentation;*
6. *Proofread, edit, and correct drafts for common errors of syntax, mechanics, and word usage.*

Step 3: Developing unit learning objectives

After your **course objectives** are specified, you can determine objectives for units (or sets of lessons) that can help students meet the course-level objectives. This means that there should be a clear connection between what is planned for class and the overall course-level objectives. Here is an example.

Example: Unit Objectives

Step 3: Developing unit learning objectives

Course objective	*Unit objective*
Understand the text requirements of written assignments in all courses.	*Structure paragraphs that develop the thesis and guide the reader through the message.*
Be independent writers who can plan and express their message, understand and respond to feedback, evaluate strengths and weaknesses in their own and others' writing, and revise writing for greater effectiveness.	*Use a cluster diagram as a pre-draft planning technique.*
Locate and evaluate credible sources and incorporate source material responsibly with citation and documentation.	*Find and incorporate two-three sources into your essay using an appropriate citation style.*

Proofread, edit, and correct drafts for common English language errors of syntax, mechanics, and word usage.	*Proofread and use tools to check for correctness, especially in verb tenses, gerunds and infinitives, and parallel structure.*

Reference:
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Harrington, C., & Thomas, M. (2018). *Designing a motivational syllabus: Creating a learning path for student engagement*. Stylus Publishing, LLC. https://www.google.com/books/edition/Designing_a_Motivational_Syllabus/rORdDwAAQBAJ?hl=en&gbpv=1&printsec=frontcover

Additional Resource:
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Syllabus and Assignment Design: This website from Dartmouth has additional guidance on creating a syllabus and assignments that align.

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MODULE 1: ASSIGNMENTS, ASSESSMENTS, AND ACTIVITIES

Please note: **Words in bold** can be found in the Course Glossary.

There are two more steps for developing an academic writing course using Backward Design to learn about.

Step 4: Creating assignments and assessments
When the unit objectives are ready, you can use them to guide you in creating assignments (what you will have students do in and outside of class) and assessments, or tests (how you will evaluate student work--more on this in Module 7). **Aligning** your course assignments with the learning objectives means that you are always working toward accomplishing the purpose of the course. One unit or assignment can target multiple objectives at the same time.

Take a look at an example alignment of objectives to an assignment and assessment (see next page).

Step 5: Creating class activities leading to completing assignments
The next step is to decide what happens in the classroom. Based on the assignments and assessments you have chosen or created, you can break your course units into lessons that support students in completing their assignments. In Module 2, we will describe a '**process approach**' to teaching writing,

which is one way to break an assignment into steps for students. Take a look at an example schedule showing a process approach to a writing assignment (see next page).

Example: Unit Objectives

Step 4: Creating assignments and assessments

Course Objective	Unit objective	Assignment	Assessment
Understand the text requirements of written assignments in all courses	Structure paragraphs that develop the thesis and guide the reader through the message	Expository essay analyzing aspects of the writer's identity	Rubric description: Each supporting point has a topic sentence and is linked to the idea of the thesis.
Proofread, edit, and correct drafts for common English language errors of syntax, mechanics, and word usage	Proofread and use tools to check for correctness, especially in verb tenses, gerunds and infinitives, and parallel structure		Rubric description: Verb tenses, verb forms, gerunds and infinitives are used correctly.

Example: Class activities

Week 1: An expository essay is a genre of essay that communicates facts and gives a clear explanation of a topic, process, or set of ideas. Look at examples of expository essays. Brainstorm ideas and create a diagram to show what you can write about.

Week 2: Choose two or three topics to write about and create an outline and thesis statement. Write the first draft of your expository essay.

Week 3: Review the work of classmates in a peer response workshop. Revise your expository essay based on feedback from your classmates and instructor. Edit your essay and submit your final draft

Reference:
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Harrington, C., & Thomas, M. (2018). *Designing a motivational syllabus: Creating a learning path for student engagement*. Stylus Publishing, LLC.
https://www.google.com/books/edition/Designing_a_Motivational_Syllabus/rORdDwAAQBAJ?hl=en&gbpv=1&printsec=frontcover

Additional Resource:
(This content is copyrighted, and cannot be adapted in any way, or distributed after the end of this course. It is not Public Domain or Creative Commons-licensed, and therefore not for public use.)
Syllabus Infographic Templates: An enhancement to add to your course: This site provides templates that can be used to visually enhance syllabi.

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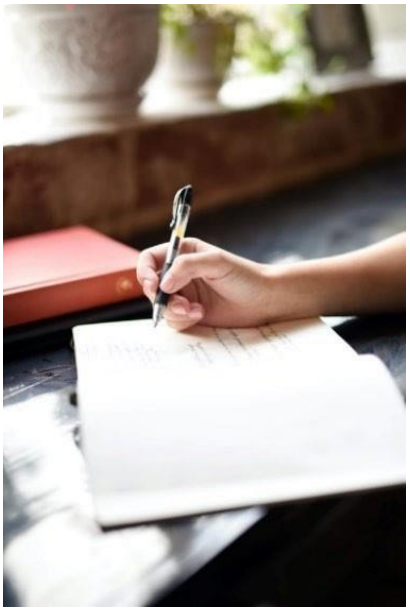
MODULE 1: SYLLABI

A **syllabus** is a document a teacher develops and shares with the students at the beginning of a course. The syllabus provides the most essential information about the course, including the topics and the assignments, as well as the schedule that the course will follow. A syllabus can also be used to give a new instructor background information about the course.

As a syllabus is often the first impression of a course for students, we recommend that you create a student-centered syllabus. In other words, your syllabus should do more than just present basic course information. It should inform the students about what to expect, how to succeed, and how learning will be assessed, also providing additional resources to facilitate learning. Additionally, your syllabus should set a student-centered tone, which can be done by addressing the students and using positive and welcoming language. For example, you may say "Your attendance is valued, and in-class activities are an important part of your learning." With that, you will show that you care about the success of your students and about the effectiveness of your course.

Sections of a syllabus
Though syllabi can differ based on context, there are some sections that are always included. According to Harrington and Thomas (2018), academic syllabi have the following core components:

- **Course information**: name of the course, when and where it meets, required course materials, required readings, calendar with due dates;
- **Instructor information**: instructor name, contact information, office location, and student hours;
- **Course description**: short explanation of the purpose and focus of the course, subject topics, teaching approach, and how students will benefit from the course;
- **Course objectives**: overall goals students should be able to achieve by the end of the course;
- **Assignments and assessment**: brief description of assignments with an explanation of their purpose and with guidelines, grading scale;



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- **Course policies**: attendance policy, late work policy, academic honesty policy.

Additionally, the following sections are recommended for a welcoming, student-centered syllabus:

- **Grading rubrics**: example rubric(s) that show how students will be assessed on a specific assignment;
- **Academic integrity**: statement on academic honesty and avoiding plagiarism;
- **Resources**: list of offices and services that can help students on campus;
- **Additional information**: tips for success, grade appeal information, statements of accessibility, diversity, disability and religious accommodations, mutual respect and professionalism, etc.
- **Tips for success**: advice to students on how to complete their work in the course more successfully;
- **Course schedule**: outline of topics, assigned readings, homework, and assignments for each class session from the beginning till the end of the semester.

Examples: Syllabi for Academic Writing Courses

You can see examples of both core and additional core components in the syllabi for three courses in the Sample of Academic Writing Course Syllabi Handout (see sample below). Two syllabi are from undergraduate courses and one from a graduate-level course.

Reference:

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Harrington, C., & Thomas, M. (2018). *Designing a motivational syllabus: Creating a learning path for student engagement*. Stylus Publishing, LLC.

Additional Resource:

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Learner-centered syllabus checklist **-** A resource from Iowa State University's Center for Excellence in Learning and Teaching on what to include in your syllabus.

"Example" by Iowa State University is licensed under CC BY 4.0.

Module 1: Sample of Academic Writing Course Syllabi Handout

Course 1 title: Advanced ESL Academic Writing

Course Information

Course title: Advanced ESL Academic Writing
Required course material: Online Textbook accessed through Blink Learning: *Final Draft 4 with Writing Skills Interactive (WSI)* edited by J. Lambert (ISBN: 9781107495586).
Class times: Tuesday and Thursday, 12:40pm-2:00pm
Location: Ross Hall, Room 0020
Learning Management System: Canvas

Instructor Information

Instructor: First and Last Name
Instructor's contact information: firstlastname@iastate.edu
Student hours: Wednesdays and Fridays, 9:00am-10:00am

Course Description

The purpose of this course is to prepare undergraduate non-native speakers of English for success in all academic communication assignments with an emphasis on written work. Students who satisfactorily engage in this course will be prepared to enter First-Year College Composition. We cover a range of communication tasks and projects that are typical of what you will produce in other university courses. The assignments are designed to teach you text patterns, genre conventions, writing process steps, vocabulary, grammar, and document design that are essential to academic success.

Course Objectives

Upon the completion of this course, students will be able to

1. Understand the demands of written assignments in all courses
2. Be independent writers who can process feedback, identify weaknesses, evaluate effectiveness, and revise compositions
3. Proofread, edit, and correct drafts for common ESL errors of syntax, mechanics, and word usage
4. Engage in discussions, provide commentary, and contribute to dialogue and consensus in small and large groups
5. Read and think critically and express critical ideas
6. Locate and evaluate credible sources and incorporate source material responsibly with citation and documentation.

Assignments

You will learn, practice, and then demonstrate mastery of course skills through four major units of study.

Assignments	***Description***
Major Assignment 1	Expository essay on identity
Major Assignment 2	Analysis essay on cultural comparison
Major Assignment 3	Summary and response on current events
Major Assignment 4	Critique and commentary through movie review website

Minor Assignments	Textbook readings, textbook exercises, Writing Skills Interactive, Quizzes, and other exercises
Presence and Participation	Discussions, online activity (logs), consistent and timely submissions, responsiveness to communications and feedback

Assessment

The work required of you at the university is often more difficult than what you have done in the past. Expectations and standards are even more challenging because you are pursuing a university degree in a language other than your native language. Therefore, earning As and Bs at Iowa State University requires strong, consistent effort. Be realistic about what it takes to get good grades; start assignments early and work steadily to avoid last-minute rushing.

Your assignments in English 100 have detailed instructions and include evaluation criteria and rubrics to help you understand the required work. Here is an example evaluation rubric for Major Assignment 2: Analysis essay on cultural comparison.

Context - The thesis contains a clear stance or controlling idea and forecasts the main ideas (analytical categories) in a parallel form. - The opening paragraph has the needed background information to establish the context of you and your classmate.	10 points
Substance - Supporting points are divided logically to break down the topic. - Explanation, description, and examples are used to fully develop the ideas. - Unique details are presented about you and your partner. The substance is specific and insightful, not general.	10 points
Organization - Each topic sentence is clearly linked to the controlling idea of the thesis and presented one aspect (or one of the forecasted ideas) of the topic. - Ideas within paragraphs are logically developed and cohesive. Cohesive devices are applied to connect ideas. - A concluding paragraph reinforces the connection between the parts and the whole.	10 points
Style - Verb tense, verb forms, word forms, and sentence structure are correct. - Fragments, comma splices, and run-on sentences are avoided. - Uses logical connectors and sentence variety to show the relationships between ideas (cohesion). - Proofreading and editing show careful attention to clarity, accuracy, and correctness of expressions.	10 points
Delivery and Revision - Shows significant revision from previous submitted drafts - Uses required document formatting (font, margins, indents, line spacing, full heading, file name) - Has a unique title and accurate file name.	10 points
Total	50 points

Course Policies

Participation in an in-person or hybrid section

Much of what we do in this course cannot be rescheduled for you individually, made up, or accepted late, regardless of your reason for missing class. Therefore, the Coordinator of 100 courses mandates that the following policy be enforced in all sections of the course:

- Missing more than three classes will lower your grade will reduce your class grade by a step (a B+ becomes a B; a C- becomes a D+). After a total of four absences, or if you miss more than two weeks in a row, you must drop the course or you will receive an F.
- Even with a valid reason to miss, you can accumulate so many absences in a semester that your work is too compromised for you to remain in the class. You may be advised to drop the course and take it in a semester when you can attend regularly.

Participation in an online section

To ensure that you stay on track with your course participation and with the submission of your work, please be sure to do the following:

- Log onto Canvas several times a week.
- Check your email on a regular basis (at least once per day).
- Participate in discussions and follow the netiquette rules. Failing to follow these rules will result in an 'F' for the assignment.

If you fail to complete 2 consecutive weeks of assignments and activities, you will receive an 'F' and will need to drop the course.

Late Work Policy

Please communicate with your instructor in advance if you need additional time to complete an assignment for any reason. Your instructor may allow an extension for the assignment deadline. Unless you have received a pre-approved extension, the following late work policies will apply.

For major assignments:

- Submissions up to 1 week late will receive a reduction of a full letter grade equivalent to 10% of the available points.
- Submissions more than 1 week late require instructor approval and will receive a deduction of two full letter grades equivalent to 20% of the available points.

Late work will not be accepted for learning activity assignments such as discussions, quizzes, exercises, and workshops without the approval of the instructor. Late work will not be accepted after the final day of class for the course.

Academic Integrity

Plagiarism is using someone else's work, turning in work you did not do, using someone else's words or ideas and presenting it without citing the source, or using cited sources without sufficient paraphrasing. Understanding what constitutes plagiarism and academic dishonesty will help prevent you from committing these acts inadvertently and will strengthen your writing.

This course is the place to learn and practice the art of using sources without plagiarizing. Plagiarism is a serious legal and ethical breach and is treated as such by the university. Detecting plagiarism in this course is often easy for an instructor who is familiar with your work. Once detected, it is mandatory that the English Writing courses Coordinator be notified and consulted about consequences.

If you have questions about using outside sources correctly, see your instructor or the Writing and Media Center before you turn in an assignment. Also see this Library guide at https://instr.iastate.libguides.com/c.php?g=49334.

Student Support Resources

ISU's Writing and Media Center: The Writing/Media Help Center, located in Carver 300, offers Iowa State University students free, individualized instruction in all aspects of writing. You may drop in or sign up for a scheduled appointment. Call (515) 294-7430 or check out the website http://www.dso.iastate.edu/wmc. Business Majors have the College of Business Communications Center just for you: www.business.iastate.edu/communications-center.

ISU Library: People at the Library and online are ready to help you – use this valuable resource to your advantage – www.lib.iastate.edu.

***Student Disability Resources*:** Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff by email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building.

Course Schedule

You will learn how to use every stage of the Writing Process to generate your written assignments. There will be four major composition assignments to complete, and each major assignment requires you to do each of these stages:

1. submit on time a pre-draft topic planning tool,
2. submit on time a first complete draft,
3. get feedback and revise the draft to improve it, and
4. submit a final draft for the assignment grade.

Unit 1: Expository Writing: Elements of Identity

Week	Activity	Assignments due
1	Prewriting activities	Submit planning tool
2	Drafting exercises	Submit complete first draft
3	Peer response, revision, and editing	Final draft of Assignment 1

Unit 2: Analytical Writing: Cultural Comparison

Week	Activity	Assignments due
4	Prewriting activity: partner interview	Submit planning tool
5	Drafting exercises	Submit complete first draft
6	Peer response, revision, and editing	Final draft of Assignment 2

Unit 3: Summary and Response: Current Events in The Information Age

Week	Activity	Assignments due
7	Research activities: finding an article and avoiding plagiarism	
8	Reading activities: summarizing and avoiding plagiarism	Submit planning tool
9	Drafting exercises	Submit complete first draft
10	Peer response, revision, and editing	Final draft of Assignment 3

Unit 4: Critique and Commentary: Movie Review Website

Week	Activity	Assignments due
11	Reading activity: example movie reviews	
12	Drafting exercises: creating a movie review website	Submit planning tool
13	Peer response, revision, and editing	Submit complete first draft
14	In-class presentations	Final draft of Assignment 4

Additional Information

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. An effective learning environment not only values but also welcomes and supports diversity and the open discussion of diverse thought. The environment in the classroom is a safe place to discuss any topic: All perspectives must be allowed. Anyone who negatively impacts the comfort or safety of open discussion will be referred to Student Services for diversity training and support. Your instructor promises to help maintain the comfort and safety of all. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, Hotline 515-294-1222, email eooffice@iastate.edu.

Course 2 title: ESL Academic Writing I

Course Description

This course is meant to prepare you for the writing requirements of your university work. It covers advanced points of English grammar as they apply to aspects of academic writing, as well as the key writing processes. You will also learn how to analyze and improve your own writing by reading and responding to your classmates' drafts. If you successfully complete the course, you will have increased your skills and confidence in writing at the sentence and paragraph levels and be ready to move on to English 100.

Course Information

Course title: English 99: ESL Academic Writing 1
Required course material: *Engaging Writing 1: Essential Skills for Academic Writing* by Mary Fitzpatrick
Class times: Monday, Wednesday, and Friday, 9:00am-10:00am
Office hours: Monday and Friday, 10:00am-11:00am
Location: Ross Hall, Room 0020
Learning Management System: Canvas

Instructor: First and Last Name
Instructor's contact information: firstlastname@iastate.edu

Course Objectives

Upon the completion of this course, students will be able to

1. Apply critical reading strategies to academic texts, such as articles and textbooks
2. Summarize a variety of readings
3. Organize paragraphs around controlling ideas
4. Develop your ideas, draft, and revise writing
5. Edit for advanced grammar features such as verb tense, relative clauses, and modal verbs.

Assignment Information

You will learn, practice, and then demonstrate mastery of course skills through five major units of study.

Assignments	***Description***
Paragraph 1	Process paragraph
Paragraph 2	Description paragraph
Paragraph 3	Reason paragraph
Paragraph 4	Cause and effect paragraph
Midterm exam	
Final exam	
Minor Assignments	Drafting exercises, grammar- and vocabulary-related exercises, writing strategy practice, and peer reviews of your classmates' writing

Assessment

In general, work in this course may be more difficult and a different type of writing than you have encountered previously. Success in this course requires consistent effort. Each assignment will have its own criteria, and you can see a general description of the grades below. Please note that earning an A or a B requires extra effort beyond the basic requirements of an assignment. Here is what the grades mean:

A Work meets a "B" criteria, plus has originality in terms of content, expression, or organization.
B Work meets the criteria of the assignment and excels in level of support, organization, and expression.
C Work meets the criteria of the assignment.
D Work meets one or more parts of the assignment in an incomplete way.
F Work is missing main parts of the assignment, organization confuses readers, expression interferes with comprehensibility.

Course Policies

- You are encouraged to use English as much as possible in class to enhance your learning.
- Classes are conducted in a discussion/workshop format and depend on your active learning. Therefore, regular attendance and discussion with classmates and the instructor are important. Missing class time will affect your grade and too many absences mean that you must drop the course.
- All homework should be typed and submitted to our learning management system, Canvas.
- Final drafts will be penalized one letter grade (e.g., from *B* to *C*) for each class period they are late. Other late work is not accepted.

Academic Integrity

In an academic context like our university courses, plagiarism (using someone else's work without giving them credit) is unacceptable. Learning about academic honesty will help you avoid plagiarism and will help your writing as you learn to use sources to support your work. Plagiarism is a serious issue, and according to university policy, must be reported. If you have any questions about plagiarism, see your instructor before turning in an assignment.

Student Support Resources

Office hours: Come see me. You can drop by during office hours or make an appointment to see me at another time if you have questions about the course or other issues.

The Writing and Media Center (300 Carver) provides individualized help from trained tutors, and is free for ISU students. You may email them at writectr@iastate.edu or call them at 515-294-5411 to set up an appointment. For more information, go to www.dso.iastate.edu/wmc.

Course Schedule

This schedule may change depending on our progress. Please check Canvas regularly for more specific weekly schedules.

Dates	Topic	Content	Major Assignments/Readings
Week 1	Diagnostic Test Introduction to Class	Diagnostic Test Introduction to Class Getting acquainted & Needs assessment	Read Chapter 1
Week 2	*Ch1 Process* E-mail and letters Formality/Apologies	Reading and Writing based on the textbook & Process Writing Language Focus – Part of speech	
Week 3	Ch1 *Process*	Language Focus – Part of speech	Submit the draft of Process paragraph by Friday midnight
Week 4	Individual Conferences	Meet @ in instructor's office	The 1st assignment→ Process Paragraph Due Read Chapter 2
Week 5	Ch2 *Descriptive*	Reading and Writing based on the textbook Language Focus – Verb Tense	Submit the draft of Descriptive paragraph by Friday midnight
Week 6	Ch2 *Descriptive*	Work on the draft/revision for the 2nd assignment Language Focus – Verb Tense	The 2nd assignment→ Descriptive Paragraph Due (Oct 3, 11:59pm)
Week 7	Mid-term exam	Review for the midterm exam	Midterm Exam Read Chapter 3
Week 8	Ch3 *Reason*	Reading and Writing based on the textbook Language Focus – Conjunctions, transitions	Submit the draft of Reason paragraph by Friday midnight

Week 9	Ch3 *Reason*	Work on the draft/revision for the 3rd assignment Language Focus – Run-on sentences, comma splices	The 3rd assignment → Reason Paragraph Due Read Chapter 4
Week 10	Ch4 *Effect*	Reading and Writing based on the textbook Language Focus – Subject-verb agreement	Submit the draft of Effect paragraph by Friday midnight
Week 11	Ch4 *Effect*	Work on the draft/revision for the 4th assignment Language Focus – Articles	The 4th assignment → Effect Paragraph Due
Week 12	Ch5 *Contrast*	Reading and Writing based on the textbook Language Focus – Relative clauses	Submit the draft of Contrast paragraph by Friday midnight Read Chapter 5
Week 13	Ch5 *Contrast*	Work on the draft/revision for the 5th major assignment Language Focus – Noun clauses	The 5th assignment → Contrast Paragraph Due Read Chapter 6
Week 14	Fall Break		
Week 15	Review and Revision	Reading and Writing based on the textbook Language Focus – Modal verbs	
Week 16	Final exam prep	Language Focus - Conditionals Preparation for Final Exam	
Week 17	Final exam week	(Your exam day and time will be determined by the university final exam schedule, which will be available later in the semester.)	

Additional Information

Disability accommodation: If you have a disability and require special accommodations, please contact me early in the semester so that your learning needs may be appropriately met.

Email: Please note that I respond to email between 9:00am and 6:00pm on weekdays.

Course 3 title: Academic English For Graduate Students

Course Description

This course focuses on the communication needs of international graduate student non-native speakers of English. You will learn how to compose and deliver academic texts in a range of academic fields and genres. By completing this course you will develop the communication skills necessary for effective graduate students and professionals.

Course Information

Class days and locations: Tuesdays: 1308 Beyer Hall – Thursdays: 0015 Ross Hall
Class time: 11:00 am – 12:20 pm

Instructor: Instructor name
Office hours: I'm happy to meet you on Tuesdays and Thursdays 12:30 - 1:30pm at my office. I also welcome to arrange an appointment outside these time slots on my Webex Personal Room.
E-mail: Please don't hesitate to contact me at instructor@iastate.edu for any questions or concerns about the class.
Required textbook: Swales, J.M., & Feak, C.B. (2012). *Academic writing for graduate students: Essential tasks and skills.* Ann Arbor, MI: The University of Michigan Press. 3rd Edition ISBN: 9780472034758

Course Objectives

Upon completing the course, you will be able to do the following:

- Analyze and compose appropriate emails
- Compose a discipline-specific article
- Self-edit to improve your writing
- Summarize, paraphrase, and cite your work
- Communicate orally in group discussions.

Assignments

Major Assignments (55% of total grade):
There are six major writing assignments. To complete the work, you will submit the first draft ON TIME, participate in error correction and exercises for revising the draft and submit a final draft ON TIME for the assignment grade. You may have to revise the drafts several times before the assignment is complete depending on peer, writing consultant, or instructor feedback.

Minor Assignments (15% of total grade):
There will be regular small assignments, even if they are not listed on the schedule, so please plan accordingly. These assignments are designed to complement the major assignments and to help improve your overall ability to use English for communication.

Class Participation and Attendance (10% of total grade)
To receive full grade for Class Participation and Attendance, participate in class discussion as necessary and do not exceed more than 2 unexcused absences.

3 Minute Thesis (3MT) Presentation (10% of total grade):
You will be required to give a presentation following the 3-Minute-Thesis (3MT) style.
Final Reflection (10% of total grade):
This is a reflection on your learning progress in this class.

Assessment

Your final grade is determined by your scores on the assignments above. The percentages indicate the weight of each assignment. The proportion of points in each area may differ, so your final grade may not exactly match those percentages.

Your assignments will receive a grade based on the following categories: organization, content, conventions, and vocabulary.

Course Policies

If you must miss a class because of an emergency, you are responsible for finding out what you missed and for completing homework assignments. You cannot pass the class with more than 4 absences (i.e., starting with your 5th absence you will automatically fail the course). If you need to be absent from class, please let your instructor know in advance by email. Exceptions can be made on a case-by-case basis for emergencies, accidents, or serious illnesses.

Late submissions will be assessed a 10% penalty for each calendar day they are past due, with zero points being awarded past 7 calendar days past due.

Academic Integrity

Iowa State's Academic and Research Misconduct Policy prohibits plagiarism (using another person's writing or copying any work without proper citation); falsification; unauthorized collaboration during a test or on an assignment or substitution for another student to take an exam, course, or test; and other forms of academic dishonesty. If you are to benefit from this class and be properly evaluated for your contributions, it is important for you to be familiar with and follow Iowa State's Academic Dishonesty and Research Misconduct Policies. Students are also encouraged to review these Student Resources.

If you have questions about using outside sources correctly, see your instructor, or the Center for Communication Excellence for support (https://cce.grad-college.iastate.edu) before you turn in an assignment. The Library also can help you (http://instr.iastate.libguides.com/content.php?pid=10314).

Student Support Resources

Student Success Concerns

You are responsible for meeting your goals in this course, but there is support across campus available to you. You can contact the Student Success Center or the Center for Communication Excellence to talk with a specialist about strategies for improving course performance and communication skills.

Mental Health Support

The Student Counseling Center is open Monday through Friday from 8 a.m. to 5 p.m. If you need to speak with a counselor after hours and are on campus, you can access a counselor through Campus Public Safety 555-838-8481.

Course Schedule

This is a tentative schedule for the semester.

Week	**Topic(s)**	**Assignments**
1	Introduction to the course Plagiarism	Complete minor assignments
2	Emails	Complete minor assignments Submit MA1: Emails
3	Starting Research Paper: Outline and Collecting Resources & Engage Your Resources	Complete minor assignment: Collecting resources
4	Introduction and Literature Review	Submit draft 1 of Introduction Book writing consultation for Methods

5	Introduction and Literature Review	Attend writing consultation meeting Submit draft 2 of Introduction Book writing consultation for Methods or Results
6	Methods	Submit draft 1 of Methods Book writing consultation for Methods or Results Book conference meeting with instructor
7	Methods	Attend writing consultation meeting Submit Draft 2 of Methods Book writing consultation for Results or Discussion/Conclusion
8	Conference meetings	Attend Conference Meeting with instructor
9	Results	Submit draft 1 of Results Book writing consultation for Results
10	Results	Attend writing consultation meeting Submit draft 2 of Results Book speaking consultation for 3MT
11	Discussion/Conclusion	Submit draft 1 of Discussion/Conclusion
12	Discussion/Conclusion	Submit draft 2 of Discussion/Conclusion
13	3MT	3MT
14	Abstract	Submit Abstract
15	Final Reflection	Final Reflection

Additional Information

Appealing your final grade:

If you feel that your final grade does not reflect the quality of the work you produced throughout the semester, please first discuss the issue with your instructor. If, after talking with your instructor, you still feel that your grade does not reflect the quality of your work, you can file a grade appeal with an appropriate person in the department. For a grade appeal, you will need to submit the following materials:

1. A memo explaining why your final grade does not reflect the quality of work you produced,
2. All the work you completed during the semester (including major assignments and weekly assignments like discussions and workshops),
3. The course policies with grade breakdown.

A panel of instructors will review your materials blindly and assign a grade based on the quality of the work. If the grade the panel assigns is higher than the grade you received, your grade will be changed accordingly. If, however, the grade the panel assigns is lower than the grade you received, your grade will remain the same.

MODULE 1: OPTIONAL DISCUSSION: MY ACADEMIC WRITING TEACHING AUTOBIOGRAPHY

You Decide This task is OPTIONAL

Discussion

Describe what your academic writing experience has been - as a teacher, student, or researcher. Consider the following questions as you prepare your response:

- **What academic writing courses have you taken (or taught)?**
- **How were they taught? Were they learner-centered or teacher-centered?**
- **Did you (or your students) have a good learning experience? Why or why not?**



"Passion led us here" by Ian Schneider via Unsplash is licensed under the Unsplash license

To help you better address these questions, we asked several guest speakers to share their thoughts about:

- What academic writing is;
- What kind of academic writing they do;
- What the biggest challenge in teaching academic writing is for them.

Listen to what our guest speakers have to say. Their ideas may be similar or different from what you have experienced in your life and career. If relevant, build on the ideas in the videos when you respond to this discussion task. Your discussion post should be between 300 and 500 words. You should give specific examples to support your ideas. See the Self-Assessment Checklist for ideas that you may want to address in this discussion.

>>>> Please note that this discussion can only be completed in Canvas. <<<<

Video: My Academic Writing Teaching Autobiography - Guest Speakers

Watch this Welcome to the Course Video where we introduce the course.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Text: My Academic Writing Teaching Autobiography Guest Speakers Video Transcript

What is Academic writing?

Carol Chapelle, Distinguished Professor

Academic writing supports the discovery, teaching, and learning of knowledge and understanding in many different fields of study. Academic texts are often supported by images so academic writing is a multimodal creation.

Abram Anders, Associate Professor

Academic writing is writing for the purpose of learning and creating knowledge. Writing to learn can include informal and developmental writing such as freewriting, note-taking, outlining, and summary. It may also involve multimodal composing such as interviewing, mind mapping, annotating, or storyboarding. Writing to create knowledge often builds on this type of developmental writing to create formal works designed for specific academic audiences such as proposals and reports or even research articles and books. These works may also involve multimodal composing in the form of posters, slideshows, and videos.

Jim Ranalli, Assistant Professor

Academic writing is a type of writing that is used primarily at institutions of learning (especially universities) and in scholarly publications.

Sarah Huffman, Assistant Director of Centre for Communication Excellence

Academic writing is a term used to refer to a broad range of writing conducted at the academy or university level. It can include writing different types of papers as coursework. But it could also include writing research articles, grant proposals or fellowship or scholarship applications, job application materials (like cover letters or research and teaching statements), and even writing for theses, dissertations, and capstone projects.

Emily Dux Speltz: Graduate Student

To me, academic writing means that you are writing for an audience of academics using a professional tone, clear organizational structures, and reliable sources (when applicable). Additionally, academic writing requires that you stick to the expectations of particular genres depending on the context and purpose of your writing.

What kind of academic writing do you do?

Jim Ranalli, Assistant Professor

In my day-to-day work, I write a lot of email messages to colleagues, students, administrators, collaborators, and so on. I also write research articles for publication in scholarly journals and edited books.

Sinem Sonsaat-Hegelheimer, Assistant Professor

I mostly write empirical research articles but also reviews, newsletter reports, and commentaries, as well as editorial notes for an academic journal in my field.

Joan Chamberlin, Associate Teaching Professor

My academic writing has included newsletter articles, proposals for educational programs, curriculum descriptions, accreditation documents, and conference proceedings.

Febriana Lestari, Graduate Student
I have experience composing several statements of purpose when I was applying to graduate schools in the US and for some scholarship competitions. Along with those essays, I have learned how to do academic writings for IELTS, TOEFL iBT, and GRE, and I accomplished high scores of the academic writing sections on those tests. As a graduate student, I am writing essays and class projects. Other than that, I am now teaching composition for course for first-year students. So, I am working together with my students to compose different types of essays.

What is the biggest challenge in teaching academic writing?

Carol Chapelle, Distinguished Professor
The biggest challenge is that academic writing is about knowledge and understanding in many different fields, but academic writing teachers are not experts in those fields. That means academic writing teachers need to teach students how to navigate academic writing more generally and strategies for discerning important conventions of the writing in their own fields.

Joseph Cheatle, Director of Writing and Media Center
The biggest challenge in teaching academic writing is that it is initially very daunting for students and there is a pressure for writing to be perfect.

Mark Visonà, Postdoctoral Associate
The biggest challenge for me in teaching academic writing is ensuring my students have access to appropriate sources when developing their arguments. Students sometimes come across sources that are not trustworthy and use the text type of those sources instead of the type of writing assignment that is needed for that assignment.

Sarah Huffman, Assistant Director of Centre for Communication Excellence
The hardest thing about teaching academic writing is getting students to see those patterns in what makes effective genre writing in their discipline. For a person who loves to explore language, this may not be difficult, but there are many students who struggle to articulate why a piece of academic writing is good and how they can, as writers, to meet the expectations of good writing in their areas of study.

Self-Assessment Checklist

- ☐ My response is between 300 and 500 words.
- ☐ I considered what courses I took or taught that involved academic writing.
- ☐ I identified the approaches that were used by course designers and instructors.
- ☐ I considered my own learning experiences and explained if they were learner-centered or teacher-centered.
- ☐ I considered what was most challenging or most rewarding for me in learning academic writing.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an additional challenge for those of you who want to express your ideas and share them with others.

"You Decide - This Task Is Optional", "Discussion", "Video", and "Self-Assessment Checklist by Iowa State University is licensed under CC BY 4.0.

Module 1: Review

MODULE 1 QUIZ

Assess your knowledge of Module 1!

Take the Quiz for Module 1. You can take the quiz as many times as you need. It is set up to keep the highest score. As you take the quiz, you may refer to your notes if necessary. Be sure to read the feedback after you submit your answers. Please note that you must score at least 7 out of 10 points to move on to the next module.

Good Luck!

>>>> Please note that this quiz can only be completed in Canvas. <<<<

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MODULE 1: OPTIONAL TEACHING JOURNAL: COURSE OBJECTIVES



Throughout the course, you will be encouraged to keep a teaching journal. Each journal entry will help you apply what you learn to develop useful instructional materials. We will help you along the way, and we will give you samples to exemplify the materials that you will need to create. As a result, at the end of the course, you will have created an Academic Writing Course (AWC) Materials Packet, which you will be able to use in the classroom and share with other professionals more broadly.

Let's draft course-level learning objectives!

In Module 1, you have learned that when developing a course it is very important to align course objectives to unit objectives, activities, and assessments. In this journal entry, we would like you to think about a writing course that you have taught or might teach in the future. Then, we would like you to draft some learning objectives for that course.
As you work to draft your own course objectives, take some time to think about:

- your teaching context
- the content for your target academic writing course
- most important things you want students to accomplish by the end of your course.

Then, write 5-7 objectives to capture the abilities that you think your student will need to develop. If you need guidance as you reflect on your course and possible learning objectives, you may find the Examples of Learning Objectives Handout helpful.

Optional: Additional engagement

The Examples of Learning Objectives Handout includes example objectives for different approaches or skills for academic writing courses. Take a close look.

You will remember from reading about Backward Design that objectives should be specific and measurable. Additionally, they should explain the larger goals of the course, rather than a topic focused on a particular unit.

Objectives are written from a student's point of view and are often framed as what “students will be able to do” by the end of the course. Notice how the objectives in our examples all begin with action verbs such as “write (a descriptive essay), use (comparison/contrast language), identify (features of academic argument), gather (ideas), analyze and apply (the conventions of a lab report” and so on.

Additionally, note that the objectives in the example cover a range of skills in academic writing – from grammar to organization, to source use. Some also cover related skills such as reading and oral communication.

Self-Assessment Checklist

- ☐ I reflected on the module's topic and considered its relevance for my teaching context.
- ☐ I began with a brief (2-3 sentence) description of the academic writing course that I have in mind. This description includes ideas about the content and target students.
- ☐ I drafted 5-7 course-level objectives. I either drafted my own objectives or adapted some objectives that are appropriate from the Examples of Learning Objectives Handout.
- ☐ I made sure my objectives align with the needs of my students and the educational goals of my program, department, or institution.
- ☐ I considered that many of the same objectives can be addressed by multiple approaches including theme-based, project-based, team-based, etc.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an opportunity to systematically record ideas for those of you who want to prepare materials for teaching an academic writing course. Please write in your own journal (a notebook or an electronic file) because this optional assignment is not to be submitted in Canvas.

"You Decide - This Task Is Optional", "Brainstorm", "Optional", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

MODULE 1: SUMMARY

Video: Module 1 Summary

Watch the Module 1 Summary video to review the main ideas. This will remind you of what you have learned in this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Text: Summary Video Transcript

Congratulations, you have completed Module 1 Overview of Academic Writing Courses!

In this module, you began to learn about teaching academic writing. Let's review the key ideas!

Academic writing is defined as communicating information to members of an academic community.

Academic writing depends on the rhetorical situation, which includes:

who is communicating (writer);
what information (message);
to whom (audience);
for what reason (purpose);
in which situation (context).

Academic writing has six essential features:

1. structure;
2. evidence;
3. critical thinking;
4. accuracy;
5. objectivity;
6. formality.

The rhetorical situation influences the use of these features, so academic writing instruction should address them all in some way.

Academic writing instruction must be learner-centered:

- the teacher acts as a facilitator and guide;
- students are active agents who drive their own learning;
- students bring their own knowledge and experiences to the process of teaching and learning;
- students work together to co-create knowledge.

Academic writing instruction is more effective when combining different approaches:

- Text-focused – explicitly teach students the structures, purposes, and features of texts;
- Process-focused – support students through different stages of writing, from generating ideas to
- drafting, revising, and editing their work;
- Genre-based – teach students the organization and language patterns, or conventions,
- characteristic of specific text types.

When developing an academic writing course, the teacher can use Backward Design to establish course-level objectives that:

- specify what students will be able to do by the end of the course;
- are specific and measurable;
- are aligned with assignments and assessments.

We are glad that you addressed these key ideas in your:

- Optional Discussion: My Academic Writing Teaching Autobiography;
- Optional Teaching Journal: Course Objectives.

We also hope that you will effectively apply them to your future teaching practices.

Our topic for Module 2 is Teaching Process Writing.

We look forward to having you back in Module 2!

MODULE 1 CHECK



Module 1: Check

Please answer one question to verify that you have completed all activities in Module 1. You must choose "yes" in order to move on in the course. This quiz will count as 1 point toward your grade.

>>>> Please note that this module check can only be completed in Canvas. <<<<

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MODULE 2: DOWNLOADABLE PACKET

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MODULE 2: TEACHING PROCESS WRITING
Module 2: Getting Started

OVERVIEW AND TO-DO LIST

Overview

Let's work on Module 2: Teaching Process Writing!

Objective

This module targets **Course Objective 2**: **Develop an understanding of teaching process writing strategies.** By the end of the module, you will be able to accomplish the following **Module Objectives**:

- **2.1.** Learn strategies for planning and implementing the writing process in a writing course;
- **2.2.** Understand the importance of grammar and document formatting for academic writing;
- **2.3.** Apply key concepts to create a prompt for a writing assignment incorporating process writing stages.

To-Do List

Below are the tasks you need to complete in Module 2 with the recommended time as a guide. These time guidelines are only approximate; you may find that you spend longer or shorter on some tasks, depending on your experience with and interest in the topic.

Module 2: Getting Started

- Read this Module 2, Task 1: Overview and To-Do List page (10 mins)
    - Watch the Module 2: Introduction video (10 minutes)

Module 2: Writing Process

- Watch the Module 2: What Is the Writing Process? video (20 minutes)
- Read the pages following the Module 2: Essentials of the Writing Process page
    - Module 2: Pre-Writing Strategies (15 minutes)
    - Module 2: Revising Versus Editing (15 minutes)
- Complete the optional task Module 2: OPTIONAL Discussion: Experience with Integrating Process Writing (30 minutes)



"White ceramic mug on white table cottonbro via Pexels is licensed under the Pexels license

Module 2: Cascading New Knowledge

- Watch the Module 2: Introduction to Cascading New Knowledge video (20 minutes)
- Complete the optional task Module 2: OPTIONAL Discussion: Ways of Sharing Knowledge and Experience (30 minutes)

Review

- Take the assessment on Module 2: Quiz (30 minutes)
- Respond to the optional task Module 2: OPTIONAL Teaching Journal: Process-Based Assignment Prompt (45 minutes)
- Watch the Module 2: Summary video (10 minutes)

MODULE 2: INTRODUCTION



Video: Module 2 Introduction

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Watch this Module 2 Introduction video that introduces you to the most important aspects of this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Welcome to Module 2 Teaching Process Writing!

In Module 2, we will:

- introduce you to the steps of the writing process;
- cover how to teach process writing and tools to help students become proficient academic writers.

You will learn from short video lectures and reading about:

- what the writing process is;
- essentials of the writing process;
- pre-writing;
- revising for meaning and editing for correctness;
- cascading new knowledge.

To help you better understand how key concepts work in actual teaching, we will demonstrate them in:

- a handout with examples of process-based prompts by other teachers;
- a sample of a writing prompt.

You will also have opportunities to interact with each other and engage in:

- Optional Discussion: Experience with Integrating Process Writing;
- Optional Discussion: Ways of Sharing Knowledge and Experience.

To learn 'by doing' and apply your new knowledge, you will work on an Optional Teaching Journal: Process-Based Assignment Prompt. Specifically, you will draft a prompt for a writing assignment with description of the assignment processes.

Your work will be evaluated throughout the module and at the end of the module with help of:

- Quiz for Module 2.

Let's begin learning about teaching process writing in Module 2!

Module 2: Writing Process

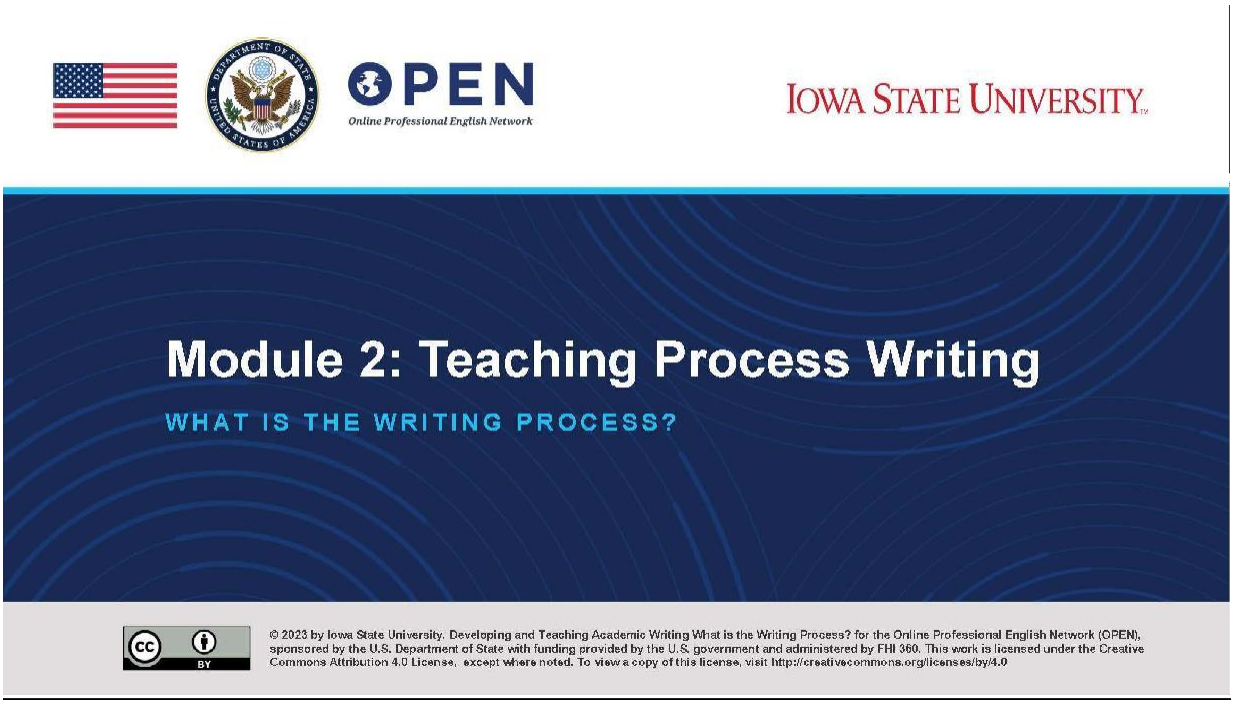
MODULE 2: WHAT IS THE WRITING PROCESS?

Video: What Is the Writing Process?

Watch this lecture introducing the key concepts and stages of the writing process.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Presentation slides: What Is the Writing Process?



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Preview

KEY CONCEPTS OF PROCESS WRITING

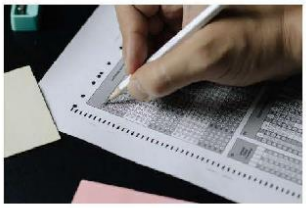
- Teaching Approaches
- Writing Stages
- Timing and order



"Woman in black long sleeve shirt holding white paper" by UX Indonesia via Unsplash is licensed under the Unsplash license

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Product versus process teaching approaches



Product-focused teaching
- What to write
- Writing as a set of skills



Process-focused teaching
- How to write
- Writing as a set of steps

"Person writing on white paper" by Nguyen Dang Hoang Nhu; "Man steps building" by Khiet Tam via Unsplash are licensed under the Unsplash license

Product-focused writing



- Follow a recipe
- Make the same dish every time

- Hard to adjust
- Not individual

"Cooked dish on gray bowl" by Lily Banse via Unsplash is licensed under the Unsplash license

Process-focused writing

- Hands-on
- Experimental

- Creative
- Unique
- Unexpected



"Time to cook" by Robbert van der Steeg via Flickr is licensed under CC BY-SA 2.0

Teaching more than one approach



Product Writing

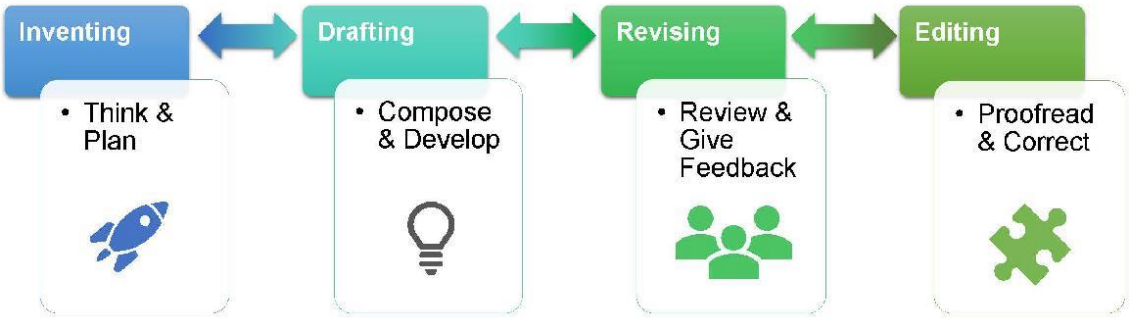
- Teach students what text features are expected
- Teach students how to be creative 'cooks'



Process Writing

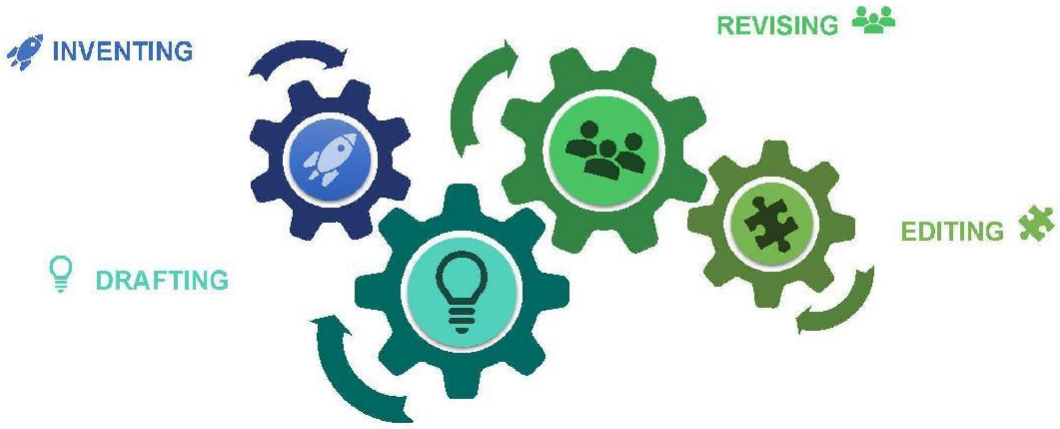
"Woman signing on white printer paper" by Gabrielle Henderson; "Person holding yellow sticky notes" by FORTYTWO via Unsplash is licensed under the Unsplash license

The stages of the writing process



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The stages are not a straight line



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Process writing and language learning

- Develop fluency – the feeling that ideas and language are flowing like water
- Process writing separates writing issues
- Don't slow down Inventing and Drafting with Editing



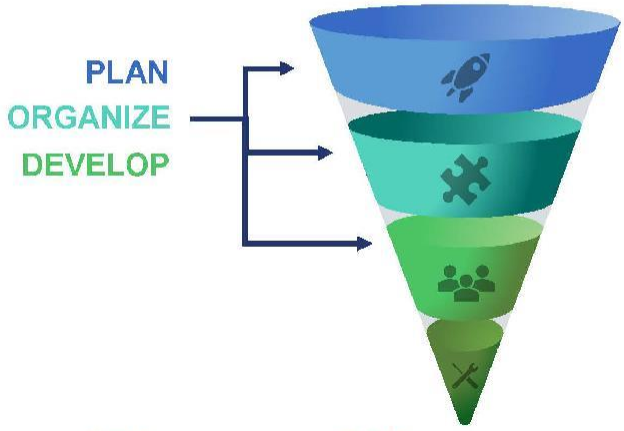
"Multnomah Falls, OR" by Ravi Pinisetti via Unsplash is licensed under the Unsplash license

Global issues come first

Global issues

- Higher-order thinking
- Content-level

➢ Focusing on global issues promotes fluency



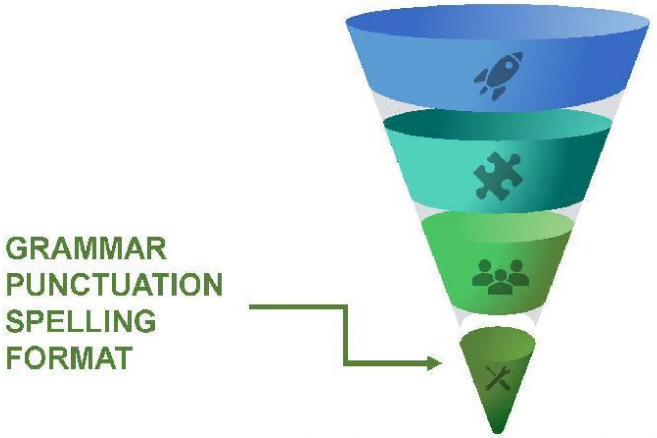
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Local issues come last

Local issues

- Lower-order thinking
- Sentence-level

➢ Focusing on local issues helps the brain process one thinking task at a time



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Wrap up

KEY CONCEPTS OF PROCESS WRITING

- HOW to write, not WHAT to write
- Inventing, Drafting, Revising, and Editing stages
- Stages not in a straight line
- Global issues for early stages
- Local issues at the end stage
- Editing last



"Cocoon transformation butterfly" by Suzanne D. Williams via Unsplash is licensed under the Unsplash license

References

Reference I:

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Gagich, M., & Zickel, E. (2018). *A guide to rhetoric, genre, and success in first-year writing*. MSL Academic Endeavors. https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric

Reference II:

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Murray, D. (1972). Teach writing as a process not product. *The Leaflet*, 71(3), 11-14.

Transcript: What Is the Writing Process?

SLIDE 1: TITLE
Welcome to
Module 2: Teaching Process Writing.
What is the writing process?

SLIDE 2: PREVIEW
In this presentation, we cover the:

- different teaching approaches;
- stages of the writing process;
- the importance of the timing and order of the writing process stages.

SLIDE 3: PRODUCT VERSUS PROCESS TEACHING APPROACHES
As we mentioned before, there are many ways to approach writing instruction. Product-focused teaching emphasizes what to write – it focuses on the form and the final product, and treats writing as a set of skills. Process-focused teaching emphasizes how to write – it focuses on what the writer does and treats writing as a set of steps. Each of these approaches has its benefits.

SLIDE 4: PRODUCT-FOCUSED WRITING
We can see the benefit of product writing if we think of writing like cooking. Product-focused writing is like cooking a meal following a recipe using specific ingredients to make a well-known dish. Knowing the expected product can help you produce the same dish every time – often successfully. However, it can be hard to adjust the dish if you have different ingredients or different guests.

SLIDE 5: PROCESS-FOCUSED WRITING
On the other hand, process writing is more like experimental cooking. You might start with a general idea of what you want to eat, but you will smell and taste it as you go, adding or taking out some ingredients to improve the dish. Knowing the process for writing is like being a creative cook – a cook who makes a unique dish, which is sometimes not what the dinner guests expected.

SLIDE 6: TEACHING MORE THAN ONE APPROACH
Thus, teaching with more than one approach is most effective. Teach your students both what forms and structures are commonly expected and how to work through the writing process. This will allow them to be creative cooks who can always make the best dish – or write the best text – for any audience.

SLIDE 7: THE STAGES OF THE WRITING PROCESS
Teaching process writing means understanding the four main stages: Inventing starts with thinking about the topic and planning the main ideas. Drafting includes composing a draft and developing it with details. Revising includes reviewing of the draft and getting feedback to re-write what is needed. And the Editing stage involves proofreading and correcting the grammar and format of the document.

SLIDE 8: THE STAGES ARE NOT A STRAIGHT LINE
However, the writing process stages are not proceeding in a straight line from start to finish. They are more like a set of connected loops where writers sometimes repeat some steps as they revise.

SLIDE 9: PROCESS WRITING AND LANGUAGE LEARNING
As a foreign language teacher, keep in mind that language learners need to develop fluency – the feeling that their ideas and the language to express them are flowing like water. Process writing can help promote fluency by separating the types of writing issues, so that fluency is not slowed down.

SLIDE 10: GLOBAL ISSUES COME FIRST
The early stages allow students to plan and develop their ideas, which are the higher-order thinking skills at the content-level. They are called global issues because they are seen the big picture point of view. Focusing on global issues in the early stages allows language learners to say what they mean in their new language without worrying about saying it correctly. It promotes fluency.

SLIDE 11: LOCAL ISSUES COME LAST
Putting global issues first means that early drafts may contain errors, which are considered lower-order, sentence-level issues. They are called local issues because they are found by looking closely at the words and sentences.

To promote fluency, you should try not to correct local errors until later in the writing process. Remember, students are trying to think and write in a foreign language. Their brains should not be asked to process too many tasks at the same time. Let them use all their brain power to express their ideas at the early stages and save the grammar and other local issues for later.

SLIDE 12: WRAP UP
To wrap up, process writing teaches how to write, not what. There are four main stages, and the stages don't go in a straight line. Global issues are best addressed in the early stages. Local issues are best addressed at the end. And editing last promotes language learning and fluency.



Optional: Additional engagement

Each of the stages of the writing process presents an opportunity for language learning and for the development of communication skills. Think about how you can use the writing process to provide communication practice for your students in class. For example, students can talk about their topics together in small groups and share how they would develop their drafts. Consider these questions:

- What language and communication skills do you think they could practice during the Inventing stage?
- What language and communication skills could they practice together in class during the Revising stage?

Additional Resources:
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Teaching Writing as Process: This resource compares writing-as-process and writing-as-product. It describes the main elements of the writing process and provides some advice for teachers on how to facilitate their students' writing process.

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MODULE 2: ESSENTIALS OF THE WRITING PROCESS



"A person writing on a notebook" by Anna Pou via Pexels is licensed under the Pexels

Let's learn more about the writing process!
In this part of Module 2, you will learn from short readings about what can make the writing process more effective from the very beginning and what to pay attention to at later stages of the writing process.

1. Pre-Writing Strategies
2. Revising Versus Editing

Optional: Additional engagement

Please think about yourself as a writer. Write down some ideas about what you do when you begin working on a text, when you revise what you wrote, and when you finalize your text.
Keep your notes until after you read the following two pages, so you can later compare your ideas.

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MODULE 2: PRE-WRITING STRATEGIES

Please note: **Words in bold** can be found in the Course Glossary.

There is no right way to start writing, but invention is key for composing any text. We describe the pre-writing (or inventing) strategies briefly based on Babin et al. (2017). You can give your students several strategies to try, so they can identify the ones that work best for them.

Brainstorming
Brainstorming is one of the most popular strategies used at the beginning of the writing process. Here, writers write down many ideas without judging if they are all appropriate for the writing task. They can pause and get input from others. And there is no need to worry about spelling or grammar errors.



"Untitled" by Barney Yau via Unsplash is licensed under the Unsplash license

Clustering
Clustering allows writers to see the connections between their ideas. It is also called a **tree diagram** or **map**. Writers can start by writing down the main idea in the middle, circling it, and then drawing out connections to other ideas. Each idea can then be expanded further through new connections. Then, the ideas will look like the branches of a tree. Writers can also use colors or large fonts to join similar ideas and emphasize important ideas.

Listing
Listing lets writers organize their ideas as a list. There are two types of lists: (1) *brainstorming* list and (2) *what I know/don't know* list. In the first one, writers simply list all the ideas they can think of on their topic. In the second one, they write down what they already know about their topic and what they need to learn about their topic.

Outlining
Outlining is a strategy that writers can use once they know more about their topic. Therefore, it usually follows one of the strategies mentioned above. Writers can create either a traditional outline or a rough outline. The **traditional outline** is used to order the main ideas and supporting details through numbering. Typically, it starts with the main idea for the overall topic. Then, subtopics are added, and each subtopic will have supporting details as elaborations. The **rough outline**, on the other hand, basically lists the ideas the student developed during the clustering or listing phase in some logical way.

Freewriting
Freewriting is where writers actually create some text, but they don't worry about the correctness yet. Here, they write as much as possible in a short amount of time, and they don't stop trying to focus on a specific order. If they are stuck, they try to express the same idea in different ways until they are able to generate a new idea.

Looping

Looping helps to build on freewriting. Writers move within their topic and get all the relevant ideas into writing. Usually, they write freely on a topic for about 10-15 minutes, read over the content generated in this time period, and circle a subtopic to develop further. Then, they write freely on the circled topic and repeat the looping process until all the relevant topics are covered.



"Colleagues discussing contract on paper" by Alexander Suhorucov via Pexels is licensed under the Pexels license

Asking Questions

Asking questions is a strategy to get new content. Here are some examples:

- *Journalism questions* (also known as the "five W questions" - who, what, when, where, why/how - questions that help reveal the basics of the topic)
    - Who is involved?
    - What is happening?
    - When/Where/Why/How is it happening?
- *Problem/solution questions*
    - What problem is your writing aiming to solve? Who/what is involved in the problem? What solutions can you provide? How can these solutions be accomplished?
- *Cause/effect questions*
    - What reason contributed to your topic? Why is this an issue? Or, in talking about an effect, what effect does your topic have? Who will this topic affect?

Optional: Additional engagement

Students may skip invention or spend very little time on it. Teachers should activate students' prior knowledge about a writing topic before having them write. Consider how you may introduce your students to a given topic to get their ideas flowing before they begin pre-writing activities.

- Would you read a story? Show pictures? Share a video? Invite a guest speaker?
- Would you have them share their own stories, pictures, or videos about the topic?
- How much time do you think your students may need to work through any of the pre-writing strategies described above?

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Reference:
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Babin, M., Burnell, C., Pesznecker, S., Rosevear, N., & Wood, J. (2017). *The word on college reading and writing.* Open Oregon Educational Resources.
https://openoregon.pressbooks.pub/wrd/chapter/strategies-for-getting-started

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Additional Resources:
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- Guide to pre-writing techniques: This website describes pre-writing strategies and shows examples of worksheets for Inventing.
- How to teach pre-writing: This site gives teachers ideas for lessons on pre-writing and many other literacy lessons.

MODULE 2: REVISING VERSUS EDITING

Please note: **Words in bold** can be found in the Course Glossary.

In the writing process, it is important to separate the revising and editing stages. Revising deals with global issues in a text such as meaning, content, and organization. Editing looks at grammar and other issues related to incorrect language use. See revising and editing compared in this table:

Differences between Revising and Editing

Revising for meaning	Editing for correctness

• Involves reviewing and improving the content, organization, and focus of the draft
• May include finding more accurate vocabulary or changing the sentence structure to improve the logic and cohesion
	• Involves two steps
	  ○ proofreading for grammar, sentence structure, punctuation, spelling, and capitalization mistakes
	  ○ editing to make corrections

• Can involve a peer, a tutor, or an instructor reading the draft and giving global feedback on how well the meaning can be understood	• Can involve getting corrective feedback on local errors from instructors or tutors, or from electronic grammar or spelling checkers
• Done repeatedly after developing each version of the draft	• Done only after the last round of revisions
• Includes checking the sources used in the text to make sure they are specified and credited	• Is followed by formatting the document (see below), including using the correct citation style and documentation format

---

Revising

Morissette (2012) explains how writers need to revise first by thinking about the Rhetorical Situation - specifically their topic, audience, and purpose (addressed in Module 1: What Is Academic Writing?). Before beginning to review and revise the draft, students can be asked to answer the following questions:

- What does the audience know about the topic?
- How does the audience feel about the topic?
- What may the audience want or need to know about the topic or about my ideas?
- Do I have clearly defined topic sentences for each of my supporting ideas?
- Have I given enough details, explained my ideas enough, or provided enough evidence for them?
- Is my information presented in a logical order, so they can understand and build on each new thing I tell them?
- What is my thesis statement? Do I need to revise it to match the body paragraphs, or do I need to revise the body paragraphs to match the thesis?



"Busy man working with laptop" by Michael Burrows via Pexels is licensed under the Pexels

To revise effectively, students should focus on the aspects listed below and use the respective revision strategies.

- **Specificity and development**
  - Add more specific details. For example, look for general statements like "*The people in my hometown are very hospitable*." Instead, provide evidence of the quality of "*hospitable*," like "*In San Francisco, people will always help a lost stranger find their way on the rail system*."
  - Delete ideas that are repeated.
- **Relevance** (how well the content relates to the topic and audience)
  - Delete sentences and maybe whole paragraphs that do not support the thesis.
  - Make sure that the body paragraphs contain information only about the specific points needed to support the topic sentence.
- **Organization**
  - Change topic sentences, or even the thesis statement, if they are not specific or do not match exactly what the paragraphs say.
  - Move the order of sentences or paragraphs around, so that they make better logical sense for the reader.
  - Look for places where new ideas are added or a new topic is introduced and add transitions where needed.
- **Language expression**
  - Look for more specific words or phrases that make the meaning more precise. Vague adjectives like *good* or *nice*, general nouns like *place* or *friends*, or too many sentences containing 'be' verbs (e.g., *is, are, am, was*) should be replaced with more precise words (e.g., *observe*, *create*, *demonstrate*, *examine*).
  - Decide if sentences could have simpler **syntax** (or sentence structure) to make them easier to understand. Or, see if there are too many simple sentences and if they could be combined to make complex sentences that express the meaning more clearly.

Editing

All writers are likely to make errors. Some errors are minor and do not affect the meaning, such as incorrect plural, wrong preposition, or missing article. They are called **low-gravity errors** (or minor errors) because they do not prevent readers from comprehending the meaning (Ferris, 2011; Vann, 1984).

Other errors are more serious and must be carefully checked and edited. Serious errors have 'higher gravity' that interfere with comprehension because they carry more meaning in a sentence. For example, verb errors are **high-gravity errors**.

A description of the main high-gravity errors is given in the downloadable Editing & Formatting: Error Awareness Chart Handout. Note that the errors are listed in the order of which to locate first.



"Woman working retouching photo" by George Milton via Pexels is licensed under the Pexels license

Optional: Additional engagement

In this section, we talked about what writers should do after they have a draft. Take a moment to consider the following questions:

- Would you say that it is important to do revising first and editing second? Why?
- What do you think has been effective in reviewing and polishing your own writing?

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References:

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Ferris, D. (2011). *Treatment of error in second language student writing, 2nd Ed.* University of Michigan Press. 125-128.

Morissette, M. (2012). *Revision vs editing*. Retrieved December 1, 2021, from https://learningenglishwithmichelle.blogspot.com/2012/01/revision-vs-editing.html

Vann, R.J., Meyer, D.E., & Lorenz, F.O. (1984). Error gravity: A study of faculty opinion of ESL errors. *TESOL Quarterly*, 18(3), 427-440.

Additional Resources:

- Grammar and style: See a list of top ten errors and useful tips for writing complete sentences and using correct punctuation. This content is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License and is free for public use.
- Editing vs revision: This webpage compares these two stages and also has links to other helpful information about Revising. This content is freely available but has some restrictions. Please check the license if you'd like to adapt or distribute this content.
- The writing process - editing: This helpful guide provides advice for students and a printable Editing Checklist. This content is copyrighted, and cannot be adapted in any way, or distributed after the end of this course. It is not Public Domain or Creative Commons-licensed, and therefore not for public use.

MODULE 2: OPTIONAL DISCUSSION: EXPERIENCE WITH INTEGRATING PROCESS WRITING

You Decide This task is OPTIONAL

Discussion

So far in this module, we have presented the strategies important for the writing process. As the course designer and instructor, you should provide the time and structure to allow your students to use process writing. You may or may not have had experience teaching process-based writing, but you surely have done a lot of writing yourself - so let's talk about this.

To help you brainstorm ideas, we asked several expert academic writing instructors to share how they integrate process writing into their teaching. As you listen to their answers, you may wish to take notes. They can give you some great ideas and insights!

In this discussion, please share your own experiences with process writing. Your post should be between 300 and 500 words. You should give specific examples to support your ideas. See the Self-Assessment Checklist for ideas that you may want to address in this discussion.



"Online church macbook laptop" by Samantha Borges via Unsplash is licensed under the Unsplash license

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Video: Integrating Process Writing into My Course - Guest Speakers (Part 1 and Part 2)

When you watch the videos, consider how you might integrate process writing into your own course.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Integrating Process Writing into My Course - Guest Speakers, Part 1

We asked three expert academic writing instructors some questions about teaching process writing. Please listen carefully as you hear the answers from Associate Teaching Professors Brenna Dixon and Joan Chamberlin, and Assistant Professor, Dr. Jim Ranalli.

First, question 1: **What are the benefits of using the writing process in an academic writing course?"**

Brenna Dixon, Associate Teaching Professor
It shows students that it's okay not to have a perfect draft the first time around. No one does! They can then apply this growth mindset to other areas of their academic, civic, and professional lives (in terms of writing and beyond).

Jim Ranalli, Assistant Professor
The question seems a bit odd to me because I honestly don't see how you can teach academic writing if you're not addressing writing processes. My own research, and the research I cite in my work, suggests strong connections between the ways students go about writing and the qualities of the texts that they produce. If students are producing poor-quality texts, and you're only working with them on those written products and not the processes that went into them, it's like a doctor who deals only with symptoms and not actual diseases.

Joan Chamberlin, Associate Teaching Professor
When the process is broken down into smaller tasks, students are more likely to be successful. Students receive feedback at each step and are able to redo parts of the process, from research to final editing. I hope students learn to see the process not as linear, but as a cycle. At any point in the process students should be able to loop back to add to their information gathering, or to reorganize paragraphs, or to add more examples.

And now, question 2: **What stages of the process do students neglect most often and need the most help developing?**

Brenna Dixon, Associate Teaching Professor
Revision! Students often come into composition classes with a one and done mentality.

Jim Ranalli, Assistant Professor
In a multiple-case study I published with two co-authors in 2018, we found that our participants seemed to struggle most with evaluating their own work on a global level. They didn't reread the completed drafts of their assignments to see if they were doing all the big-picture checks: Had they followed the assignment? Had they organized the essay as logically as possibly? Had they provided enough evidence or detail? Had they taken the readers' pre-existing knowledge and information needs into account? We found, in fact, that they actively avoided this type of evaluation because they feared finding out how much more work they would have to do to improve what they had written. They were overwhelmed. And this is important to note because global evaluation and revision may often make the difference between poor writing and good writing.

Joan Chamberlin, Associate Teaching Professor

The feedback I most often give to student writers is that they need to provide more specific support for their general conclusions. The support might be an anecdote, specific statistics, a description, an example, or an illustration. The lack of support for their ideas sometimes has to do with a lack of research and gathering information at the initial stage of the process. Or, students may need more guidance on how to develop their general ideas. Looking at examples of good writing is helpful for that.

Transcript: Integrating Process Writing into My Course - Guest Speakers, Part 2

For Part 2, we asked the same expert instructors two more questions. Let's hear again from Associate Teaching Professors Brenna Dixon and Joan Chamberlin, and Assistant Professor, Dr. Jim Ranalli.

The first question is: **How do you create assignments and structure your syllabus to ensure your students are applying the writing process?**

Brenna Dixon, Associate Teaching Professor
Major assignments are scaffolded so that students are building their first drafts piece by piece. From there, I give them formative feedback on their first draft, and their peers review it, as well. After that, students apply the feedback in revising for a second/final draft. They also complete an editing piece using Grammarly.

Jim Ranalli, Assistant Professor
I actually assign students to do all of their writing (including brainstorming and planning/outlining) in Google Docs so that there's a sort of process record. We use the version-history feature of Google Docs to help us measure how much—and what types of—planning, drafting, and revising they're doing while completing a major writing assignment. This information about process provides a valuable basis for my feedback and their reflection.

Joan Chamberlin, Associate Teaching Professor
In a recent syllabus I created in Ukraine, I used a standard module that we followed, with different content themes, a few times during the academic year. The writing process was built into the module with small assignments along the way. Students became used to this pattern. There was a clear benefit to starting out with input about the topic – readings, audio broadcasts, films. This allowed students time to discover their own narrow focus on the larger theme that we were all exploring.

The next question is: **Can you describe an example of a lesson/activity/assignment that applies the writing process?**

Brenna Dixon, Associate Teaching Professor
In preparation for writing a research essays, students practice developing research questions, using them, and formulating a rough thesis based on the initial perspectives they find through research. I provide a structure that they fill in for this activity. Sometimes, if we do this over the course of more than one class day, students will put their rough theses in a class-wide shared Google Doc and will workshop each other's' thesis statements.

Jim Ranalli, Assistant Professor
I have my students write reflections at the beginning, middle, and end of their engagement with a major writing assignment, and in these reflections, they're prompted to discuss, among other things, their plans for engaging in the major processes—again, planning, drafting, evaluating, revising—and then, later, their self-evaluations of whether they followed their plans or not and how they think the ways they engaged in these processes influenced their final submitted text. Then, in the next major assignment that follows, they're asked to review their reflections on the previous assignment in relation to the feedback they get from me regarding both their written product and their process engagement, and these reflections are incorporated into their planning for the new assignment.

Joan Chamberlin, Associate Teaching Professor
An example reading I used with my syllabus was a text by Sherry Turkle called “Alone Together”. The first time we worked through the module, the theme was technology. I used the Turkle text (and other texts) a few different ways while working through the writing process. Here are some examples:

- For one task I would have students reflect on the content of the text through journal free writing, and they would use a prompt like this: “I was particularly interested in Turkle’s ideas about X, because of Y”

The purpose of this activity was to spur students to think about their reactions to the author’s ideas about technology and to start exploring how they might approach this theme in their own essay.

- Another task was for students to read a particular paragraph again, and then turn the text over on their desks, and then tell their partners about the details that they could remember from the paragraph.

The purpose of this activity was for students to pay attention to how writers develop and support their ideas with details.

- A third task was, after briefly looking at a list of techniques for creating clear transitions between paragraphs, I would have pairs of students analyze Turkle’s transitions and identify the techniques she uses.

The purpose of this activity is to make students aware of ways to build a thread of meaning through a piece of text and to notice how other writers do this. They will later do a similar analysis of each other’s work during peer reviews.

Self-Assessment Checklist

- ☐ My response is between 300 and 500 words.
- ☐ I considered which stages of the writing process I have used the most in my own writing.
- ☐ I considered which stages of the writing process I have used the most in my own teaching.
- ☐ I considered which aspects of the process-based approach may be the most challenging for me to do
- ☐ and/or to teach.
- ☐ I considered the benefits of using the writing process in an academic writing course.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an additional challenge for those of you who want to express your ideas and share them with others.

"You Decide - This Task Is Optional", "Discussion", "Video", and "Self-Assessment Checklist by Iowa State University is licensed under CC BY 4.0.

Module 2: Cascading Knowledge

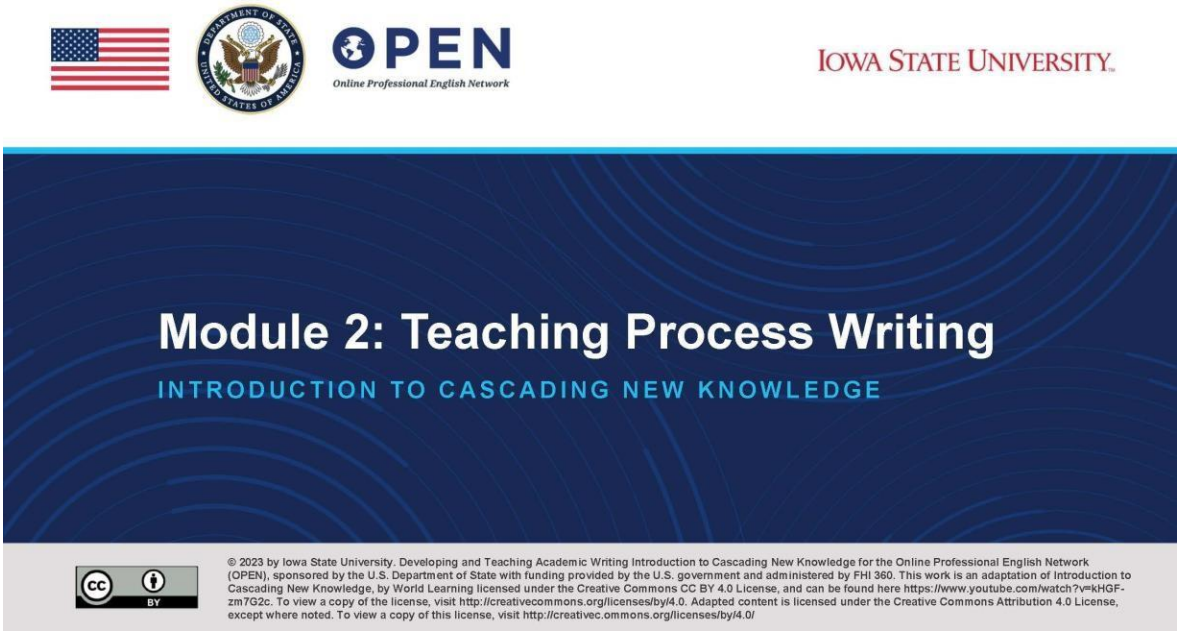
MODULE 2: INTRODUCTION TO CASCADING NEW KNOWLEDGE

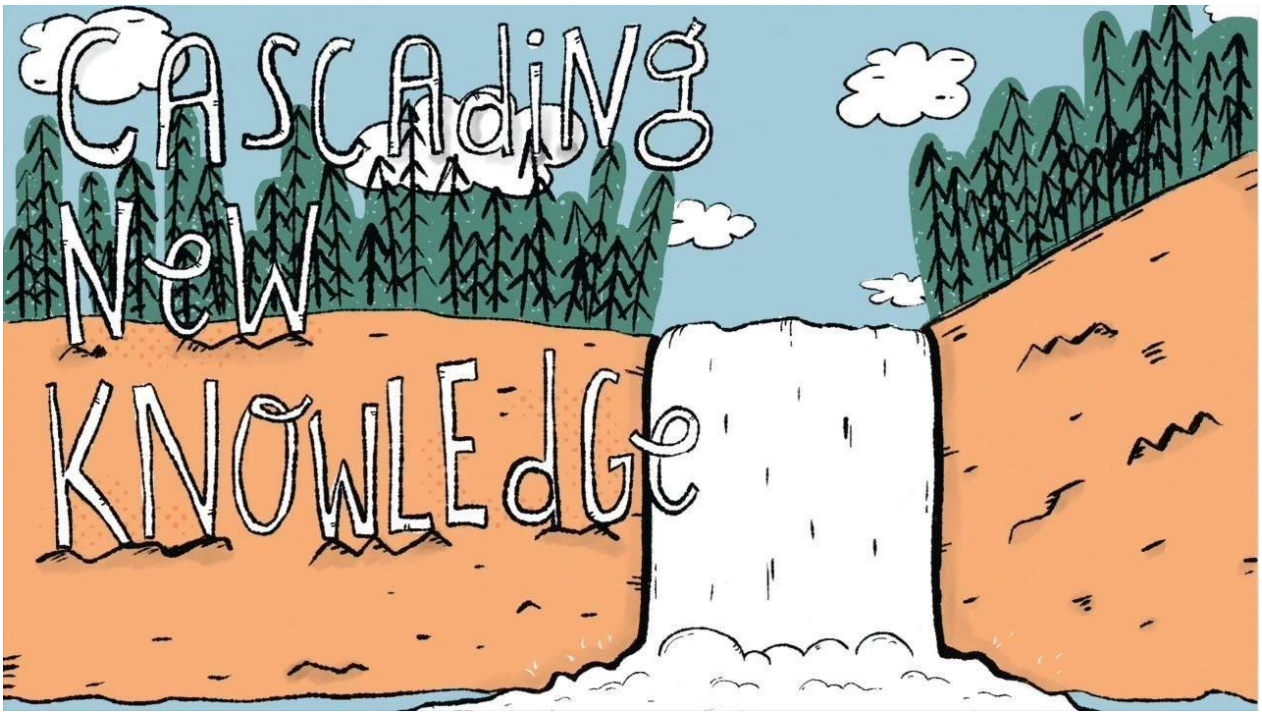
Video: Cascading New Knowledge

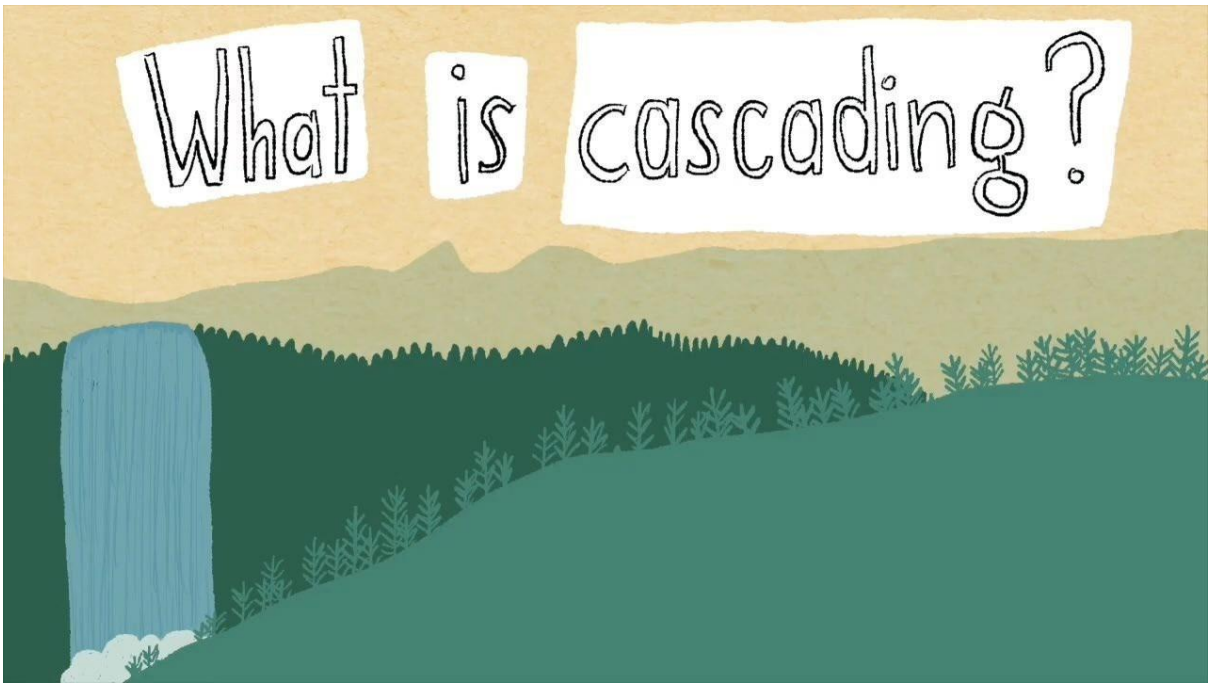
Just like students learn in both formal and informal settings, teachers continue to develop professionally in many ways. This course, for example, is a great professional development opportunity for you. By training you how to teach academic writing, we are in fact 'Training-the-Trainers' - in other words, we are using a Cascading New Knowledge approach. Watch a short video explaining this important concept.

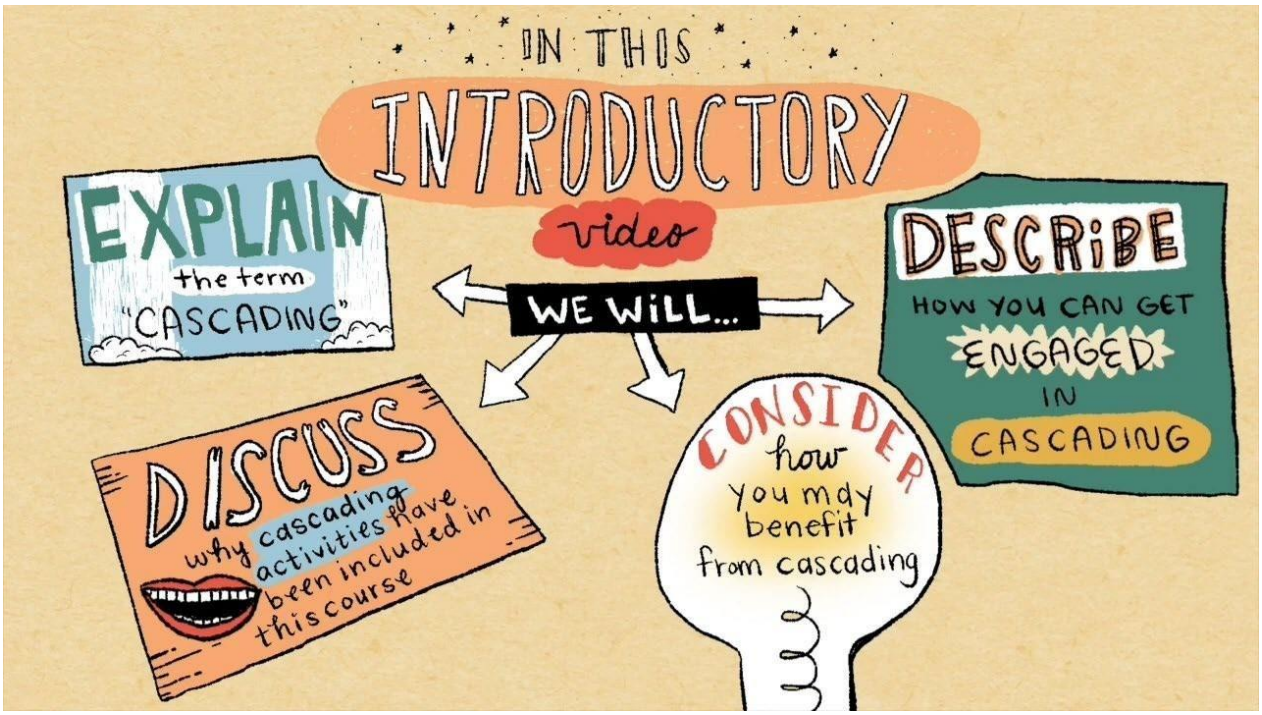
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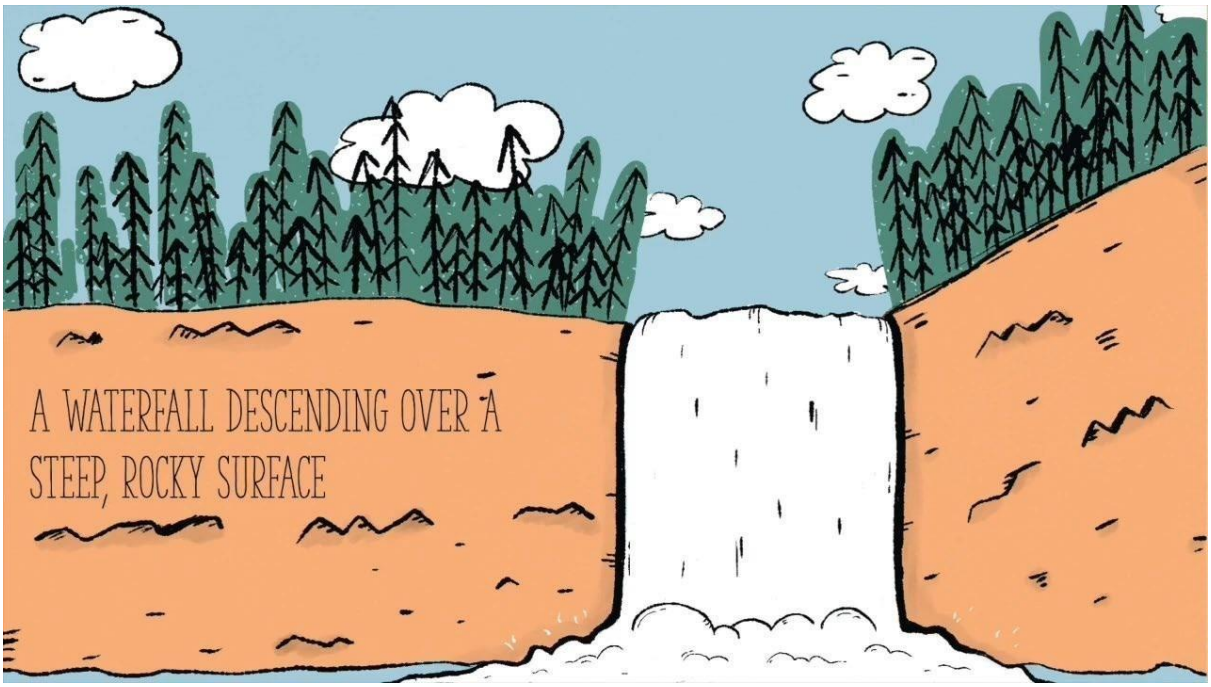
Presentation Slides: Cascading New Knowledge

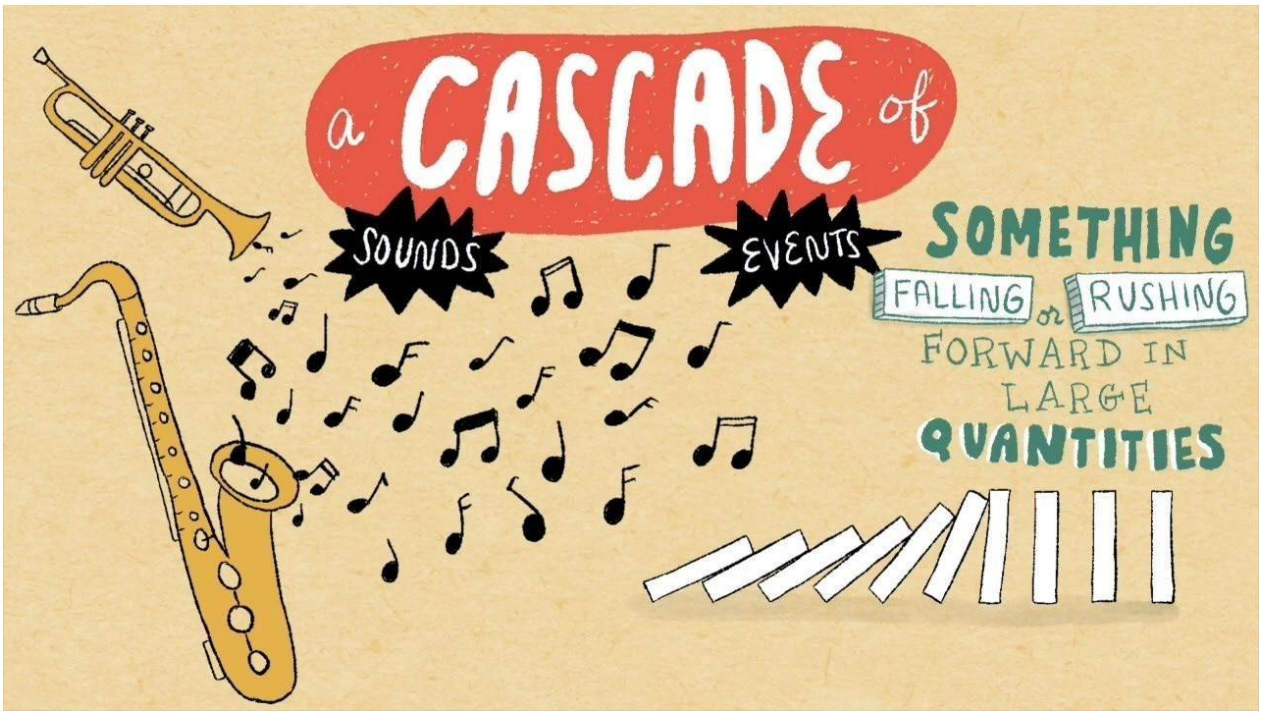


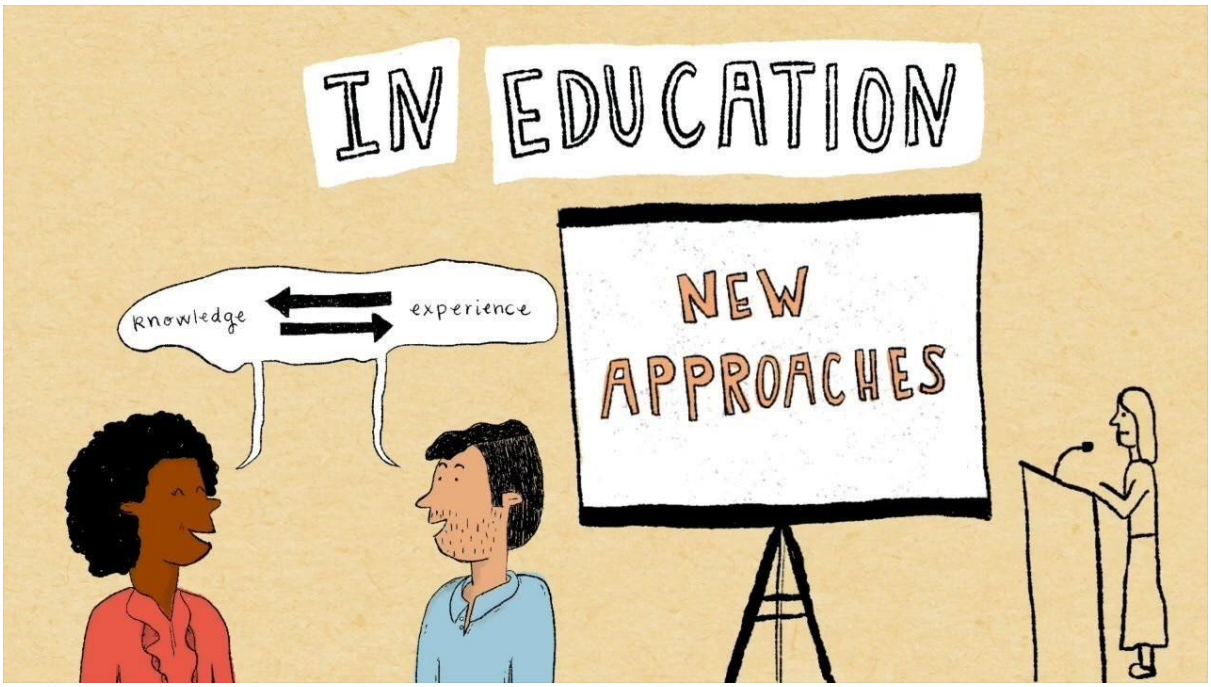

CASCADING
NEW
KNOWLEDGE

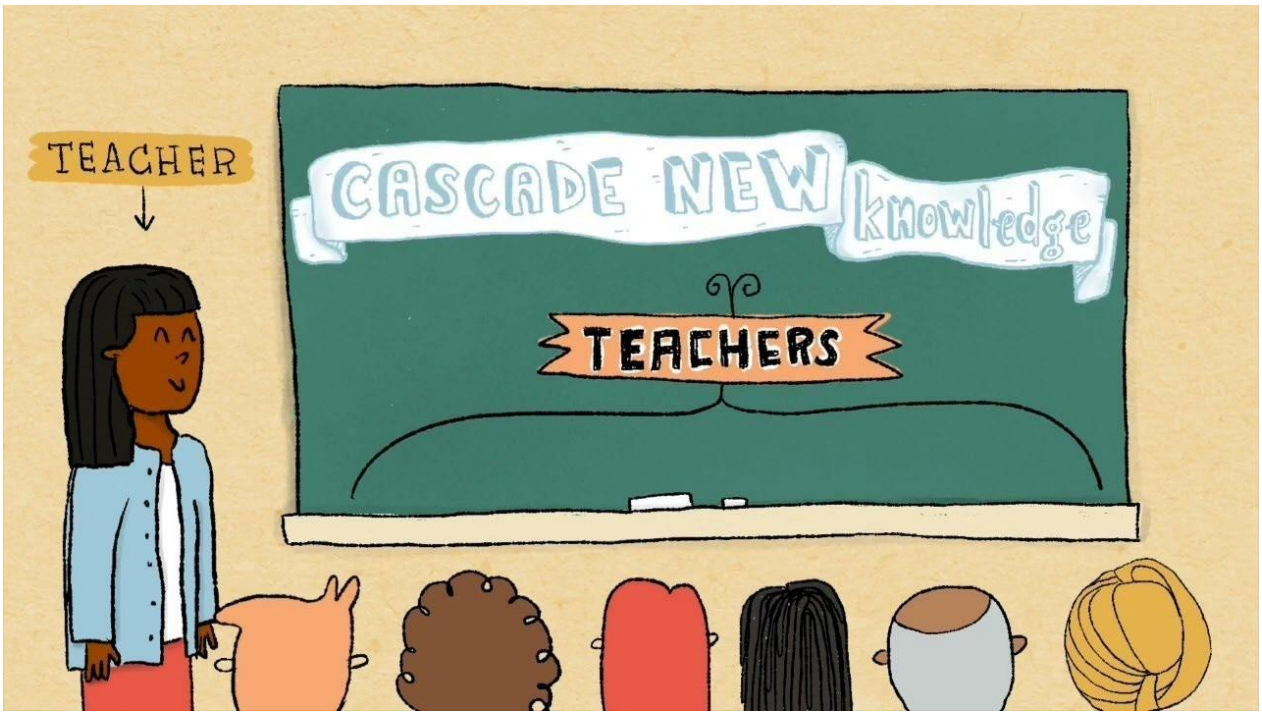

What is cascading?

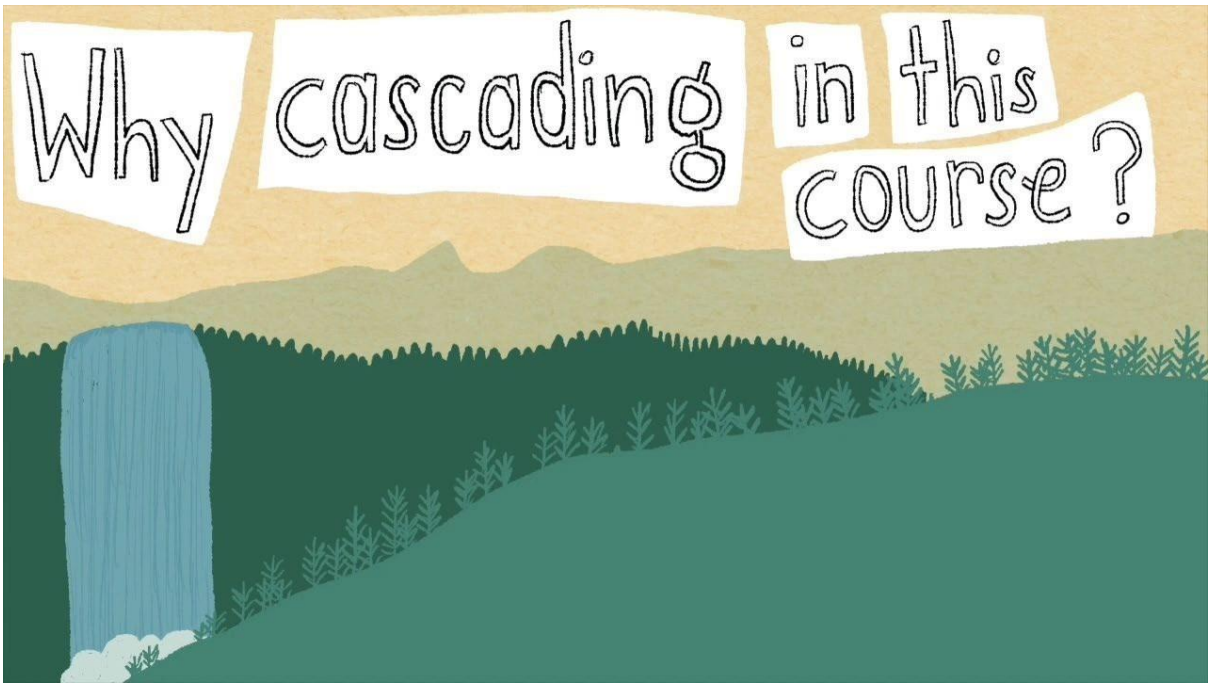

IN THIS
INTRODUCTORY
video
WE WILL...
EXPLAIN
the term
"CASCADING"
DESCRIBE
HOW YOU CAN GET
ENGAGED
IN
CASCADING
DISCUSS
why cascading
activities have
been included in
this course
CONSIDER
how
you may
benefit
from cascading


A WATERFALL DESCENDING OVER A
STEEP, ROCKY SURFACE

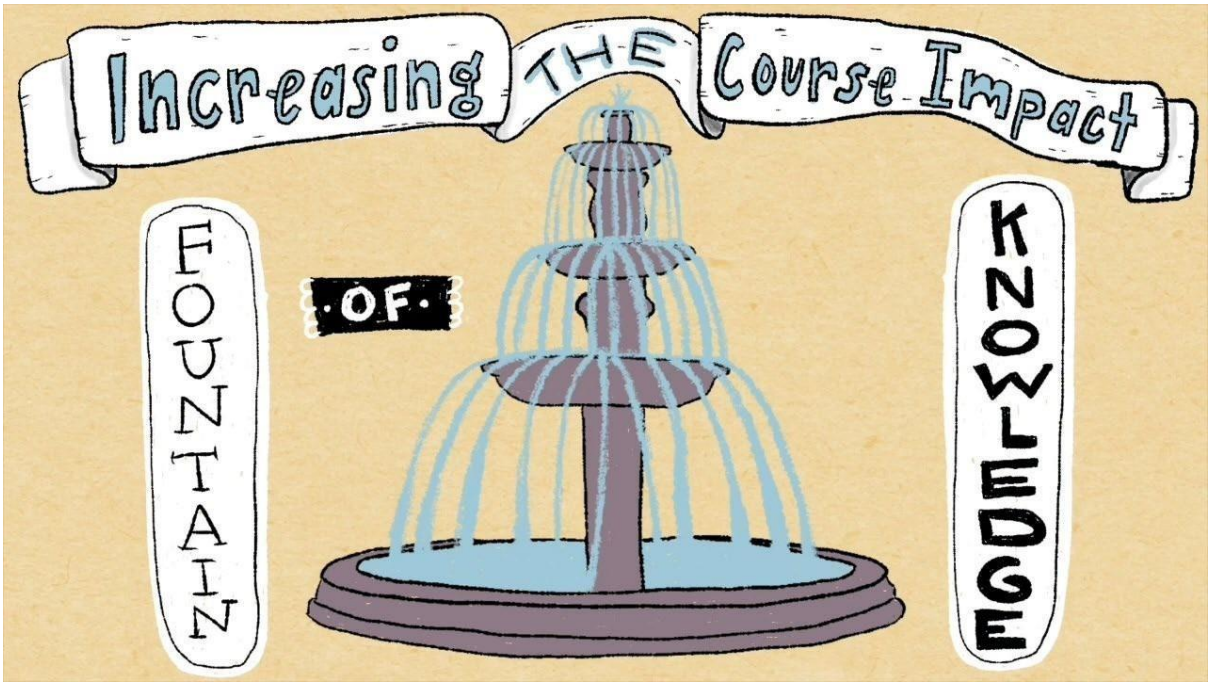

a CASCADE of
SOUNDS
EVENTS
SOMETHING
FALLING or RUSHING
FORWARD IN
LARGE
QUANTITIES


IN EDUCATION
knowledge
experience
NEW
APPROACHES


TEACHER
CASCADE NEW knowledge
TEACHERS


Why cascading in this course?


Increasing THE Course Impact
YOU'VE BEEN ACCEPTED!
You have been given a fantastic opportunity to learn and grow professionally with peers from all over the world...


Increasing THE Course Impact
FOUNTAIN
OF
KNOWLEDGE

DOUBLE YOUR LEARNING

DOUBLE YOUR LEARNING

"WHEN WE TEACH, WE LEARN"

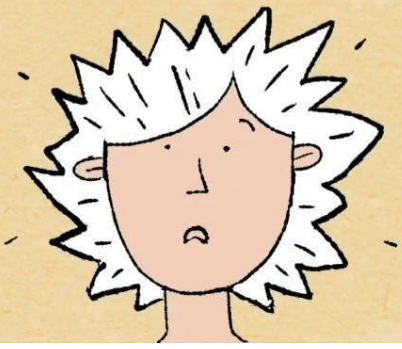
EXPLANING SOMETHING NEW

- pushes you to think deeper and harder about that concept and to reorganize your knowledge
- helps you identify ideas you need to clarify, or things you need to improve

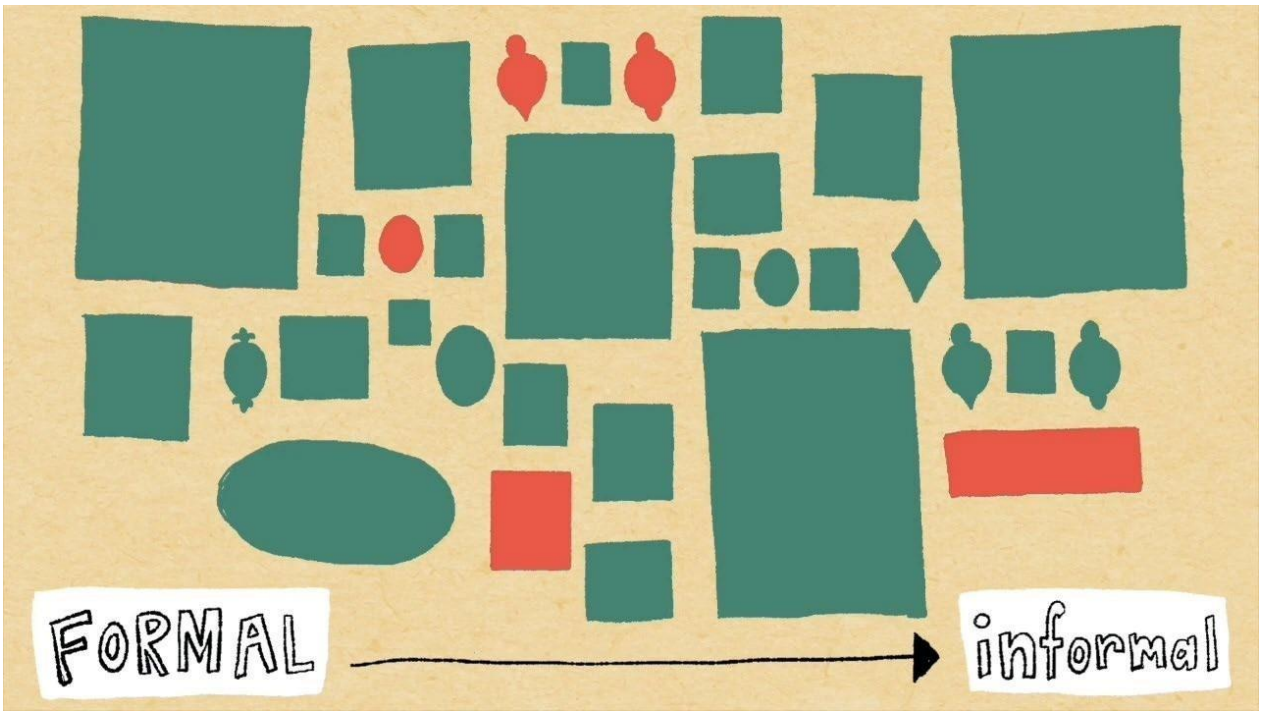
WE'RE SURE YOU HAVE QUESTIONS

I don't have time for this!

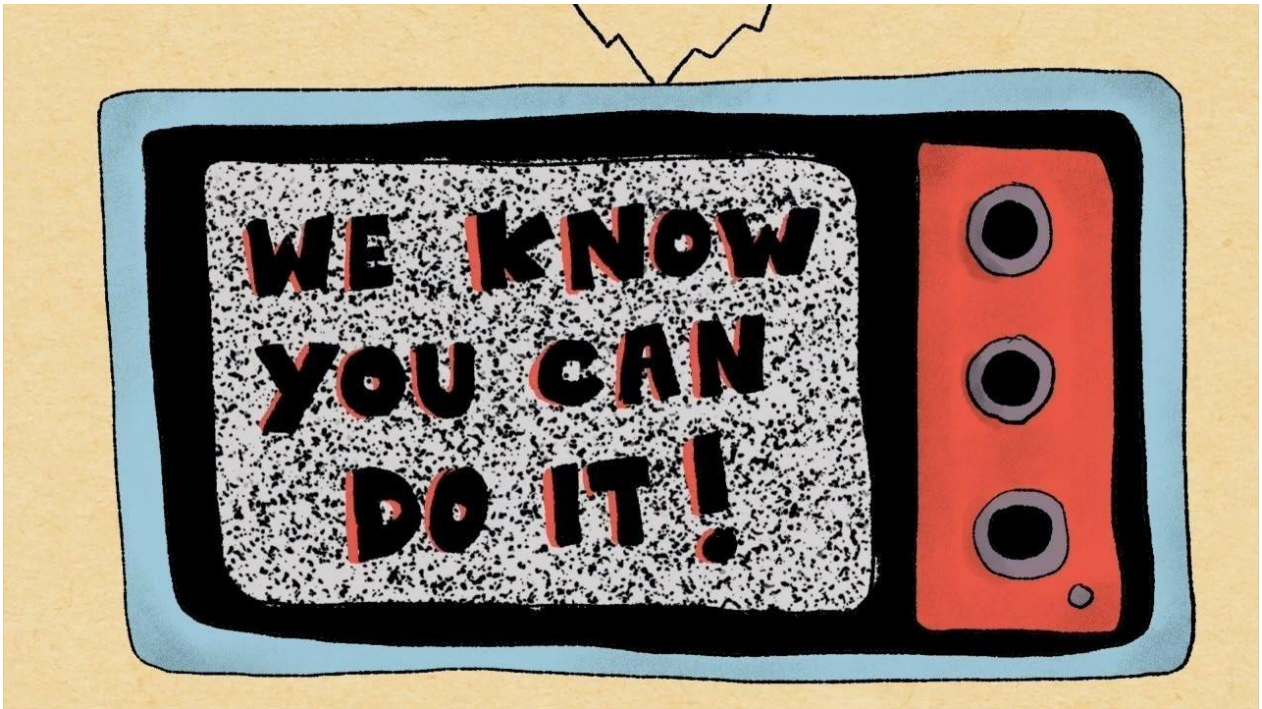
What does cascading look like in practice?



Will I have to organize lectures or classes for my colleagues?


FORMAL
informal


WE HOPE
THIS VIDEO
HAS HELPED


WE KNOW
YOU CAN
DO IT!

Transcript: Cascading New Knowledge

In this introductory video, we will:

- Explain the term “cascading”
- Discuss why cascading activities have been included in the course
- Consider how you may benefit from cascading
- Describe how you can get engaged in cascading.

Let’s start!

What is ‘cascading’?

You have certainly seen a ‘cascade’ before - “a waterfall descending over a steep, rocky surface” (dictionary.com). You may have also encountered this word in other contexts - “a cascade of sounds” or “a cascade of events” - where this word is used metaphorically to refer to something falling or rushing forward in large quantities. In education, “cascading” is often used to describe a way of sharing knowledge and experience among professionals. For example, after attending a professional development event and learning new approaches, some teachers may teach other teachers what they have learned. In other words, they ‘cascade’ new knowledge.

Why cascading in this course?

There are two main reasons. You may have guessed the first one:

- Increasing the course impact

When you were accepted to this course and the OPEN program, you were given a fantastic opportunity to learn and grow professionally with peers from all over the world. Once you complete the coursework, we are certain you’ll become a fountain of knowledge. It’s only fair that you share some of your knowledge with those who have not had the chance to join the program.

The second reason is perhaps less obvious.

- Double your learning

A Roman proverb says “When we teach, we learn”. You know that from your own experience – explaining something new to students pushes you to think deeper and harder about that concept, you reorganize your knowledge, and that improves your own understanding. Also, it helps you identify ideas you need to clarify, or things you need to improve.

We are sure you have many questions about cascading:

What does cascading look like in practice? Will I have to organize lectures or classes for my colleagues? I don’t have time for this!

‘Cascading’ can take many shapes and forms. In many ways, it mirrors teacher learning, which can take place in formal to informal contexts. In the weeks to come, we’ll take a closer look at various cascading options and help you select the most suitable ones for your teaching environment.

We hope this video has helped you understand why we have included the cascading thread in this course: we want you to become a fountain of knowledge not only for your students, but also for your colleagues. We know you can do it!

Optional: Additional engagement

We hope you will continue to share the new knowledge you acquire in this course with others and apply this knowledge for real needs. Please think about some ways in which you could cascade new knowledge that you will obtain in this course.

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MODULE 2: OPTIONAL DISCUSSION: WAYS OF SHARING KNOWLEDGE AND EXPERIENCE

You Decide This task is OPTIONAL

Discussion

In this discussion, please write about times in your life as a teacher and discuss your understanding of the concept of cascading knowledge. Consider the following questions as you prepare your response:

- How did you learn to to teach better and to grow professionally?
- What sources did you learn from? For example:
  - fellow teachers;
  - books, published articles, and literature for teachers;
  - courses about instructional methodologies;
  - workshops, seminars, webinars, conferences, and other professional development opportunities.
- What does cascading knowledge mean to you?

Your post should be between 300 and 500 words. You should give specific examples to support your ideas. See the Self-Assessment Checklist for ideas that you may want to address in this discussion.



"Women having a discussion at work" by Yan Krukov via Pexels is licensed under the Pexels license

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Self-Assessment Checklist

- ☐ My response is between 300 and 500 words.
- ☐ I briefly explained how I understand the concept of cascading knowledge.
- ☐ I considered the educational experiences that helped me become the teacher I am today.
- ☐ I considered who shared their knowledge with me and how that helped me grow professionally.
- ☐ I considered the ways in which I have experienced the effect of cascading knowledge.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an additional challenge for those of you who want to express your ideas and share them with others.

"You Decide - This Task Is Optional", "Discussion", and "Self-Assessment Checklist" by Iowa State University is licensed under CC BY 4.0.

Module 2: Review

MODULE 2: QUIZ

Assess your knowledge of Module 2!

Take the Quiz for Module 2. You can take the quiz as many times as you need. It is set up to keep the highest score. As you take the quiz, you may refer to your notes if necessary. Be sure to read the feedback after you submit your answers. Please note that you must score at least 7 out of 10 points to move on to the next module.
Good Luck!

>>>> Please note that this quiz can only be completed in Canvas. <<<<

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MODULE 2: SUMMARY

Video: Module 2 Summary

"Video" by Iowa State University is licensed under CC BY 4.0.

Watch the Module 2 Summary video to review the main ideas. This will remind you of what you have learned in this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Module 2 Summary

Congratulations, you have completed Module 2 Teaching Process Writing!

In this module, you learned about the stages of the writing process and how to apply the writing process to your course design. Let's review the key ideas!

An academic writing course should feature writing assignments that incorporate the steps of the writing process.

The process writing approach:

- emphasizes how to write, not what to write;
- can be combined with text-based approaches;
- has four main stages – Inventing, Drafting, Revising, and Editing.

The stages do not progress in a straight line but rather repeat - they are recursive:

- Inventing, Revising, and Editing are stages students should spend most of their time on;
- teachers need to plan time for process steps so students will engage in all stages.

Specific writing issues must be dealt with at strategic times in the process:

- global issues are best addressed early to allow students to focus on content;
- local issues are best addressed at the end to help students focus on language correctness;
- invention strategies should be taught as part of any writing assignment;
- brainstorming or pre-writing strategies include clustering, listing, outlining, free writing, looping, and asking questions.

Reviewing and Revising is an essential and ongoing stage.

It is important to separate Revising at global level from Editing at local level.

There are many guidelines that teachers can give their students for both Revising and Editing:

- revising checklists help students ask questions about what they have written;
- editing checklists should reflect specific student learning needs;
- "high-gravity" errors that impact meaning are more important than "low-gravity" errors that do not affect comprehension.

Cascading Knowledge is a way to build greater knowledge in yourself and others. Teachers share what they know about teaching with other teachers and build a knowledge community**.**

We are glad you addressed these content ideas in your:

- Optional Discussion: Experience with Integrating Process Writing;
- Optional Discussion: Ways of Sharing Knowledge and Experience;
- Optional Teaching Journal: Process-Based Assignment Prompt.

Our topic for Module 3 is Teaching the College Application Essay.

We look forward to having you back for the next Module!

MODULE 2 CHECK



Module 2: Check

Please answer one question to verify that you have completed all activities in Module 2. You must choose "yes" in order to move on in the course. This quiz will count as 1 point toward your grade.

>>>> Please note that this module check can only be completed in Canvas. <<<<

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MODULE 3: DOWNLOADABLE PACKET

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MODULE 3: TEACHING ESSAY WRITING AND ARGUMENTATION

Module 3: Getting Started

OVERVIEW AND TO-DO LIST

Overview

Let's work on Module 3: Teaching Essay Writing and Argumentation

Objective

This module targets **Course Objective 3: Understand the principles of composing argumentative writing.** By the end of the module, you will be able to accomplish the following **Module Objectives**:

- **3.1.** Learn strategies for helping writers develop topics and content
- **3.2.** Describe the structure and types of argumentative texts
- **3.3.** Apply key concepts to create an argument activity mode

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To-Do List

Below are the tasks you need to complete in Module 3 with the recommended time as a guide. These time guidelines are only approximate; you may find that you spend longer or shorter on some tasks, depending on your experience with and interest in the topic.

Module 3: Getting Started

- Read this Module 3: Overview and To-Do List page (10 minutes)
    - Watch the Module 3: Introduction video (10 minutes)

Module 3: Basics of Essay Writing

- Read the pages following the Module 3: Basics of Essay Writing page
    - Module 3: Purpose and Audience (15 minutes)
    - Module 3: Structure (10 minutes)
    - Module 3: Content (10 minutes)
- Read the Module 3: Writing an Effective University Application Essay page (20 minutes)



"Brown framed eyeglasses on a calendar" by Olya Kobruseva via Pexels is licensed under the Pexels license

Module 3: Argumentative Writing

- Watch the Module 3: What is an Academic Argument? video (20 minutes)
- Read the following Module 3: Types of Arguments pages
    - Module 3: Types of Arguments, Part 1 (10 mins)
    - Module 3: Types of Arguments, Part 2 (10 mins)
- Complete the optional task Module 3: OPTIONAL Discussion: Argumentation in My Classroom (30 minutes)

Review

- Take the assessment on Module 3 Quiz page (30 minutes)
- Respond to the optional task Module 3: OPTIONAL Teaching Journal: Argument Map Model (45 minutes)
- Watch the Module 3: Summary video (10 minutes)

"Module Overview", "Module Objectives", "To Do List", and "Download" by Iowa State University are licensed under CC BY 4.0.

MODULE 3: INTRODUCTION



Video: Module 3 Introduction

"Video" by Iowa State University is licensed under CC BY 4.0.

Watch this Module 3 Introduction video that introduces you to the most important aspects of this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Module 3 Introduction

Welcome to Module 3 Teaching Essay Writing and Argumentation!

In Module 3, we will:

- introduce you to the basics of essay writing;
- describe the characteristics and types of arguments in academic writing;
- give strategies for teaching argumentation.

You will learn from short video lectures and readings about:

- structure of a personal narrative essay;
- context, audience, and purpose;

- content and originality;
- effective college application essay writing;
- features and types of academic arguments;
- approach to analyzing arguments.

To help you better understand how key concepts work in actual teaching, we will demonstrate them in:

- personal narrative essay examples;
- examples of arguments;
- guide and model for argument mapping.

You will also have the opportunity to interact with each other and engage in:

- a discussion about argumentation in your classroom.

To learn 'by doing' and apply your new knowledge, you will continue your teaching journal. Specifically, you will create an argument map model for your AWC Materials Packet.

Your work will be evaluated throughout the module and at the end of the module with help of:

- Module 3 Quiz.

Let's begin working on Module 3!

Module 3: Basics of Essay Writing

Let's begin learning about essay writing!

In this part of Module 3, you will learn from short readings about some important aspects of essay writing:

1. Purpose and Audience
2. Structure and Content.

Then, we will direct your attention to one particular type of essay - the Application Essay.



"Person wearing black coat" by Van Tay Media via Unsplash is licensed under the Unsplash license

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Optional: Additional engagement

Write down your ideas about the following questions:

- What makes for a successful personal essay?
- What aspects of essay writing may be the most difficult for students?

Keep your notes to compare with those presented in the content pages.

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MODULE 3: PURPOSE AND AUDIENCE

Please note: **Words in bold** can be found in the Course Glossary.

Skillful writers can successfully communicate with their audience. Their texts are more powerful because they address the expectations, values, and background knowledge of their readers. To help students learn how to write powerful texts, it is important to make them think about the Rhetorical Situation when they begin to draft their text after the Inventing stage. You learned about the **Rhetorical Situation** in Module 1: What Is Academic Writing?, so you know that many factors shape writing. The most central factors include who the writer is, who the target audience is, and what/when/why is being communicated. Thinking about purpose and audience will help students better plan to write and produce more effective writing.



"Two women using laptops" by Emma Dau via Unsplash is licensed under the Unsplash license

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Purpose

The purpose is a writer's reason for writing. People write for a variety of purposes, including the following:

- to **express** creative expression;
- to **tell** a story;
- to **describe** something;
- to **explain** a process;
- to **convince** someone to think or do something;
- to **track** learning.

The same topic could lead to different texts depending on the purpose. In the table below, you can see three different statements from texts about vegetarian diets. Note how the statements use language appropriate for the purpose. The descriptive statement uses *includes plant-based foods*. The process statement contains *When you order vegetarian food*. And the text to convince includes the modal verb *should*.

You can try a similar exercise with your students: ask them to choose a topic and draft a statement based on a different purpose. Or, you can ask them to identify the purpose of several texts written on the same topic but in different genres. Determining the purpose before writing will help your students choose appropriate language and content for their texts.

Writing Purposes

Purpose	Statement
To describe	A vegetarian diet includes plant-based foods. Vegetarians do not eat meat.
To explain a process	When you order vegetarian food at a restaurant, you will ask your server which dishes do not contain meat products.
To convince	People should eat less meat for their health and to benefit the environment.

Audience

Students often think of the teacher as the audience for their writing. The teacher is the person who evaluates their work, after all! Yet, it is necessary to challenge students to write to an audience beyond the classroom. This can help them better understand how to adapt their content and language choices to match the rhetorical situation. This is a skill that will benefit students as they write in any course or other contexts in the future.



"Person writing audience" by Melanie Deziel via Unsplash is licensed under the Unsplash license

Here are some questions suggested by Babin et al. (2017) to help them think about their audience:

1. What do I know about my audience? This can be personal demographics (e.g., age, sex, education level), interests, beliefs, or other concerns.
2. What is my audience likely to know about my topic? What might they not know about my topic?
3. Is my audience someone who has an interest in my topic? Does my audience already have an opinion?
4. What may affect the way my audience feels about my topic? What details or examples may be interesting to my audience?

The answers to these questions should inform all aspects of content development. Depending on the background knowledge of the audience, students may include more or less information. Students' personal characteristics may influence the type of language, grammar, and supporting information they choose.

Optional: Additional engagement

As you think about how to help your students attend to their audience and purpose, consider the following questions:

- What audiences will your students be writing for in class and beyond?
- How can writing change depending on the context?

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Reference:

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Babin, M., Burnell, C., Pesznecker, S., Rosevear, N., & Wood, J. (2017). *The word on college reading and writing.* Open Oregon Educational Resources. https://openoregon.pressbooks.pub/wrd

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Additional Resources:

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- Writing for the Reader: A Problem-Solution Approach: This article provides examples of activities that build knowledge of rhetorical context and audience.
- From Idea to Essay: Effective Strategies for Teaching Academic Writing: This webinar gives example activities for thinking about context.

MODULE 3: STRUCTURE

Please note: **Words in bold** can be found in the Course Glossary.

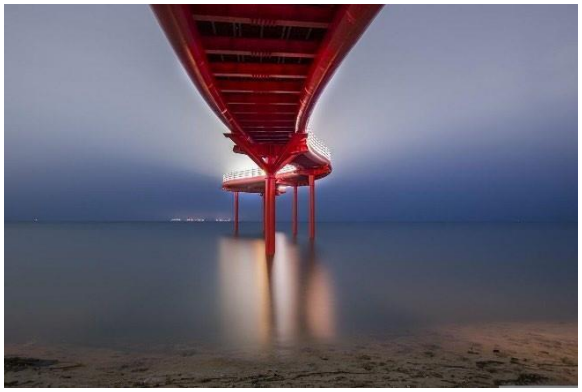
Developing structure

Many academic writing courses start with a **personal narrative essay**. A narrative essay is a narration or story from the writer's own experience and background knowledge. This type of essay makes a good introduction to the writing course because it asks the students to tell something from their own lives.

Whatever the purpose, a narrative essay follows a predictable organizational pattern: **Introduction**, **Body**, and **Conclusion**. Each of these parts of an essay structure has its own characteristics.

Introduction

The first paragraph starts with a **hook**, or an interesting opening statement to get the audience's attention. The hook can be a vivid description, surprising scene, or question for the reader. The opening paragraph should also give relevant background information, or the context of the story. This can include the setting, main characters, and timing. The opening paragraph ends with a **thesis** statement, or main idea that the writer will develop throughout the story. The thesis statement can relate to the significance of the story. Or, it can set up a question in the reader's mind, which the writer answers by the end of the paper.



"Bridge" by 춘성 강 via Pixabay licensed under Pixabay License

Body

The body of the essay contains several paragraphs. Each body paragraph focuses on a specific idea that relates to the thesis statement. The first sentence of each paragraph expresses the main idea of the paragraph, which is why it is called the **topic sentence**. The idea in a topic sentence should be developed with the appropriate information, or **evidence** supporting the idea. Evidence can include personal experiences, observations, facts, examples, data, and quotes from credible sources.

A good rule for developing body paragraphs is "Show, don't tell!" The mark of a good story is that it paints a picture in the reader's mind through description and reflection. Consider this example of telling: "*She was so angry."* It can be more powerful to express the feeling of anger like this: *"She stomped out of the room and slammed the door behind her."*

Each body paragraph should connect to the paragraphs before and after it. Together, all the body paragraphs create a path from the Introduction to the Conclusion. For this path to be clear for the audience, the writer needs to use **transitions**, or words that create a bridge from one idea to the next. Transitions are especially useful at the start of a new paragraph to show a change in topic focus, time, or event. For example, the transition comes at the beginning of this sentence: *"After our conversation, I thought long and hard about where I would go Saturday night."* At the same time, transitions are necessary inside the paragraphs, too.

Conclusion

The Conclusion should remind readers of the thesis, not necessarily by repeating it word for word. If the thesis posed a question, then the conclusion may give a precise answer. What should the reader learn from the narration? Why is it an important and memorable story? Ideally, this impression is created with the reader throughout the essay. The Conclusion is an opportunity to highlight this significance. Keep in mind that the Conclusion should not be a simple summary of the main points. Also, it should not bring in new information; rather, it should create a feeling of completeness. It may, however, state that the topic presented in the essay is important in other contexts.

See a number of examples for different thesis statements, transitions, and conclusion strategies in the Structure of a Personal Narrative Essay Examples Handout. Please refer to the Structure of a Personal Narrative Essay Examples Handout.

Additional Resources:
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Strategies for essay writing: This copyrighted resource from the Harvard College Writing Center provides practical information about developing the components of an essay.

- Thesis
- Topics sentences
- Conclusion

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From Idea to Essay: Effective Strategies for Teaching Academic Writing - This "American English" webinar covers many of the topics from this reading in-depth.

MODULE 3: CONTENT

Please note: **Words in bold** can be found in the Course Glossary.

Developing content
Think of content development as how we choose to express and support our main ideas. When we develop a main idea, we add specific ideas, examples, and details about the story we want to tell (Reid & Kowalski, 2021, para. 1). Reid and Kowalski (2021) recommend a number of ways in which writers can provide specific details to develop their ideas on a topic:

1. **Amplification** - used to clarify, elaborate, or explain a topic sentence;
2. **Appeal to emotions** - used to produce emotions in the reader;
3. **Cite authority** - used to quote or use information from a respected source;
4. **Cite common assumptions** - used to cite information that people may know;
5. **Definition** - used to specify the meaning of some term or concept;
6. **Qualification** - used to limit the number of interpretations that readers may have;
7. **Analogy** - used to make claims based on similarity to another claim;
8. **Analysis** - used to present data that a respected source has collected;
9. **Association** - used to state that a respected source uses or follows a claim.

Originality
It is important for personal narratives to be original and to keep the readers interested. One way to do this is by creating a **dominant feeling**, or a clear feeling that writers want their readers to have about the person, place, or event they are describing. Writers create a dominant feeling to make sure they express their main point of view clearly – both in their thesis and throughout the essay. To do that effectively, they carefully choose their words, especially when providing specific details.

For example, look at the excerpts from an essay about a business student taking a summer to help her grandfather on the farm. The dominant feeling is that this experience at the farm helped her decide to become a veterinarian. Her choices of language show how she felt at the time. When saying *without*

hesitation, for instance, she showed her excitement to help her grandfather. Also, expressions like *I swear I caught a sparkle appearing in his eye* make the dominant feeling more lively and memorable.

Example: Dominant feeling excerpt

Examples from Excerpts Showing Dominant Feeling

Dominant feeling	Example excerpts
Though I didn't know it at the time, that summer would pull me away from my business studies and kickstart my path toward becoming a veterinarian.	*My grandfather gave me a slow look. Though his face was unchanged, I swear I caught a sparkle appearing in his eye.* *"Are you sure you want to come along? Birthing calves is a messy business, and we could be out all night."* *"I'll grab my coat," I replied without hesitation.*

Optional: Additional engagement

We have highlighted the importance of carefully structuring and developing the content of a personal narrative essay. Think a bit further and consider the following questions:

- What makes for a well-told story?
- How should students add support to their paragraphs?
- What can students do to engage their readers?

Reference:

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Reid, S., & Kowalski, D. (2021). *Developing your ideas*. The WAC Clearinghouse. Colorado State University. https://wac.colostate.edu/resources/writing/guides/ideas

Additional Resources:
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- Thesis
- Topics sentences
- Conclusion

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From Idea to Essay: Effective Strategies for Teaching Academic Writing - This "American English" webinar covers many of the topics from this reading in-depth.

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MODULE 3: WRITING AN EFFECTIVE UNIVERSITY APPLICATION ESSAY

Let's learn about teaching university application essay writing!

Personal essays are often used in other contexts. One such context is writing an application essay to apply to an American university or college. Professor Elena Cotos conducted a webinar titled "Writing an Effective University Application Essay" for the Online Professional English Network Program of the U.S. Department of State. Let's learn from her!



"Person walking on concrete road" by Victoria Heath via Unsplash is licensed under the Unsplash license

The application essay makes an applicant stand out from others
Most colleges and universities require applicants to submit different documents such as school grades, test scores, letters of recommendation, and an essay about why the applicant wants to study at a certain institution. This Application Essay is where they can tell something unique about themselves, something that people who make admissions decisions cannot know from other application documents.

Topics for the application essay can vary
Usually, applicants can choose the topic of their Application Essay. However, more than 700 institutions in the United States require essays in response to the Common Application essay prompts (you can see example prompts for 2021-2022 here). In many cases, applicants are asked to respond to specific writing questions that are based on the institution's culture and values. For example, Brown University asks how the applicant will contribute to this university's community.

The application essay is a genre of academic writing

The Application Essay is a *genre*, a specific type of text written in a specific style. The style is defined by its overall purpose and the expectations of the audience. As any genre, the Application Essay has component parts. Each part has *communicative goals* – that is, what the writer wants to do with each part of their text. The communicative goals are achieved by *writing strategies*, which help the writer accomplish specific communicative goals. The following communicative goals and writing strategies can help compose a successful Application Essay:

Types of Communicative Goals and Writing Strategies

Communicative goals	Writing Strategies
A. Captivate the readers (admissions officers)	○ Catch attention ○ Highlight academic motivation
B. Communicate a unique, impressive image of yourself	○ Describe identity, personality, character ○ Specify interests, passions, values ○ Share life experiences, influences, or achievements ○ Recognize challenges and lessons learned
C. Demonstrate fit with the college/university	○ Explain why you chose this college/university ○ Explain why you are a good match for this college/university
D. Leave a lasting, positive impression	○ Restate that you are one of the most promising applicants and why you this college/university might want to choose you

Like any essay, the Application Essay should have an Introduction, Body, and Conclusion. The Introduction should have a strong opening and a clear thesis, so that the admissions officers want to continue reading the essay. Goal A is characteristic of the Introduction. The body of the essay should have a personal narrative, which should expand on the thesis with specific ideas and supporting examples. Goals B and C are characteristic of the Body paragraphs. The Conclusion should sound very promising. In other words, it should emphasize why the applicant is one of the best and unique applicants, so Goal D is for the Conclusion.

Optional: Additional engagement

If you have time, watch the "Writing an effective university application essay" webinar presented by Professor Cotos. Then, consider the following questions:

- How can a student applicant catch the attention of admissions officers?
- What can student applicants say in their essays to describe themselves and make a favorable impression?
- Is it important for student applicants to explain why they chose to apply to a particular college or university?
- What can make an application essay stand out as one of the most impressive?

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Reference:

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Cotos, E. (April 20, 2021). Writing an effective university application essay. EducationUSA and OPEN Program Webinar. https://www.youtube.com/watch?v=kGBm1yn-kKY

Here is an alternative video link for Writing an effective university application essay,

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Additional Resources:

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- First-year essay prompts: See examples of Common Application essay prompts.
- Student solutions center: See examples of writing questions expected to be answered by student applicants within individual colleges/universities in the USA.

Module 3: Argumentative Writing

MODULE 3: WHAT IS AN ACADEMIC ARGUMENT?

Video: What is an Academic Argument?

Watch this lecture introducing the main features and expectations of academic arguments.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Presentation slides: What is an Academic Argument?

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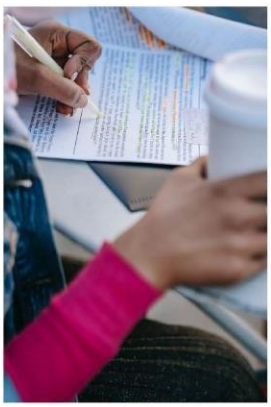
Module 3: Teaching Argumentative Writing

WHAT IS AN ACADEMIC ARGUMENT?

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Preview



ACADEMIC ARGUMENTS

1. Definition
2. Features
3. Audience Expectations

"Student underlining information in text with marker" by Kiera Burton via Unsplash is licensed under the Unsplash license

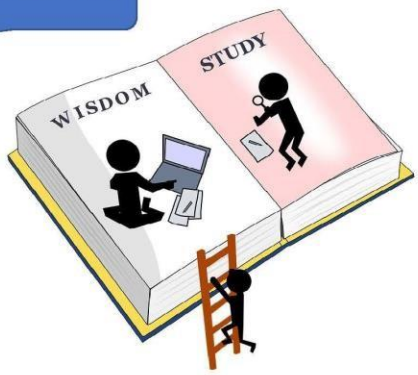
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What is an argument?

A tool that helps us explain what we think and why we think it
(Schick & Schubert, 2017)



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"Learning, reading, growth, literature, book, education" by pinterastudio via Pixabay is licensed under the Pixabay License

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Arguments are everywhere





Basic form of effective communication in everyday life
(Lunsford et al., 2019)

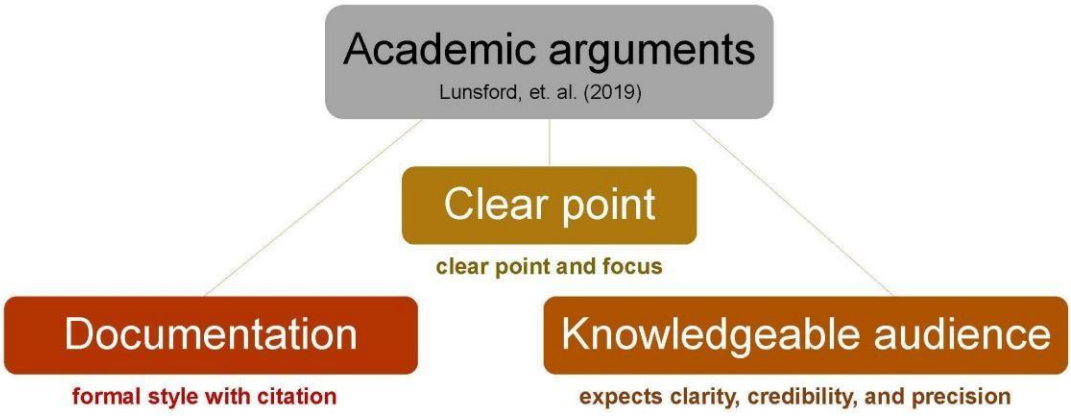


"Man raising brazil flag inside football stadium" by Caio; "Person holding green and brown wooden signage" by Markus Spiske; "Come in we are awesome sign" by Artem Beliaikin via Pexels are licensed under the Pexels license

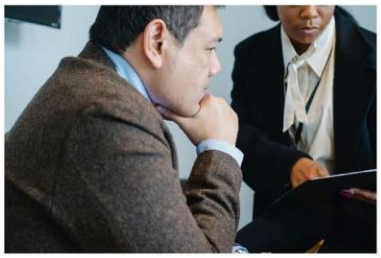
Features of academic arguments

Claim	• the most important feature • the main point
Support	• the believable evidence
Reasoning	• the explanation of the evidence • also known as “rationale”
Background	• the context • the reason why it matters

Defining characteristics of academic arguments



Audience expectations for academic arguments



"Serious diverse coworkers reading contact in office" by Sora Shimazaki via Pexels is licensed under the Pexels license





"Woman student highlighting with text marker in document" by Kiera Burton via Pexels is licensed under the Pexels license

Audience expectations for academic arguments



"Clear light bulb" by Pixabay via Pexels is licensed under the Pexels license



"Pile of covered books" by Pixabay via Pexels is licensed under the Pexels license



Wrap-up





- Arguments are part of everyday life.
- Arguments' purposes and structures vary.
- All arguments must have a claim, evidence, reasoning, and background.
- Expectations of the audience are part of what defines academic arguments



"Assorted billboards" by Marcus Herzberg; "Serious students taking notes at table" by Charlotte May; "Crop person showing smartphone with inscription on screen" by Liza Summer; via Pexels are licensed under the Pexels license

References

References:

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Lunsford, A., Ruszkiewicz, J. J., Walters, K. (2019). *Everything's an argument.* Boston, MA: Bedford/St. Martin's.

Schick, K., & Schubert, L. (2017). *So what? The Writer's Argument.* New York, New York: Oxford University Press.

Transcript: What is an Academic Argument?

SLIDE 1: TITLE
Welcome to Module 3, What Is an Academic Argument?

SLIDE 2: PREVIEW
In this lecture, you will learn about what defines academic arguments, some basic features of academic arguments, and the importance of the expectations that academic audiences have for arguments.

SLIDE 3: WHAT IS AN ARGUMENT?
When we hear the word argument, we might think of a conflict between opposing sides, like a disagreement or a fight. But, in fact, arguments are not necessarily negative.

The goal of an argument depends on the purpose of communication. One purpose we may think of is to persuade or convince someone to agree with a personal opinion. Arguments may have many purposes, including to present new ideas, to share current knowledge, or to gain understanding.
Simply defined, an argument is "a tool that helps us explain what we think and why we think it" (Schick & Schubert, 2017, p. 5).

SLIDE 4: ARGUMENTS ARE EVERYWHERE
Andrea Lunsford, an expert of argumentation in academic writing, explains that we should think about argument as a basic form of effective communication in everyday life. From her point of view, arguments are everywhere. Whenever we communicate, we are making claims about something, which means we are arguing for something (Lunsford et al., 2019, p. 5).

For example, if we wear a shirt with the name of our favorite sports team on it, we are arguing that our sports team is worthy of support. The shirt may claim that our team is great, but it may not give a lot of evidence for how or why the team is great. People who see us wearing a shirt like that do not need such evidence. Audiences for academic arguments, on the other hand, have different expectations.

SLIDE 5: FEATURES OF ACADEMIC ARGUMENTS
Good academic arguments can be defined by a number of required features. The most important one is a claim. The claim is the main point of the argument. Then, arguments need support, which is believable evidence that explains how the claim is true. Arguments also need reasoning. This is an explanation of how the evidence proves that the claim is true. It is sometimes called rationale. And another important feature is background, which gives context for the argument and why it matters.

SLIDE 6: DEFINING CHARACTERISTICS OF ACADEMIC ARGUMENTS
Andrea Lunsford and her co-authors add a few more defining characteristics of academic arguments. Specifically, they state that arguments:

- directly state a clear point and focus on that point;
- use a formal documentation, citation, and writing style; and
- are written for a knowledgeable audience.

Clearly, it is extremely important to think of the audience, who expects clarity, credibility, and precision from a successful academic argument.

SLIDE 7: AUDIENCE EXPECTATIONS FOR ACADEMIC ARGUMENTS
As you know from previous modules, academic readers use critical thinking skills to question the accuracy and credibility of what a writer is trying to say. They look for reasons and evidence to be convinced of the writer's argument. They read the text critically, so they may agree or disagree with the writer.

Also, academic readers want to make sure they understand how and why the argument is important. They want to learn from the argument and maybe even do more research on the topic or do their own writing on the topic.

SLIDE 8: AUDIENCE EXPECTATIONS FOR ACADEMIC ARGUMENTS
Academic audiences generally expect the main idea of the argument to be an answer to a question or a response to a need for information that is important to others. It could be a solution to a problem or a new perspective on a controversial issue.

An academic argument should always begin with a real need to explain or understand an issue that matters to the audience. And it should clearly tell the readers what the writer wants them to accept and why.

SLIDE 9: WRAP-UP
In conclusion, remember that our everyday life is full of arguments.
Academic arguments can have different purposes and will use different structures depending on the field of study or type of argument being made.

As you continue to learn more about argument writing, keep in mind that all arguments must have a central claim supported by evidence with reasoning for how it is true, and background for why it matters.

Finally, academic arguments can be defined by the expectations of the readers, who are critical thinkers that will question the text. Even if they agree with a claim, they will still want credible and formally cited evidence.

SLIDE 10: REFERENCES
References:
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Lunsford, A., Ruszkiewicz, J. J., Walters, K. (2019). Everything's an argument. Boston, MA: Bedford/St. Martin's.

Schick, K., & Schubert, L. (2017). So what? The Writer's Argument. New York, New York: Oxford University Press.

Optional: Additional engagement

We have all had to argue to get someone to agree with us. Maybe we wanted a friend to agree to go with us someplace. Or, we argued with our parents not to worry about how late we wanted to stay out with our friends. Maybe, we saw a poster with a famous pop star saying they are the number 1 artist of the year. What is the difference between these everyday arguments and the kind of argumentative writing we do for an academic audience? As you watch this video and read the following pages of this module, think about what defines an academic argument and how you can identify those defining features.

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Schick, K. & Schubert, L. (2017). *So what? The Writer's Argument.* New York, New York: Oxford University Press.

Additional Resource:
(The video is licensed under the CC BY NC–SA license, which means that you can share or adapt the content, but you should make sure you indicate if you made changes, credit the original source, and include a link to the .)

What is an argument? This video from Kahn Academy explains how academic arguments are different from everyday opinions. It also explains how we need to use critical thinking skills to examine other people's arguments and build our own.

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MODULE 3: TYPES OF ARGUMENTS, PART 1

Please note: **Words in bold** can be found in the Course Glossary.

Arguments of Fact
Arguments of fact aim to inform people about something that happened. They explain facts and argue about what facts mean, or how they could be **interpreted**. People can interpret facts in various ways. That's why explaining the way the facts relate to the audience might make people re-think their understanding of the facts.

For example, many people already know that social media usage has increased dramatically over the last decade, so it may seem that there is nothing to argue. However, not everybody may know that excessive social media use can lead to increased feelings of anxiety and depression (Office of the Surgeon General, 2023). This means that changes in social media habits can bring significant changes to mental health. If we cannot agree on what the facts about social media usage mean, it will be difficult to make decisions to address its impact on mental health. That is why an argument can be made for how the facts should be **interpreted**.



"A person sitting at the table" by Mikael Blomkvist via Pexels is licensed under the Pexels license

Example Essay prompt

Discuss the impact of increased social media usage on mental health.

The central claim for an argument of fact could be:

> *"Excessive social media use can lead to increased feelings of anxiety and depression, which negatively impacts individuals' mental health and overall well-being."*

Arguments of Definition

Definition arguments focus on defining exactly what something is. Building a clear, mutual understanding would not be possible without knowing the meaning of certain terms or concepts. Defining the terms helps the audience better understand a problem or controversy and, thus, be more likely to agree with the author's position on the issue.

For example, if the topic is organic food, the word *organic* may mean different things to different people. They may not know about organic farming, or the pesticides, herbicides, and fertilizers used in conventional farming (Kwiatkowski & Harasim, 2020). So, to be able to convince the audience, the writer would need to define the concept of *organic*. Giving examples can also help readers understand what it means.

Example Essay prompt

Discuss the importance of growing organic foods.

The central claim for an argument of definition could be:

> *"Organic foods do not use harmful pesticides, herbicides, or fertilizers, so they are better for the environment."*

Arguments of Cause and Effect
Cause and effect arguments, also called causal arguments, try to answer how or why something has happened or what effect something has. They provide specific reasons why an action, event, or situation came about. They also show the connection between the reasons and the results. Cause and effect arguments are very common because they help explain the relationship between how things are and how they became that way, or how things can be changed to create different results.

Example Essay prompt

Discuss ways to improve cybersecurity measures.
The central claim for an argument of cause and effect could be:

> *"Cybersecurity cannot be significantly improved until organizations adopt advanced security protocols and regularly train employees on best practices."*

References:
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Office of the Surgeon General. (2025, February). *Social media and youth mental health.* U.S. Department of Health and Human Services. https://www.hhs.gov/surgeongeneral/reports-and-publications/youth-mental-health/social-media-and-youth-mental-health/index.html

Kwiatkowski, C. A., & Harasim, E. (2020). Chemical properties of soil in four-field crop rotations under organic and conventional farming systems. *Agronomy*, *10*(7), 1045.

Additional Resource:
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Argumentative Purposes - This webpage from The Excelsior College Online Writing Lab (OWL) provides more details and example essays of different types of arguments.

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MODULE 3: TYPES OF ARGUMENTS, PART 2

Please note: **Words in bold** can be found in the Course Glossary.

Arguments of Evaluation
Arguments of evaluation express a judgment or opinion about something - is something good or bad, useful or useless, beneficial or harmful - and so on. Authors provide supporting evidence and reasoning for this type of argument not only to describe the object or topic of evaluation; they also use specific **criteria** to analyze what they are evaluating. The criteria are quality standards that people use to judge things or make decisions.

For example, if the topic is the value of college education, the essay would need to evaluate higher education using appropriate criteria. The criteria may include any of the following: quality of education, expertise of the faculty, resources offered, student academic performance, employment opportunities for graduating students, etc. The central claim would depend on the choice of criteria. The writer would have to argue what makes a high-quality education based on the chosen criteria.



"Person in long black sleeve" by cottonbro studio via Pexels is licensed under the Pexels license

Example Essay prompt

Discuss the value of college education.
The central claim for an argument of evaluation could be:

> *"A well-rounded college education includes a broad range of courses across many disciplines including the arts, humanities, and sciences."*

Arguments of Proposal
Arguments of proposal argue that an action or change needs to happen. They provide convincing reasons for why it needs to happen. Usually, writers first highlight an existing problem, then propose a solution for it. Lunsford et al. (2019) explain that a basic formula for a proposal argument is:

A (someone) should do **B** (action or solution) because of **C** (reasons or problems)

For example, suppose the topic is the need to protect teenagers from the bad effects of cigarette smoking. Arguing that smoking is bad for human health (an evaluative argument) usually does not result in any change in behavior or policy. However, presenting a plan to prevent young people from starting to smoke is a good proposal argument.

Example Essay prompt

Discuss the problem of teenage cigarette smoking.
The central claim for an argument of proposal could be:

> *"Schools and youth centers should adopt the new Teen Smoking Prevention Program because it can help prevent long-term health and addiction problems."*

Optional: Additional engagement

While all arguments must support a claim with evidence and reasoning, the writer's purpose will determine the type of argument they will build. The concept of a claim is directly connected with a concept you have learned about earlier in the course - the thesis statement. Think of the following questions connecting these to concepts:

- How might a thesis of a narrative essay be different from the thesis of an argumentative essay?
- What would you expect from the thesis of an argumentative essay?

Reference:

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Lunsford, A. A., Ruszkiewicz, J. J., & Walters, K. (2019). *Everything's an Argument with Readings*. 8th Edition. Bedford/St. Martin's.

Additional Resource:

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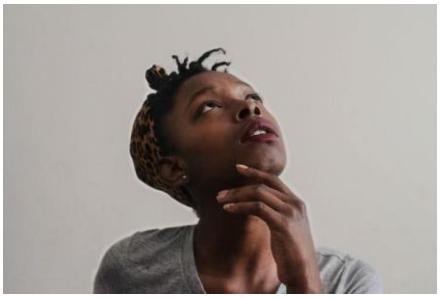
Argumentative Purposes - This webpage from The Excelsior College Online Writing Lab (OWL) provides more details and example essays of different types of arguments.

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MODULE 3: OPTIONAL DISCUSSION: ARGUMENTATION IN MY CLASSROOM

You Decide This task is OPTIONAL

Discussion



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You have been learning about arguments as an important concept for teaching academic writing. Now it is time for you to think about how and why you might apply what you have learned. Please discuss your ideas about teaching argumentation. Consider the following questions as you prepare your response:

- What do you think your students may not know about arguments in academic writing?
- How would you teach argument in your academic writing course?
- What kind of activities may help you better teach argumentative writing?

To help you brainstorm ideas, we asked two expert academic writing instructors to share their experiences with teaching argumentation in academic English writing courses. Below you can find their answers to two important questions. You may want to consider their answers to give you some ideas and insights about your own class.

Your post should be between 300 and 500 words. You should give specific examples to support your ideas. See the Self-Assessment Checklist for ideas that you may want to address in this discussion.

Expert opinions

Abram Anders, Director of ISUComm Foundation Courses, Iowa State University



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Question:
What strategies do you find helpful to introduce novice writing students to argumentation?

Response:
We help students develop their academic writing skills with activities for:

- *analyzing and diagramming arguments to better understand the use of claim, evidence, and reasoning patterns;*

- *using conceptual maps and using structured approaches to analysis to combine ideas and create claims;*
- *outlining arguments to help ensure that reasoning is not an afterthought and to make it easier to identify gaps in the structure and support of the main argument;*
- *practicing the use of referencing, quoting, paraphrasing, and communicating the significance of sources.* (January 23, 2022)

Jenny Aune, Director of ISUComm Advanced Communications, Iowa State University



"Jenny Aune" by Mark Woods of Munn Woods Studio is licensed under CC BY 4.0

Question:
What do your students need to learn about argument in writing?

Response:
Students need to learn everything: definition and expectations, lines of argument, context, structure, effective paragraphs, transition, etc. I teach advanced-level students. By the time students enroll in my class, they are juniors and seniors taking their last general education course. They have had 15+ years learning to write to show the instructor what they know - whether that is to showcase their handwriting skills, repeat concepts back to a professor in an essay question, or write an academic essay in MLA format. After all that experience, the most difficult thing for my students is audience. They have a difficult time stepping outside of themselves to consider what the audience needs. (January 23, 2022)

Self-Assessment Checklist

- ☐ My response is between 300 and 500 words.
- ☐ I considered one or two things that my students will need to learn about argument in academic writing.
- ☐ I considered how and when I should teach argument in my academic writing course.
- ☐ I considered what learner-centered assignments or activities I might give students to teach them about argument writing.
- ☐ I used ideas from my own experience and/or from the experts' comments.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an additional challenge for those of you who want to express your ideas and share them with others.

"You Decide - This Task Is Optional", "Discussion", "Example", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

Module 3: Review

MODULE 3: QUIZ

Assess your knowledge of Module 3!

Take the Quiz for Module 3. You can take the quiz as many times as you need. It is set up to keep the highest score. As you take the quiz, you may refer to your notes if necessary. Be sure to read the feedback after you submit your answers. Please note that you must score at least 7 out of 10 points to move on to the next module.
Good Luck!

>>>> Please note that this quiz can only be completed in Canvas. <<<<

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MODULE 3: OPTIONAL TEACHING JOURNAL: ARGUMENT MAP MODEL

You Decide This task is OPTIONAL

Your teaching journal entries continue. Each journal entry will help you apply what you learn to develop useful instructional materials. We will help you along the way, and we will give you samples to exemplify the materials that you will need to create. As a result, at the end of the course, you will have created an Academic Writing Course (AWC) Materials Packet, which you will be able to use in the classroom and share with other professionals more broadly. **Here is the journal prompt for this week:**

Let's create an Argument Map Model!

You can teach students to use an argument map to analyze and identify the structure of an argument. In this journal entry, we invite you to create an example of an Argument Map Model of a text. You will then be able to use the example you create as a model for teaching your students how to map academic arguments.

To prepare for this task, you will first need to choose an argumentative essay. Then, take the following steps:



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1. Download and review the Guide to Argument Mapping Handout.
2. Download and read the Sample Argument Map Model Handout, which also includes the example essay used to develop the argument map. (If you want to read the example essay separately, click on Japanese Gardens Bridge Indoor, Outdoor Space or go to https://learningenglish.voanews.com/a/japanese-gardens-bridge-indoor-outdoor-space/6288002.html.)
3. Find and read an argumentative essay appropriate for your teaching context. Review the Suggested OER Resources below if you don't have an argumentative text and would like to find one.
4. Create your own argument map in a chart similar to our sample based on your chosen essay. Make sure you save your Argument Map Model outside of Canvas. You will need to include it in your AWC Materials Packet when you get to Module 5.

Suggested OER Resources

You may find the following resources helpful if you need to find an argumentative essay.

- Multiple examples, both in text and linked: Writing for Success
- Linked professional essays: 1, 2, 3, Write!
- Articles from Voice of America, Learning English

Optional: Additional engagement

Let's review how the Guide to Argument Mapping Handout provides questions to analyze a text. The first column shows the features of argument that we should look for: Audience, Claim, Background, Support, and Reasoning. The second column lists the questions that need to be asked in order to find these features. The third column suggests the best places to look for each feature of the argument.

Now let's look at the Sample Argument Map Model Handout. If you have not read the example essay, please take the time to read it. The sample essay is from Voice of America News. It is titled "Japanese Gardens Bridge Indoor, Outdoor Space." This essay presents an Argument of Definition. It explains how Japanese-style garden design is used in America, and it builds an argument to define that style.

The argument map we created for this text lists the answers to the questions we asked about the text. For example, to understand the audience, we asked, "Who are the readers? When and where was it published?" The answers identify the audience, the publication, and some of the characteristics of the writing style.

- **Find the claim.** For example, the thesis in this text can be found in the second sentence of the introduction: "Japanese-style gardens continue to be a great part of American garden design"
- **Look for background context.** We found the definition of a very key idea about the Japanese garden style. This definition helps the reader understand what the design style is.

- **Search for supporting evidence.** We found quotations and statistics. We also found topic sentences for each body paragraph. These topic sentences are the smaller claims supporting the larger claim.
- **Identify the reasoning.** For example, the author makes statements that connect the supporting evidence to the claim, like, "…more Americans like the idea of 'connecting the indoors and the outdoors" and "Over time, Japanese gardens in the U.S. changed to look more authentic."

When we put these answers together in a chart, we can see a *map* of the structure of the argument. This helps us see how the elements of the argument work together.

You can now create your own argument map of a text that is appropriate to your context. Your map will be a model you will use to teach your students how to analyze arguments. They can use a similar argument mapping guide to analyze their own arguments following your model of an example text.



Self-Assessment Checklist

- ☐ I reflected on the module's topic and considered its relevance for my teaching context.
- ☐ I revised the main features and types of arguments.
- ☐ I carefully examined the Guide to Argument Mapping Handout.
- ☐ I carefully examined the Sample Argument Map Model Handout.
- ☐ I found and used an argumentative essay.
- ☐ I drafted an my own argument map in a chart similar to the provided sample based on the argumentative essay I had chosen.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an opportunity to systematically record ideas for those of you who want to prepare materials for teaching an academic writing course. Please write in your own journal (a notebook or an electronic file) because this optional assignment is not to be submitted in Canvas.

"You Decide - This Task Is Optional", "Brainstorm", "Optional", "Video", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

MODULE 3: SUMMARY

Video: Module 3 Summary

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Watch the Module 3 Summary video to review the main ideas. This will remind you of what you have learned in this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Module 3 Summary

Congratulations, you have completed Module 3 Teaching Essay Writing and Argumentation!

In this module, you have learned:

- about essay writing in general;
- about writing an effective essay required of applicants applying to a college or university in the United States;
- how to identify the features and structure of academic arguments;
- what defines the different types of arguments;
- strategies for guiding students through the analysis and evaluation of arguments.

Let's review the key ideas!

Personal essays are used for a variety of purposes, such as a personal narrative or a college application essay.

An essay has three main parts:

1. introduction (including the thesis statement);
2. body paragraphs (developing the topics of the essay in detail);
3. conclusion (highlighting the significance of the thesis idea).

Before drafting an essay, a writer needs to pay attention to the audience and purpose of the text. People write for a variety of purposes, including:

- to express creative ideas;
- to tell a story;
- to describe or explain something;
- to convince someone;
- to document something.

As writers draft their essays, they can develop content using:

- appeal to emotions;
- citation of authority or common assumptions;
- definition;
- amplification;
- qualification,
- analogy,
- association.

Additionally, writers can make their work more original by developing a dominant impression that conveys their perspective on the subject.

Arguments are everywhere. The simplest definition is that they are a tool that helps us explain what we think and why we think it.

The main elements of an argument are:

1. Claim - main point, or thesis;
2. Support - research-based evidence;
3. Reasoning - explanation of how the evidence proves the claim;
4. Background - context and why it matters.

The structure of academic arguments connects the elements.

- The Introduction gives the Background and Claim.
- The body paragraphs give the Support and Reasoning.
- The Conclusion relates the Background and Claim to the audience.

The five main argument types are:

- Argument of Fact;
- Argument of Definition;
- Argument of Cause and Effect;
- Argument of Evaluation;
- Argument of Proposal.

Argument analysis is the best way to teach students how to write an argument and what makes it work.

We are glad you have engaged with these content ideas in these assignments:

- Optional Discussion: Argumentation in My Classroom;
- Optional Teaching Journal: Argument Map Model.

Our topic for Module 4 is Teaching Source Citation.

We look forward to working with you on Module 4!

MODULE 3 CHECK



Module 3: Check

Please answer one question to verify that you have completed all activities in Module 3. You must choose "yes" in order to move on in the course. This quiz will count as 1 point toward your grade.

>>>> Please note that this module check can only be completed in Canvas. <<<<

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MODULE 4: DOWNLOADABLE PACKET

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MODULE 4: TEACHING SOURCE CITATION

Module 4: Getting Started

OVERVIEW AND TO-DO LIST

Overview

Let's work on Module 4: Teaching Source Citation

Objective

This module targets **Course Objective 4: Develop an understanding of the principles of teaching source citation.** By the end of the module, you will be able to accomplish the following **Module Objectives:**

- **4.1.** Learn teaching strategies for paraphrasing, summarizing, and quoting;
- **4.2.** Develop strategies for teaching integration of sources;
- **4.3.** Apply key concepts to a writing prompt for source integration and references.

To-Do List

Below are the tasks you need to complete in Module 4 with the recommended time as a guide. These time guidelines are only approximate; you may find that you spend longer or shorter on some tasks, depending on your experience with and interest in the topic.

Module 4: Getting Started

- Read this Module 4: Overview and To-Do List page (10 mins)
    - Watch the Module 4: Introduction video (10 minutes)

Module 4: Integrating Sources

- Watch the Module 4: Teaching Source Integration in Academic Writing video (20 minutes)
- Read the content page Module 4: Using Sources Ethically (15 minutes)

Module 4: Strategies for Source Use

- Read the content pages for Module 4: Strategies for Source Use
    - Module 4: Writing Summaries (15 minutes)
    - Module 4: Quoting and Paraphrasing (15 minutes)
    - Module 4: When to Summarize, Quote, or Paraphrase (15 minutes)



"Person holding ballpoint pen writing on white paper" by STIL via Unsplash is licensed under the Unsplash license

- Complete the optional task Module 4: OPTIONAL Discussion: Struggles with Using Sources (30 minutes)

Review

- Take the assessment on Module 4 Quiz (30 minutes)
- Respond to the optional task Module 4: OPTIONAL Teaching Journal: Summary and Response Essay Prompt (45 minutes)
- Watch the Module 4: Summary video (10 minutes)

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MODULE 4: INTRODUCTION

Video: Module 4 Introduction

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Watch this Module 4 Introduction video that introduces you to the most important aspects of this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Module 4 Introduction

Welcome to Module 4 Teaching Source Citation!

In Module 4, we will:

- discuss why and how writers use sources;
- discuss plagiarism, how to identify it, and how to help students avoid it;
- introduce you to strategies for using sources and teaching source use.

You will learn from short videos and readings about:

- teaching source integration;
- using sources ethically;
- strategies for source use;
- writing summaries;
- quoting and paraphrasing.

To help you better understand how key concepts work in actual teaching, we will demonstrate them in:

- a handout with example paraphrasing;
- a sample writing prompt that asks students to use sources.

You will also have opportunities to interact with each other and engage in:

- a discussion about struggles with using sources responsibly

To learn 'by doing' and apply your new knowledge, you will work on an OPTIONAL Teaching Journal entry. Specifically, you will:

- write a prompt for a Summary and Response essay.

Your work will be evaluated throughout the module and at the end of the module with help of:

- Module 4 Quiz.

We look forward to working with you in Module 4!

Module 4: Integrating Sources

MODULE 4: TEACHING SOURCE INTEGRATION IN ACADEMIC WRITING

 **Video: Teaching Source Integration in Academic Writing - Guest Speaker**

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Watch this video presentation by one of our invited speakers, Dr. Mark Visonà, where he highlights the importance of teaching students how to use outside sources to support their own ideas.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Teaching Source Integration in Academic Writing - Guest Speaker

Hello everyone! I'm Dr. Mark Visonà. I have a PhD in Linguistics, and my specialization is in sociolinguistics with an emphasis on studying language in online contexts.

I will be introducing you to teaching source integration in academic writing. It's a topic that I have addressed a lot in the academic writing courses I have taught, both at the secondary and university level.

In this video we will briefly consider:

- the importance of teaching source integration;
- a framework for integrating sources known as the BEAM model; and
- citation styles common to academic writing.

To start with, I would like to say that the quality of academic writing largely depends on using outside sources. Using source materials responsibly is very important. That's why writing instructors must teach students how to integrate various sources to present their own original opinions and arguments.

As teachers, we need to help our students understand the difference between a text that is plagiarized and a text that correctly acknowledges outside sources. We also have to help students stay away from plagiarism. In other words, students should not copy somebody else's words and ideas without giving them credit.

One way to approach teaching source use is to have students think about the purpose - why they want to integrate certain sources. Joseph Bizup (2008) proposed a useful model, called the BEAM model, that can guide teachers and students in this regard. BEAM stands for:

- Background information
- Exhibiting information
- Argument information
- Method information

According to the BEAM model, students can use sources to give background information by defining a concept or describing the context of their topic. Exhibiting information means that they can refer to an example from a source that can be analyzed or interpreted in an original way. Also, they can use information from a source as an argument that supports or challenges a particular view on the topic. Finally, students can use a source of methods providing information to support their own understanding of the topic.

When using sources for any of these purposes, students must carefully acknowledge each source. They should do that in two main ways. When the information is integrated directly into the text, credit to the author is given in short form – we call this in-text citation. In-text citations usually include the name of the author and the year of publication. The second way is to give the full citation, with all the details about the source. Full citations are provided at the end of the text – in a list called Works Cited or References.

Both in-text citations and full references have to be presented according to style-specific rules. There are different citation styles with style-specific rules. Students may need to learn the citation rules of styles such as MLA (which stands for Modern Language Association [https://www.mla.org/MLA-Style]), APA (which stands for American Psychological Association [https://apastyle.apa.org]), or Chicago [https://www.chicagomanualofstyle.org/home.html] from the style guide that is most appropriate to their discipline and rhetorical situation.

The MLA style is used mostly by disciplines such as literature, language arts, cultural studies, philosophy, and others that engage deeply with specific texts. APA is used in education, psychology, linguistics and other similar sciences. Because it is used in both education and linguistics, you can see examples of this format in the reference sections throughout this course. And the Chicago style is generally preferred by business, history, and the fine arts.

In general, citing may seem like a no-brainer, but in fact attending to citations requires learning, practice, and spending time to do everything correctly. I hope my short presentation will give you a good start as you learn about teaching source citation.

Thank you for watching!

Optional: Additional engagement

Writers use outside sources to add content and credibility to their work. Integrating outside words and ideas can be challenging, especially to students. Consider the following questions after you watch the video:

- Why is it important that students learn how to use source material responsibly?
- Is it easy for teachers to detect plagiarism? Why?
- What resources can you use in teaching how to cite academic work?

Reference:
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Bizup, J. (2008). BEAM: A rhetorical vocabulary for teaching research-based writing. Rhetoric Review 27 (1). 72-86.

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MODULE 4: USING SOURCES ETHICALLY

Please note: **Words in bold** can be found in the Course Glossary.

Academic writers use material from outside sources for a variety of purposes, such as building background knowledge or supporting their own ideas or theories. When writers cite the work of experts or outside sources, readers are more likely to trust them. In other words, citations help writers add **credibility** to their writing. For that, the sources must be used ethically and thoughtfully.



"Books beside window during sunset" by John-Mark Smith via Unsplash is licensed under the Unsplash license

Academic integrity and plagiarism

An important expectation is to keep academic integrity. **Academic integrity** means being honest and making clear what has been written or said by others. This is as important for students as it is for professionals publishing their work. That is why many institutions have policies regarding academic integrity. Course syllabi also contain a section about that, as shown in the Sample of Academic Writing Course Syllabi Handout. So, what is plagiarism and why does it happen? **Plagiarism** can be simply defined as using someone else's ideas or words as your own, or copying something without citing the original source. Students may plagiarize for a variety of reasons, so teachers need to help them understand the problems leading to plagiarism. Here are some problems and possible solutions for addressing improper use of sources.

Examples of Student Problems and Possible Teacher Solutions

Student Problem	Teacher Solution
Limited language skills (e.g., *"I don't know how to say this another way."* Or, *"They say it so much better than me."*)	Practice paraphrasing strategies, demonstrate how to use quotations, and explain how writing something in your own words is a way of demonstrating learning.
Lack of time or planning (e.g., *"I didn't keep track of sources."* Or, "*I ran out of time.*")	Help students create a plan for managing time and tracking source material.
Not knowing the rules of source use (e.g., "*I don't know how to do in-text citations correctly."*	Teach and model citation style rules, and offer opportunities for practice and feedback on students' use of sources

As you know from Dr. Mark Visonà's Video: Teaching Source Integration in Academic Writing - Guest Speaker, there are different citation styles with style-specific rules. Students can learn the citation rules of styles such as MLA, APA, and Chicago from the style guide that is most appropriate to their discipline and rhetorical situation. In this course, we are giving credit to original creators of some content using the APA style because this is the style used in teacher training materials and also in the field of linguistics.

When and how to cite

When integrating sources in writing, they must be cited (or referenced) both in the text where the information or words are used (**in-text citations**) and at the end of the text (in a list of **Works Cited** or **References**). Writers need to provide in-text citations any time they use an outside source. They can include the original author's words as a **quotation**. They can also express the original author's ideas in their own words as a **paraphrase**. Or, they can present a larger part of the original author's text as a **summary**. We will give more information on how to paraphrase, quote, and summarize later in this module.

Each style has its own rules for in-text citations and for the **Works Cited** or **References** list. In the APA style, an in-text citation includes the author's last name and the year when the source was published. For direct quotes, the page number or paragraph number (for online sources) also have to be included. Here is an example of an in-text citation. The sentence is written in our own words, but the idea came from an outside source. The names of the authors and the year are included in the in-text citation, which is enclosed in parentheses "()" before the period to end the sentence.

Example: APA in-text citation for quotation and paraphrase

Direct quotation: *"When we talk with others, the details we provide help our listeners better understand our ideas. Providing details and support for our ideas is called development" (Reid & Kowalski, 2021, para. 1).*

Paraphrase: *When we develop our main idea, we add specifics to help make the generalizations more concrete or tangible (Reid & Kowalski, 2021, para. 1).*

In addition to citing the sources within the text, the full information about them must be provided as a Reference list at the end. This list provides helpful information for readers, such as the publisher, place of publication, and link (if there is one). See how the example in-text citation above is expanded in the list of references below.

Example: APA full citation

Reference
Reid, S., & Kowalski, D. (2021). Developing your ideas. The WAC Clearinghouse. Colorado State University. https://wac.colostate.edu/resources/writing/guides/ideas

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Optional: Additional engagement

Think about what you have learned so far and write a few ideas about the following questions:

- Why do academic writers cite outside sources?
- Why do students plagiarize?

Additional Resources:
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- The Purdue Online Writing Lab and The Excelsior College Online Writing Lab: These are examples of online style guides.

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- Using Evidence in Academic Writing: Avoiding Plagiarism: This is an American English webinar with more information on plagiarism and source use.
- Here is an alternative video link for Using Evidence in Academic Writing: Avoiding Plagiarism.

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Module 4: Strategies for Source Use

MODULE 4: STRATEGIES FOR SOURCE USE

Let's learn about teaching summarizing, paraphrasing, and quoting!

In this part of Module 4, you will learn from three short readings:

1. Writing Summaries
2. Quoting and Paraphrasing
3. When to Summarize, Quote, or Paraphrase



"Black frames eye glasses on book page" by Jackson Films via Unsplash is licensed under the Unsplash license

---

Optional: Additional engagement

As a warm-up, write down your ideas about the following questions:

- When is it appropriate to give credit to a source?
- What are the most popular ways of integrating sources in texts?

Keep your notes to compare with those presented in the following content pages.

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MODULE 4: WRITING SUMMARIES

Please note: **Words in bold** can be found in the Course Glossary.

A **summary** is used to convey another person's work, idea, or opinion. Summaries can be used in a variety of genres, like abstracts, movie reviews, literature reviews, and research articles. The characteristic features of summaries are:

- contain fewer words than in the original source;
- are limited to the main idea(s) of the source;
- are objective, not changing the meaning of the source.

Summaries can be used as support for a paper to add credibility and content to a writer's work. They can also be used as a way to respond to a reading, as in the following writing tasks explained by Salahub et al. (2018, para. 15-17):



"Person writing on white notebook" by JESHOOTS.COM via Unsplash is licensed under the Unsplash license

- **Agreement/Disagreement Response**: the writer summarizes the original author's point of view, then responds with how their own point of view is similar to or different from the original text.
- **Interpretive/Reflective Response**: The writer focuses on a small portion of a text, explaining it in detail and offering a connection to their own thoughts and experiences.
- **Analytic Response**: The writer breaks down and analyzes the aspects of the text, such as the context, content, style, and organization.

Structuring a summary

A summary should be clearly organized. Here is an outline of how to structure a summary from Gagich and Zickel (2018).

Introduction: A summary's introduction should give key background information about the original source, such as the author, date and place of publication. It should also briefly express the main idea.

Body: The body of a summary depends on its purpose. Typically, it includes the main points of the source text. For example, if the purpose is to analyze the original piece, the summary will include specific details from the text. If the purpose is to relate it to the writer's own, or someone else's, ideas as a part of a larger piece of writing, the summary will contain just the relevant points.

Conclusion: The conclusion typically restates the most important ideas from the original text. It may contain a transition to make a connection to the writer's next idea.

Example: Summary structure

- **Introduction**: *In "Inquiry Notebooks for Twenty-First-Century Skill Development," published in English Teaching Forum 2020, Kelly Wonder explains how inquiry notebooks can be used to incorporate inquiry-based learning and develop twenty-first-century skills.*
- **Body**: *The article gives suggestions for using the notebooks in courses and provides a range of specific prompts designed to help learners think more critically and carefully over time.*
- **Conclusion**: *Using this tool over time can help students simultaneously build language proficiency and critical thinking skills.*

You can download the source article "Inquiry Notebooks for Twenty-First-Century Skill Development" article here, or you can access this article online.

Activities for teaching summary writing
Here are some ideas to help students work with a source that they want to summarize.

- **Reviewing**: Ask students to describe their favorite movie or book. Ask them what details are important and why. For an extra challenge, tell the students to use fewer words. Or, ask them to take out the name of the movie and characters and have classmates guess the movie.
- **Reverse outlining**: Ask students to create an outline based on the original text. Use this to identify the author's main ideas and connections between them.
- **Summarizing language**: Give students several model summaries. Ask them to identify words and phrases indicating that the authors summarize information from outside sources (e.g., a*ccording to, in short*, *in brief*, *altogether*).



Optional: Additional engagement

Reflect on when and how to best teach students to summarize. Consider the following questions:

- When would your students need to write summaries?
- How would you explain summary writing to them?

References I:
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Wonder, K. (2020). Inquiry notebooks for twenty-first-century skill development. *English Teaching Forum*, *58*(3), 20-29. https://americanenglish.state.gov/resources/english-teaching-forum-2020-volume-58-number-3

References II:
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Gagich, M., & Zickel, E. (2018). *In Practice: A guide to rhetoric, genre, and success in first-year writing*. MSL Academic Endeavors. https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric

References III:
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Salahub, J., Reid, S. & Palmquist, M. (2018). *Helping students summarize and respond to texts*. The WAC Clearinghouse. https://wac.colostate.edu/resources/teaching/guides/summary-response

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MODULE 4: QUOTING AND PARAPHRASING

Please note: **Words in bold** can be found in the Course Glossary.

Quoting
Quoting means copying an expression, sentence, or larger part of text from a source. Quotes integrated into a new text are surrounded by quotation marks to credit the source.

Using the words of others can be tricky. The main job of a writer is to think carefully about why they want to use the exact same words. Is it because there is no better way to express a specific idea? Or, is it because an expression is great, and changing it would make the idea lose its effect? Trying to only fill the content of a new text should not be a reason for using quotes. Quotations should be used if the writer wants to:

- present precise evidence to argue a point;
- present a precise and strong opinion expressed by another author;
- define something or mention something very technical that cannot be expressed precisely in the writer's own words;
- establish the position of another person as separate from the writer's own position.

To effectively integrate a quotation, the writer needs to include their own words in the same sentence to give the quotation appropriate context. Below are some easy-to-use templates, also called **sentence frames**, for doing source introduction. These templates can be modified depending on the context and the writer's purpose for quoting. Keep in mind that using short quotes from the original text is recommended because that makes it easier for readers to follow the writer's ideas. The below frames are from Graff, Birkenstein, and Maxwell (2014, p. 46):



"Live fully create happiness speak freely decor" by Ty Williams via Unsplash is licensed under the Unsplash license

Example: Sentence frames for introducing quotations

Author X states, "_____."
As the world expert on the topic, Author X, explains it, "_____."
As claimed by Author X, "_____."
In her article (Title), Author X suggests/describes/contends that "_____."
From Author X's perspective, "_____."
Author X concurs/agrees/disagrees when she notes, "_____."

After using a quotation in the sentence, writers should explain in their own words how it fits with the idea of their text. Graff, Birkenstein, and Maxwell (2014) provide the following sentence frames with signal phrases for explaining quotations:

Example: Sentence frames for explaining quotations

In other words, Author X asserts _____.
In making this claim, Author X is saying that _____.
Author X is insisting/explaining/describing/indicating/arguing that _____.
This demonstrates that _____.
What Author X really means is that _____.
The basis of Author X's point is that _____.

Paraphrasing

Paraphrasing means expressing the meaning of a piece of text from a source in the writer's own words. It can be about the same length or shorter than the original.

To paraphrase effectively, writers must have a clear understanding of the source material. Effective paraphrasing allows writers to keep their own voice and still give credit to the original source. Here are some guidelines for successful paraphrasing recommended by Gagich and Zickel (2018).

- In-text citations must be provided for paraphrases.
- Paraphrases must have both unique vocabulary and sentence structure. It is not enough to just switch out words. This is called **patchwriting** and is considered unethical.
- Paraphrases should have signaling words or phrases to show where the information from the source text begins.
- When writers cannot or do not want to change certain key terms, they should use quotations ("") to indicate that those words are not their own.

To see examples of paraphrasing, both successful and unsuccessful, see the Paraphrase Examples Handout.

Optional: Additional engagement

Now let's consider the following questions about paraphrasing and quoting sources.

- How is a paraphrase different from a summary?
- How is a quote different from a paraphrase?

References I:

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Graff, G., Birkenstein, C., & Maxwell, C. (2014). *They say, I say: The moves that matter in academic writing*. Gildan Audio.

References II:
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Gagich, M., & Zickel, E. (2018). *A guide to rhetoric, genre, and success in first-year writing*. MSL Academic Endeavors. https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric

Additional Resource:
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How to Quote | Citation Examples in APA, MLA & Chicago: This site gives examples of how to quote in different situations.

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MODULE 4: WHEN TO SUMMARIZE, QUOTE, OR PARAPHRASE

Please note: **Words in bold** can be found in the Course Glossary.

The way writers choose to use sources depends on different factors. Generally, writers use quoting, paraphrasing, and summarizing in the same text. Using sources only in one way can affect the quality of writing and the impression it may have on readers. Too many quotations, for example, can take away from the author's voice in the text. Therefore, it is important for students to think carefully before they decide which strategy to use and when. To help your students, give them the following questions and explanations:

Deciding When to Use a Quote, Paraphrase, or Summary

	Quotation	Paraphrase	Summary
What does it look like?	Words directly taken from the original text, without changes, in quotation marks ("").	An idea from the original text expressed in the writer's own words	A shorter presentation of the main points of the original text in the writer's own words
Why might I use it?	To showcase specific, powerful, or surprising words from the original text	• To demonstrate an understanding of the source text • To maintain my voice as a writer	• To give background information or another perspective on the topic • To maintain my voice as a writer
Do I need a citation?	YES!	YES!	YES!
Example	*"Use paraphrasing instead of direct quote unless you have compelling reasons to preserve the exact language of the original text. Often, the reason to preserve the original text in a direct quote is because that text uses specialized language that you can't easily rephrase. As much of your work as possible should be in your own voice" (Babin et al., 2017).*	*Unless the exact wording of the original is necessary, writers should paraphrase text to keep writing in their own voice. Quotations should be used if the language uses specialized vocabulary that can't be paraphrased* (Babin et al., 2017).	*Babin et al. (2017) describe why paraphrases are often preferable to quotations.*

Optional: Additional engagement

As you know from the materials you have studied so far, summarizing, quoting, and paraphrasing are important strategies for writers to integrate sources into their new texts. Now think about these additional questions:

- Why might a writer choose one strategy for integrating a source over another?
- What are the features of text that integrate sources skillfully?

Reference:

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Babin, M., Burnell, C., Pesznecker, S., Rosevear, N., & Wood, J. (2017). *The word on college reading and writing.* Open Oregon Educational Resources. https://openoregon.pressbooks.pub/wrd

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MODULE 4: OPTIONAL DISCUSSION: STRUGGLES WITH USING SOURCES

You Decide This task is OPTIONAL

Discussion

Let's take some time to discuss using sources in writing. Reflect on and write about your own experience teaching and writing with sources, both as a student and as a teacher. Consider the following questions as you prepare your response:

- **What challenges have you faced in writing with sources?**
- **Why is integrating sources challenging for student writers?**
- **How do you think you may teach your students to use sources responsibly?**



"Group of people standing beside a body of water" by Andrea Piaquadio via Unsplash is licensed under the Unsplash License

How sources are used can differ based on context, and the rules can be difficult and, at times, frustrating for writers. In the United States in particular, international students may experience uncertainty, confusion, or even anxiety because the expectations for citing, paraphrasing, and quoting are different from what they know in their own academic culture.

To help you better address the questions above, we chose an example from one of our previous course participants. Read the example response below to see how this participant shared some thoughts about their source integration experience. Their ideas may be informative and inspiring when you respond to this discussion task.

Your discussion post should be between 300 and 500 words. You should give specific examples to support your ideas. See the Self-Assessment Checklist for ideas that you may want to address in this discussion.

Example Response by Previous Course Participant

I appreciated Dr. Mark Visona's talk introducing us to source use. The information he shared and the questions we were asked to think about on that page made me think about how easy or difficult it may be for teachers to detect plagiarism. It seems easy to me. I can see when students copy from a different source and don't use quotation marks, or when they are suddenly using vocabulary that is more advanced than their level. I try to remind myself that academic writing is difficult, and if a student is doing something wrong I can help them find the problem and fix it. Using sources can be hard for students because it takes a lot of time and organization, not to mention language skills. Writers need to track where they got information from.

One specific challenge I personally have is in different citation styles. When I was a student, I learned MLA formatting. When I got to graduate school, I had to use APA. Now that I'm teaching at a university, I need to switch back and forth! It is also a challenge because styles change with time. For example, I used to underline titles when I wrote on paper. Now, I use italics on a computer.
I would like to know what citation style my classmates use, and if they have any recommendations for teaching citation in a way that would be more exciting to students.

Self-Assessment Checklist

- ☐ My response is between 300 and 500 words.
- ☐ I considered my experience with using sources and compared it with what we have learned in this module.
- ☐ I considered the difficulties I had when I needed to integrate sources in my own writing.
- ☐ I considered the difficulties that my students have or may have when they need to integrate sources in their writing.
- ☐ I considered the ways in which I would teach how to use sources responsibly.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an additional challenge for those of you who want to express your ideas and share them with others.

"You Decide - This Task Is Optional", "Discussion", "Example", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

Module 4: Review

MODULE 4: QUIZ

Assess your knowledge of Module 4!

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Take the Quiz for Module 4. You can take the quiz as many times as you need. It is set up to keep the highest score. As you take the quiz, you may refer to your notes if necessary. Be sure to read the feedback after you submit your answers. Please note that you must score at least 7 out of 10 points to move on to the next module.
Good Luck!

>>>> Please note that this quiz can only be completed in Canvas. <<<<

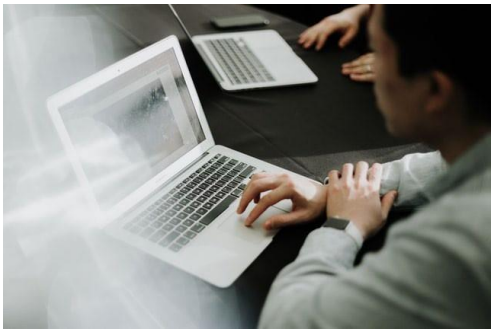
MODULE 4: OPTIONAL TEACHING JOURNAL: SUMMARY AND RESPONSE ESSAY PROMPT

You Decide This task is OPTIONAL

We continue to encourage you to keep a teaching journal. Each journal entry will help you apply what you learn to develop useful instructional materials. We will help you along the way, and we will give you samples to exemplify the materials that you will need to create. As a result, at the end of the course, you will have created an Academic Writing Course (AWC) Materials Packet, which you can use in the classroom and share with other professionals more broadly. **Here is the journal prompt for this week:**

Let's draft a Summary and Response Essay Prompt!

In Module 4, we discussed strategies for integrating sources in written texts. In this journal entry, we would like you to apply what you have learned in this module and draft your own writing assignment prompt. Note that your prompt should be process-based, as it was in the optional Teaching Journal in Module 2.



"Free young executive" by Priscilla Du Preez via Unsplash is licensed under the Unsplash License

As you draft your prompt, refer back to the learning objectives you drafted in Module 1: OPTIONAL Teaching Journal: Course Objectives.

Then, create a prompt in a way that would be appropriate for addressing one of the learning objectives you drafted in Module 1. Most importantly, the prompt should give your students the opportunity to integrate sources by summarizing, quoting, and paraphrasing.

To prepare for this task, you should first choose a reading from one of the interview scripts available on the American English open educational resource called "American Teens Talk!" You can download the "American Teens Talk!" book here, or you can access the "American Teens Talk!" webpage.

If you need guidance as you think about your prompt and the respective learning objective, you may find helpful the Sample of Writing Prompt for Summary and Response Essay Handout.

Instruct students to do the following:

- read the selected script;
- summarize the script in the first half of their essay (see Module 4: Writing Summaries);
- write their personal response to the script in the second half of the essay;
- integrate ideas from the source script with quotations and paraphrases;
- cite the script appropriately with in-text citations and a Works Cited or References list using an appropriate citation style.

Let's get started! Develop a clear prompt that will ask students to write a summary and response essay using and citing external sources.

Optional: Additional engagement

All process-based writing prompts should have these key elements: Context (description of audience and purpose), Task (requirements for essay writing), Steps (stages of the writing process that you will support in class), Evaluation criteria (description of what makes a successful essay), and resources (any texts, links, or other supporting resources).

The Sample of Writing Prompt for Summary and Response Essay Handout has all these elements. It comes from a college-level writing course for English Language Learners. It asks students to write a Summary and Response essay about an article about technology. Let's examine the key elements of this writing prompt as an example.

The first element is *Context (introduction to the rhetorical situation*) - What are students writing about and why? Who is their audience? Notice that in this prompt, the instructor identifies the purpose as summary. We discussed in this module that summaries can serve a variety of purposes.

Next is the *Task* - What are the requirements of the essay? Here, the instructor specifies that the students must both summarize the original essay and provide their own ideas on the topic. The instructor also includes information about the word count expected of the essay.

Following are the *Steps* - What are the manageable chunks that students will work on in class, including pre-writing, drafting, and revising? This instructor indicated in the list, the key checkpoints of the assignment, including annotation activities that will support the summary.
Evaluation criteria come next - What makes for a successful paper and how will it be assessed? In addition to evaluating the content, organization, and language of the essay, the instructor emphasizes academic integrity by evaluating the students' ability to paraphrase, cite sources, and accurately cover the main points of the original article.

Lastly, the *Resources* section - Where can students look for additional help? Here, the instructor indicates relevant textbook and course website materials that will support the students as they work on this writing project.



Self-Assessment Checklist

- ☐ I reflected on the module's topic and considered its relevance for my teaching context.
- ☐ I examined the examples in the Sample of Writing Prompt for Summary and Response Essay Handout.
- ☐ I made sure to clearly indicate how and why students should include citations of external sources.
- ☐ I made sure to clearly indicate that students should add References list at the end of their essay and to use appropriate formatting style for both the in-text citations and the list of References.
- ☐ I made sure to clearly indicate that students should accurately use a formatting style for both the in-text citations and the list of References.
- ☐ I made sure my prompt aligns with one of the learning objectives for the target academic writing course.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an opportunity to systematically record ideas for those of you who want to prepare materials for teaching an academic writing course. Please write in your own journal (a notebook or an electronic file) because this optional assignment is not to be submitted in Canvas.

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MODULE 4: SUMMARY

Video: Module 4 Summary

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Watch the Module 4 Summary video to review the main ideas. This will remind you of what you have learned in this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Module 4 Summary

Congratulations, you have completed Module 4: Teaching Source Citation!

In this module, you learned how to cite sources. You also learned about integrating sources, including summary writing, paraphrasing, and quoting.

Let's review the key ideas!

Writers use sources for a variety of reasons:

- to give background information;
- to exhibit information that they use to analyze it in an original way;
- to use information as an argument;
- to use a source of method information to support their own ideas.

Writers integrate source material in one of three ways:

- Quotation: the source's original words in quotation marks ("");
- Paraphrase: writing the source's idea in your own words;
- Summary: writing the source's ideas in your own words in a shorter way.

Writers choose from those three ways based on what they want to do.

- Quotation: To showcase specific, powerful, or surprising words from the original text
- Paraphrase: to demonstrate an understanding of the source text, to maintain the voice of the writer;
- Summary: to give background information or another perspective on the topic.

Summaries, paraphrases, and quotations all need a citation.

Several style guides can help writers understand how to better cite information:

- Modern Language Association (MLA);
- American Psychological Association (APA);
- Chicago.

Plagiarism is unethical source use. It happens when the writer uses the words or ideas of others without giving appropriate credit.

To help students develop skills for using sources, teachers can do the following:

- demonstrate and practice how to paraphrase, quote, and summarize;
- help students create a plan for tracking source material;
- teach and model citation style rules.

We are glad that you addressed these key ideas in your:

- Discussion Struggles with Using Sources;
- OPTIONAL Teaching Journal: Summary and Response Essay Prompt.

We hope that you will effectively apply this new knowledge to your future teaching practices.

Our topic for Module 5 is Effective Assessment and Feedback in Academic Writing

MODULE 4 CHECK



Module 4: Check

Please answer one question to verify that you have completed all activities in Module 3. You must choose "yes" in order to move on in the course. This quiz will count as 1 point toward your grade.

>>>> Please note that this module check can only be completed in Canvas. <<<<

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MODULE 5: DOWNLOADABLE PACKET

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MODULE 5: EFFECTIVE FEEDBACK AND ASSESSMENT IN ACADEMIC WRITING

Module 5: Getting Started

OVERVIEW AND TO-DO LIST

Overview

Let's work on Module 5: Effective Feedback and Assessment in Academic Writing!

Objective

This module targets **Course Objective 5: Develop an understanding of the best practices for assessing writing and providing feedback.**

By the end of the module, you will be able to accomplish the following **Module Objectives**:

- **5.1.** Describe the purposes of summative and formative assessment
- **5.2.** Develop strategies for giving written feedback on global and local aspects of writing
- **5.3.** Apply key concepts, models, and tools to create a rubric for assessment and feedback
- **5.4.** Compile the AWC Materials Packet

To-Do List

Below are the tasks you need to complete in Module 5 with the recommended time as a guide. These time guidelines are only approximate; you may find that you spend longer or shorter on some tasks, depending on your experience with and interest in the topic.

Module 5: Getting Started

- *Read this Module 5: Overview and To-Do List page (10 mins)*
    - *Watch the Module 5: Introduction video (10 minutes)*

Module 5 Formative Feedback

- *Watch the Module 5: Overview of Assessment and Feedback video (20 minutes)*
- *Read the content pages under Module 5: Formative Feedback*
    - *Module 5: Strategies for Formative Feedback (15 minutes)*
    - *Module 5: Peer Review (15 minutes)*
    - *Module 5: Writing Conferences (15minutes)*
- *Respond to the discussion forum Module 5: OPTIONAL Discussion: Giving Formative Feedback (30 minutes)*



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Module 5: Summative Assessment

- *Read the content pages under Module 5: Summative Assessment and Rubrics*
  - *Module 5: Assessing Writing Summatively (15 minutes)*
  - *Module 5: Rubrics for Summative Writing Assessment (15 minutes)*

Review

- *Take the assessment on Module 5 Quiz (30 minutes)*
- *Respond to the optional task Module 5: OPTIONAL Teaching Journal: Analytic Rubric (45 minutes)*
- *Respond to the optional task Module 5: OPTIONAL Compile AWC Materials Packet (30 minutes)*
- *Watch the Module 5: Summary video (10 minutes)*
- *Watch the Module 5: Farewell and Best Wishes video (5 minutes)*
- *Respond to the optional task OPTIONAL Discussion: Say Goodbye to Each Other (10 minutes)*

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MODULE 5: INTRODUCTION



Video: Module 5 Introduction

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Watch this Module 5 Introduction video that introduces you to the most important aspects of this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Module 5 Introduction

Welcome to Module 5 Effective Assessment and Feedback in Academic Writing!

In Module 5, we will:

- introduce you to summative and formative assessment;
- cover the principles for giving effective feedback on writing;
- explain how to create a rubric for a writing assignment.

You will learn from short video lectures and readings about:

- strategies for formative assessment and feedback;
- peer feedback;
- writing conferences;
- guidance for summative assessment;
- evaluation rubrics.

To help you better understand how key concepts work in actual teaching, we will demonstrate them in:

- a sample of student writing;
- a sample of rubrics.

You will also have opportunities to interact with each other and engage in:

- a discussion about giving formative feedback.

To learn 'by doing' and apply your new knowledge, you will work on an OPTIONAL Teaching Journal entry. Specifically, you will create an analytic rubric for a writing prompt from earlier in the course. Your work will be evaluated throughout the module and at the end of the module with help of:

- Module 5 Quiz.

Let's begin working on Module 5!

Module 5: Formative Feedback

MODULE 5: OVERVIEW OF ASSESSMENT AND FEEDBACK

 **Video: Overview of Assessment and Feedback**

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Watch this lecture introducing assessment in the writing classroom.

>>>> Please note that this video is available for online viewing. See the slides and transcript below. <<<<

Presentation Slides: Overview of Assessment and Feedback

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Module 5: Assessment and Feedback in Academic Writing

OVERVIEW OF ASSESSMENT AND FEEDBACK

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Assessment: Key ideas

1. How assessment and feedback are defined in the classroom



2. How writing is assessed in the classroom
3. Qualities of good writing assessment

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What is assessment?

- Assessment is the process of getting information about an individual student's writing ability and quality of writing (Paltridge et al., 2009)



For teachers	to help students learn
For Students	to receive feedback on strengths and areas of improvement

Assessment - process
Assessments - activities or instruments

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Feedback

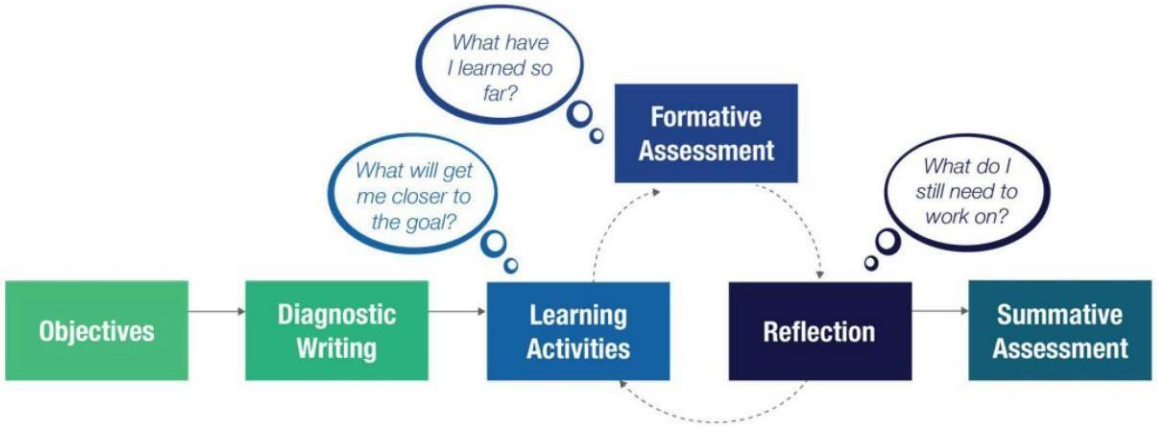


Feedback is important for many reasons.

- Provides information about a student's learning and performance
- Encourages students to improve their writing practice
- Fosters critical thinking and self-reflection

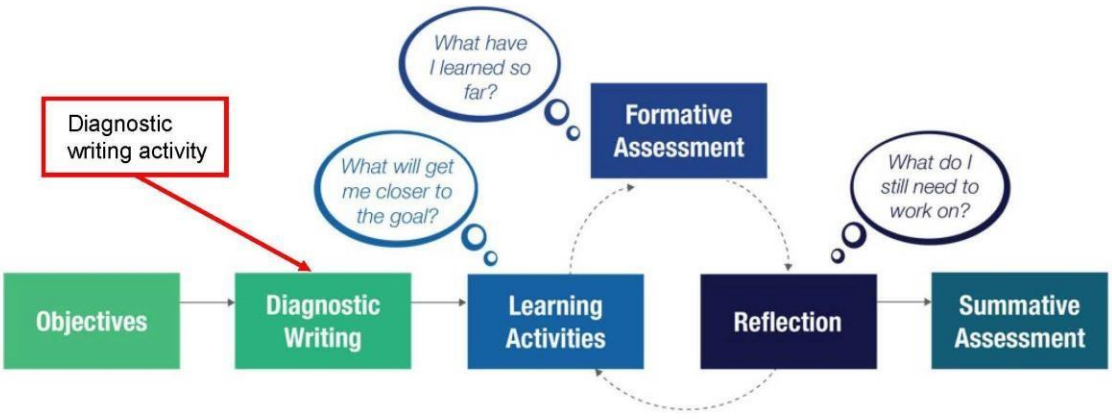
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Cycle of assessment



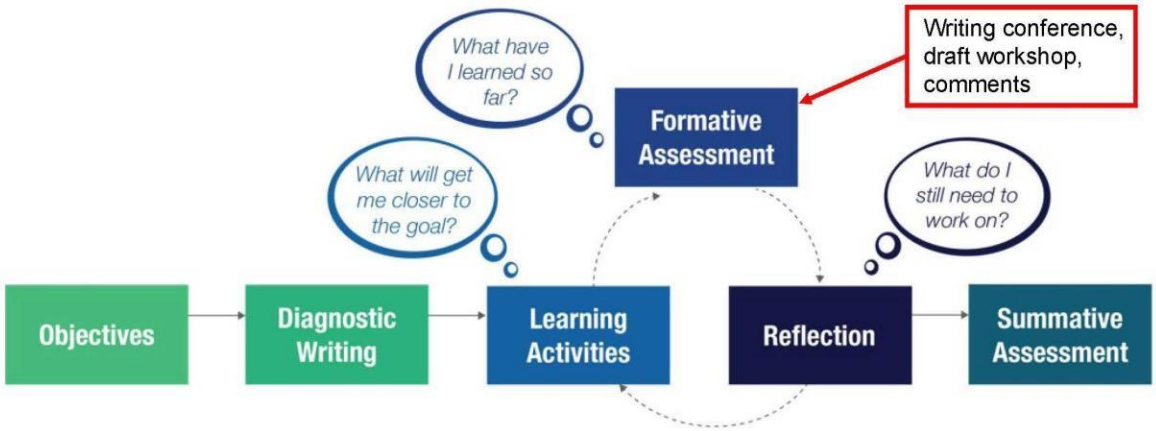
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Cycle of assessment



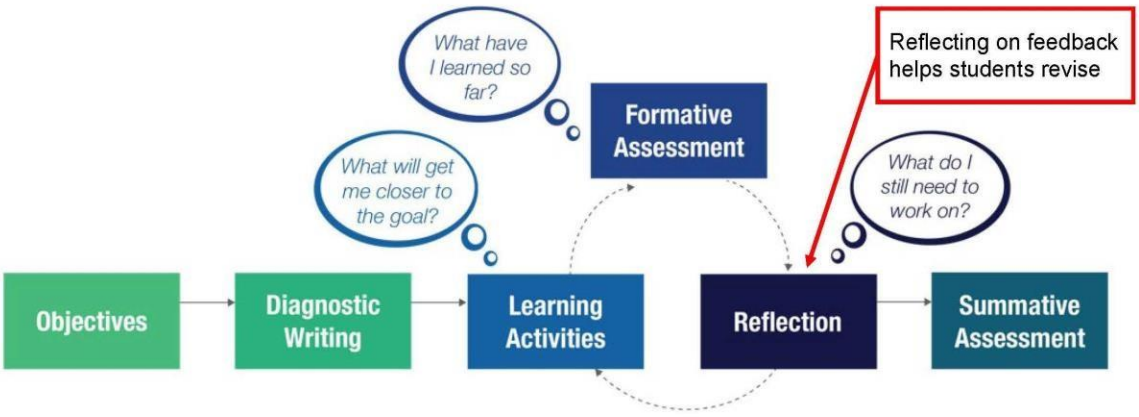
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Cycle of assessment



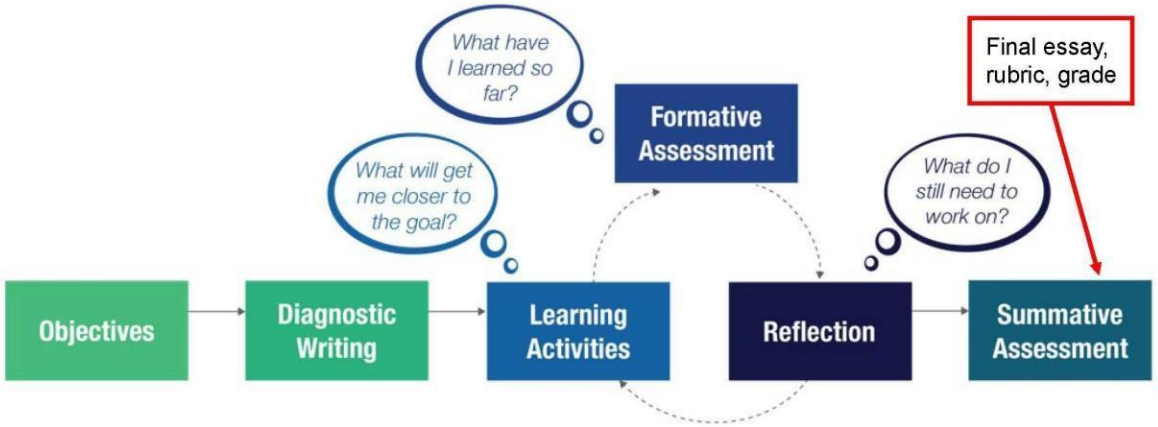
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Cycle of assessment



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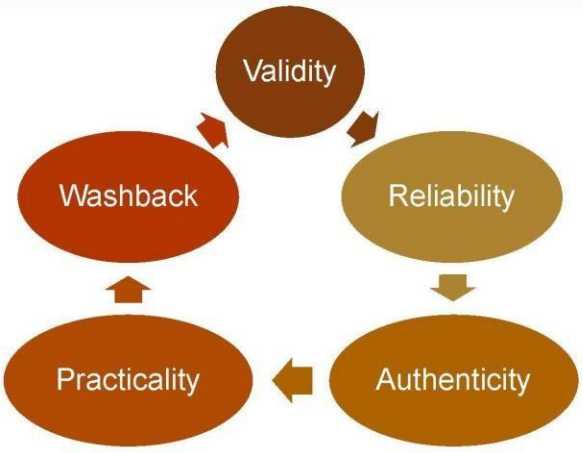


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Qualities of good writing assessments



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(Bachman & Palmer, 1996)

Wrap-up

Assessment and feedback provide helpful information

Teachers should plan for both formative and summative assessment



Teachers should align assessments, evaluate consistently, and provide useful feedback

Writing assessments should be good and practical

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References

References:

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Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests* (Vol. 1). Oxford University Press.

Paltridge, B., Harbon, L., Hirsh, D., Phakiti, A., Shen, H., & Woodrow, L.(2009). *Teaching academic writing: An introduction for teachers of second language writers*, (pp. 61-75). The University of Michigan Press, United States.

Transcript: Overview of Assessment and Feedback

SLIDE 1: TITLE
Welcome to Module 5, Overview of Assessment and Feedback!

SLIDE 2: ASSESSMENT: KEY IDEAS
In this lecture, you will learn:

- how assessment and feedback are defined in the writing classroom;
- how writing is assessed in the classroom;
- and qualities of good writing assessments.

SLIDE 3: WHAT IS ASSESSMENT?
When you hear the word "assessment," you will probably think of a test, like an exam at the end of a course. A test is one example of an assessment. In writing courses, assessment also plays a key role in your students' learning in the classroom.

For writing, assessment is the process that teachers use when they get samples of students' writing, evaluate writing quality, and use their evaluations to help students learn. Information from the assessment helps teachers plan for instruction. Assessment is also a way for instructors to provide feedback on students' work. Feedback encourages writers to correct their work and to improve their writing practice.

Note that the word "assessment" is used in two ways. When we say assessment, we are referring to the process. When we use the plural form – assessments – we are talking about the activities or instruments used to evaluate students.

SLIDE 4: FEEDBACK
I mentioned feedback a little earlier. Feedback is information about a student's learning and performance. Feedback is used to encourage students to improve their writing practice and correct their work. Both students and instructors can give feedback in the writing classroom. Usually, this is in the form of comments or corrections on a text, or in a rubric, which we will discuss further later this module.

SLIDE 5: CYCLE OF ASSESSMENT
Assessment in writing courses happens throughout the teaching and learning cycle, not only at the end of the course. Teachers use information from assessments to plan learning, to see how their teaching is going, to check student progress, and test their achievement. For students, assessments provide an opportunity to understand what they can do, receive feedback on their writing, and find strategies for improving. Overall, assessments give valuable information to learners and teachers to help meet course objectives. This model shows how assessment can support teaching and learning.

SLIDE 6: CYCLE OF ASSESSMENT
To start, instructors use the course objectives and gather evidence about students' strengths and needs. Often, students complete a diagnostic writing activity. Diagnostic activities allow teachers to determine their students' level of writing skills at the beginning of the course.

SLIDE 7: CYCLE OF ASSESSMENT
Teachers also plan for formative assessment and feedback to help students revise their writing before they submit an assignment for a grade. Students receive formative feedback on their drafts and in writing conferences during office hours with their teacher. They can also give one another feedback (peer feedback) in a draft workshop in class.

SLIDE 8: CYCLE OF ASSESSMENT
Formative assessments can also help teachers reflect on how to adapt their lessons. They help teachers get a sense of their students' progress during a lesson or unit. So, formative assessments give useful information about how the teaching and learning is going.

SLIDE9: CYCLE OF ASSESSMENT
Finally, summative assessment is used at the end of a unit or at the end of the course to test learning. Teachers usually give a grade based on a rubric. They may also use summative assessment for a portfolio, or a collection of texts written by a student.

SLIDE 10: QUALITIES OF GOOD WRITING ASSESSMENTS
Good assessments should match (or align) with your course outcomes and class activities. Here are a few more important things to consider when thinking about assessment quality:

- **Validity -** Does the assessment align with what was taught in class and specified in the course objectives?
- **Reliability -** Is the assessment given and marked consistently for all students?
- **Authenticity -** How much does the assessment match real-life tasks?
- **Practicality -** Is the assessment practical enough for the teacher with available resources, such as time and money?
- **Washback -** Is the feedback that the student gets from the assessment clear and helpful for learning?

It is often challenging to balance these factors when designing an assessment. Writing teachers often note that reading and evaluating student essays takes a lot more time than scoring a multiple-choice test. So, practicality can be an issue. On the other hand, a multiple-choice test may not measure writing skills. In that case, validity and authenticity can be problematic.

SLIDE 11: WRAP-UP
To sum up, here are a few take-aways for you to remember:

- Assessment and feedback provide helpful information to teachers and students.
- Teachers should plan for both formative and summative assessment.
- Teachers should align assessment to what they have taught, evaluate students writing consistently, and provide useful feedback to students.
- Teachers and students need good writing assessments that are also practical.

SLIDE 12: REFERENCES
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Paltridge, B., Harbon, L., Hirsh, D., Phakiti, A., Shen, H., & Woodrow, L. (2009). Teaching academic writing: An introduction for teachers of second language writers, (pp. 61-75). The University of Michigan Press, United States.

Optional: Additional engagement

In Module 5, we discuss the concept of *assessment*. This concept is very important in any teaching and learning context, so you may want to ask yourself:

- What does assessment mean for you? What are some examples?
- How can assessment help teachers and students?

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Paltridge, B., Harbon, L., Hirsh, D., Phakiti, A., Shen, H., & Woodrow, L. (2009). *Teaching academic writing: An introduction for teachers of second language writers*, (pp. 61-75). The University of Michigan Press, United States.

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MODULE 5: FORMATIVE FEEDBACK



"Women having a conversation" by mentadgt via Pexels is licensed under the Pexels license

Let's begin learning about formative assessment!
In this part of Module 5, you will learn from the following short readings:

1. Strategies for Formative Assessment and Feedback
2. Peer Review and Writing Conferences

Optional: Additional engagement

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Take a few minutes to think and write down your ideas about these questions.

- How can you check what students can and cannot do in writing before they submit a final writing assignment?
- When you want feedback on your writing, who can help you?

Keep your notes and compare them with the material presented in the following content pages.

MODULE 5: STRATEGIES FOR FORMATIVE FEEDBACK

Please note: **Words in bold** can be found in the Course Glossary.

Formative assessment is known as assessment for learning. It includes different ways in which teachers evaluate students' progress in the process of learning. In academic writing courses, teachers can use different strategies when they evaluate their students' texts:



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- **Commenting on pieces of a future draft:** Have students turn in a small piece of their writing, such as a thesis statement or topic sentence, to check the development of their ideas.
- **Commenting on drafts:** After students have a complete draft, give them written or oral comments so they can better revise their work.
- **Conducting writing conferences:** Meet with students individually to discuss their questions and give feedback on their writing.
- **Offering exit tickets:** Ask students to respond to a short question about the material before the end of the lesson.

Commenting on students' work at different stages of their writing process means giving formative feedback. The feedback is formative because it allows students to apply it and improve their writing. When teachers give formative feedback, they should take time to carefully consider what they will comment on and how. This depends on what stage of the writing process students are in (Bitchener & Ferris, 2012).

As we mentioned in Module 2: Revising versus Editing, students should pay attention to **global issues**. Therefore, teachers' feedback should first address global issues, like organization and main ideas. When these have been addressed, students can turn their attention to editing sentence-level issues, like grammar and word choice. However, this also depends on the course objectives. If particular grammar points are the focus of your course, then the feedback should match that.

Ferris and Hedgcock (2013, p. 242) provide helpful guidelines for giving student feedback. Specifically, the teacher should:

1. provide formative feedback beginning with issues that affect understanding the most;
2. give oral or visual feedback, not only written feedback;
3. let students know where something is not clear and provide direction for how to improve the writing, not correct issues for the student;
4. encourage students to get feedback from others, not only from the teacher.

Most importantly, formative feedback should contain **constructive criticism**. This means that the feedback should highlight problem areas in writing in a way that will help students understand what and how to improve. Teachers should give constructive criticism with a positive attitude, and they should include a mix of praise and encouragement about what the student did well.

It is helpful to think of formative feedback as part of a dialogue between the teacher and the student. In a student-centered classroom, the role of the teacher is to provide the perspective of the reader. This means to provide **reader-based comments**. By taking a reader-based approach to formative feedback, teachers can promote more effective revision and help students learn to think about the expectations of their audience (Bean, 2011). Below are examples of how feedback comments can be changed from writer-based to reader-based:



Example: Changing feedback comments

Writer-based to reader-based formative feedback comments

Writer-based comments	*Reader-based comments*
You need to add a thesis statement.	*I'm not sure I understand the focus of this paper. Can you try to make it clear here?*
Your conclusion is weak.	*It's not quite clear to me how the conclusion relates to the rest of the paper.*
Your transitions need work.	*I'm having a hard time seeing how _____connects to the next paragraph about _____.*
You need more description.	*As a reader, I'm having trouble picturing what this looked like. Can you add more description?*

Optional: Additional engagement

Consider the following question and then compare your ideas with what you have read on this content page:

- How can teachers give feedback before a final writing assignment is due?
- What should teachers comment on when evaluating student writing?

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Bean, J. C. (2011). *Engaging ideas: The Professor's guide to integrating writing*. Jossey-Bass.

Bitchener, J., & Ferris, D. R. (2012). *Written corrective feedback in second language acquisition and writing*. New York: Routledge.

Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice*. New York: Routledge.

Additional Resources:

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Formative Assessment - This AE teacher article gives more information on types of formative assessment, such as checklists or exit tickets.

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Minimal Marking Workshop Handout - This handout gives examples and principles for effective feedback.

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MODULE 5: PEER REVIEW

Please note: **Words in bold** can be found in the Course Glossary.



"Man in brown sport shirt shaking hands of a man" by fauxels via Pexels is licensed under the Pexels license

Peer review is how students respond to and provide feedback on each other's writing. It is very useful because it offers a good opportunity to hear what other audiences (peers) have to say. Peer review also helps students develop revision skills and see another approach to writing an assignment (Mott-Smith et al., 2020, p. 47).

Usually, peer review is provided during a so-called writer's workshop, which is organized as follows:

- Before class - Students prepare a draft of their text. They either bring a copy to share on paper or share an electronic version on the computer.
- In class - The teacher divides the students into small groups where students share their drafts and give feedback to each other. This helps each student get a variety of perspectives.
- After class - Students review the feedback they received from peers and plan how to revise their writing based on that.

If it is the first time doing the peer review, you can make sure it goes well by:

- Explaining that the purpose of peer review is to respond as a reader, not as a teacher, and to help them revise their writing.
- Sharing examples of comments that are helpful and unhelpful to writers (e.g., “Needs work” is too vague and does not tell the writer what or how an issue could be addressed).
- Giving example questions, a checklist, or a rubric to help students come up with constructive comments.
- Making sure that students read and show their understanding of peer feedback (e.g., they can write a short reflection explaining what comments they found helpful and why).
- Planning some class time for follow-up peer feedback discussions (Ferris & Hedgcock, 2013, p. 261).

To see how you can formulate the peer review task:

- Click to download the Example Peer Review Instructions and Prompts Handout
- Click to expand the Example Peer Review Instructions and Prompts Handout

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Optional: Additional engagement

Formative feedback from peers is an important part of students’ writing development. How could students may benefit from reading and commenting on each other's work?

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Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice*. New York: Routledge.

Mott-Smith, J. A., Tomas, Z., & Kostka, I. (2020). *Teaching writing* (revised edition). TESOL Press.

Additional Resources:
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- Written Peer Response in L2 Writing - This AE article explains the principles and benefits of peer review.
- Peer Review - This site has guidelines, example questions, and worksheets for peer review.

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MODULE 5: WRITING CONFERENCES

Please note: **Words in bold** can be found in the Course Glossary.

Writing conferences are “private conversations between teacher and student about the student’s writing or writing processes” (Sperling, 1991, p. 132). In a writing conference, a teacher meets one-on-one or in a small group of students to discuss their writing and give feedback. This can be an important opportunity to give the individual attention that students cannot regularly get in a classroom setting. Writing conferences have become popular because they can save teachers time writing comments, and they allow for a real-time discussion of student work (Ferris & Hedgcock, 2013, p. 252).



"People on a video call" by Anna Shvets via Pexels is licensed under the Pexels license

It is important that teachers not take over the conference time with too many comments. We encourage an **indirect approach** to writing conferences. This means that students lead the conference by sharing their progress, challenges, and questions before the teacher offers feedback (Murray, 1985). Following is an example agenda for how you can organize a writing conference of about 10 minutes.

Example: Summary structure

1. **Prepare (1-2 minutes)**
    - Welcome the student to the writing conference.
    - Explain the objective of the writing conference.
    - Give the student a minute to think of questions while you read through their draft or review any notes.
2. **Reflect and connect (1 minute)**
    - Ask the student what is working and what is not working with the assignment (or with the course).
    - If appropriate, review feedback from the last assignment and make sure that the student can access it.
3. **Focus on writing (6 minutes)**
    - Start with student questions about the draft.
    - Highlight the strengths of the draft.
    - Offer specific suggestions for how to improve.
    - Prompt the student to think of ideas for revision.
4. **Wrap-up (1 minute)**
    - Ask the student to summarize the key takeaways from the conference.
    - Thank the student for their time.

Writing conferences are meant to help students develop into better writers. They should also help students improve their habits toward revising their writing. To accomplish that, teachers should keep in mind a number of DOs and DON'Ts:

Useful Tips for Writing Conferences

DO	DON'T
Read the draft carefully.	Don't meet with students if you are not prepared. This may lead to taking more time than scheduled. Don't keep students too long. Don't let there be a line waiting at the door.
Offer encouragement.	Don't start with a negative attitude even if you know you'll need to talk about serious issues. Don't give only negative feedback.
Ask questions to get the student actively involved. Stay focused.	Don't try to cover too much in a short period of time.
Make specific suggestions.	Don't allow the conference to be taken over by general concerns (like absence issues or a grade on a past written assignment).
Listen to the student's concerns.	Don't take all the time to do teacher talk without giving the student the opportunity to express themselves.



Optional: Additional engagement

Students usually greatly value individualized feedback from the teacher in writing conferences. What practical issues do you think teachers should consider before meeting one-on-one with students?

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Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice*. New York: Routledge.

Murray, D. M. (1985). *A writer teaches writing* (2nd ed.). Houghton Mifflin.

Sperling, M. (1991). Dialogues of deliberation: Conversation in the teacher-student writing conference. *Written Communication, 8*, 131-162.

Additional Resources:
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- Conferencing with students: These guides for teachers cover how to structure and improve the quality of writing conferences.
- Teaching one-to-one: The writing conference: This text provides a rationale, activities, and strategies for writing conferences.

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MODULE 5: OPTIONAL DISCUSSION: GIVING FORMATIVE FEEDBACK

You Decide This task is OPTIONAL

Discussion

Let's practice giving formative feedback on student writing. Write a response to the student who wrote the draft in the Sample of Student Writing Handout. The student author was asked to write an essay explaining their identity.



"Two women in white hijab veils" by mentatdgt via Pexels using a Pexels License

As you practice writing feedback on this draft, be sure to do the following:

- **comment on what you find to be most important in the essay,**
- **reference at least one element that is a strength and one element to improve,**
- **make your comments reader-based.**

To help you formulate your feedback, below we are providing an example of how a writing teacher commented on their student's draft. The draft is in development, so the teacher's feedback is short. But you can see how it is still specific. Try to also write your practice feedback on the Sample of Student Writing Handout as specifically as you can. And try to be as positive and constructive as possible.

Your discussion post should be between 300 and 500 words. You should mentions specific areas for improvement. See the Self-Assessment Checklist for ideas that you may want to address in this discussion.

Example Feedback from a Writing Teacher

Dear Student,

Thank you for sharing your work with me! One strength of your paper is how you clearly organized your ideas into introductory, body, and concluding paragraphs. I also appreciated hearing about how strongly your family relationships influence your ideas about the world. I really liked the line, "I recognized my identity by acknowledging the history of my family." Now, I would like to hear more! What is one story they told you that stuck with you? Specific examples of stories from your family would show readers the kinds of lessons you can learn from your ancestors.

I look forward to your next draft!
Lily

Self-Assessment Checklist

- ☐ My response is between 300 and 500 words.
- ☐ I considered the strategies for giving helpful formative feedback.
- ☐ I identified the strengths of the draft.
- ☐ I identified the weaknesses of the draft.
- ☐ I shaped my comments as reader-based, not writer-based.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an additional challenge for those of you who want to express your ideas and share them with others.

"You Decide - This Task Is Optional", "Discussion", "Example", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

Module 5: Summative Assessment

MODULE 5: SUMMATIVE ASSESSMENT AND RUBRICS

Let's learn about summative assessment and rubrics!
In this part of Module 5, you will learn from an expert sharing knowledge in two short videos and from two short readings:

1. Assessing Writing Summatively
2. Rubrics for Summative Writing Assessment



"Kids doing homework exercise at home" by Jessica Lewis Creative via Pexels is licensed under the Pexels license

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Optional: Additional engagement
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As a warm-up, write down your ideas about the following questions:

- How do you test writing?
- How do you know your assessment is a good one?

Keep your notes to compare with those presented in the following content pages.

MODULE 5: ASSESSING WRITING SUMMATIVELY

Video: Assessing Writing Summatively (Part 1 and Part 2)
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Watch two short videos featuring our invited speaker, Dr. Carol Chapelle.
Dr. Chapelle is a Distinguished Professor of Applied Linguistics and a well-known scholar in the field of assessment. In these videos, she discusses how to assess writing effectively in writing courses.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Assessing Writing Summatively - Guest Speaker, Part 1

Hello! My name is Carol Chapelle. I am a professor in Applied Linguistics in the English Department at Iowa State University. I teach courses and do research on English language assessment.

I'm happy to share my knowledge about assessment of writing in two short videos.

The first question people usually ask is “What are the characteristics of a good summative assessment for writing?”

Well, summative assessment is given at the end of a unit, after several units, or at the end of the whole writing course. It is really part of the course. So, summative assessment must align with what was taught in the course.

The purpose of summative assessment is to show students and teachers how well the students learned the writing practices taught in the course. That’s why this alignment between the course activities and the assessment is very important.

A good summative assessment should help students to focus their attention on the important concepts and processes in the course. And it should provide results that inform students about their success in learning how to write.

A good summative assessment also needs to be given and evaluated the same way for all students. Summative assessments are often used to assign course grades, so teachers must take care to follow consistent procedures when they evaluate responses.

And maybe it should go without saying, but a good summative assessment has to be practical. In other words, teachers should be able to create it, give it to students, and then evaluate their responses.
The second question that comes up a lot is: “What is the biggest challenge in creating rubrics for student writing?”

I think the biggest challenge teachers have when they create a rubric is to make the rubric fit the users and their uses for the rubric. The users of the rubric are the teacher and the students, so we have to think about how they will use the rubric.
For example, a teacher can use a rubric for marking the final writing assignment in the course to give grades. In this case, the teacher needs a rubric that can be used efficiently and that provides a standard method for assigning grades. The students may not see the rubric, but they should expect that the same clear rubric was used to mark all of the students’ papers. And if a student returns after the class to ask about a grade, the teacher will have a good reason for assigning the grade—the rubric!

A teacher might also use a rubric to give formative feedback to students on their writing as one part of the process writing approach. In a process writing course, students write, receive feedback, and revise their writing. A rubric is one kind of feedback that the teacher can give students to help guide their revision of the assignment, or to help them improve on the following writing assignment.

In this case, the rubric should include information to show students the strengths and weaknesses in their writing. Even though a teacher spends more time using such a rubric, the details are important for the students.

So, the alignment of the summative assessment to the course objectives is essential. Knowing how the rubric will be used is important for creating a good assessment rubric. Rubric feedback is an important step for revising in the writing process.

Transcript: Assessing Writing Summatively - Guest Speaker, Part 1

In this video, we'll continue to consider commonly asked questions. This time we will focus on how to use rubrics and how to provide feedback. Speaking of rubrics, teachers often ask: "How can we use rubrics to grade efficiently and effectively?"

I'd say – start by asking yourself two questions: Who is going to use the rubric? What are they going to do with the results? Then look at some examples. Ask yourself if the examples contain some ideas about how to describe the levels of writing and the components of writing that would be useful for your purpose. Then create your own rubric with the descriptions of levels and components of language that will help you and your students.

Most teachers find it is useful to work with one or more teachers to try out the rubric before using it to mark their students' assignments.

Try selecting about five examples of students' responses from one writing assignment. Each teacher should use the rubric to evaluate each of the five papers. Then the teachers should meet and discuss each paper and their evaluations of the paper:

- Did all teachers give the paper the same evaluation?
- If so, why was it so clear? What were the key features that all teachers saw?
- If not, discuss each teacher's reasons for giving the scores that they did.

After practice and discussion, you will feel confident in using the rubric on your students' papers. You will also be good at explaining the evaluations you give their papers.

One last question that I would like to address is: "What advice for providing feedback would you have for writing teachers?"

It is important to remember that formative feedback should help students to improve. To improve their writing, students need to know what they have done well and what they need to work on. Your feedback should communicate a clear message to students about their successes and what they can do to improve.

You can often see how good your feedback is by looking at how well students revise their papers after they receive your feedback. If students are not revising well, you have an opportunity to change your feedback approach to see if you can get better results.

Feedback and revision are very important for learning to write. Your feedback should encourage them with praise and communicate where and how to revise. You may need to experiment and see how to get the most effective revisions from students.

So, trying out your rubrics on writing examples, especially with peer teachers, is a great way to understand how to apply the rubric to give useful feedback. And, teaching academic writing with the stages of the writing process allows you to see if the feedback you give is effective for helping students to revise their writing.

Thank you for watching. I hope you find my brief discussion of summative assessment and rubrics helpful!

Optional: Additional engagement

Summative assessment is a way to measure learning and give feedback to writers. Consider the following questions after you watch the videos:

- How should a teacher decide what a writing assessment should look like?
- How should a teacher create and use a rubric?

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MODULE 5: RUBRICS FOR SUMMATIVE WRITING ASSESSMENT

Please note: **Words in bold** can be found in the Course Glossary.

What is a rubric?

A **rubric** is a list of **criteria** used to evaluate something. Rubrics may be used during any part of the writing process. However, they are often used as a part of a summative assessment at the end of a unit or course.



"Man in gray suit jacket sitting beside books" by cottonbro via Pexels is licensed under the Pexels license

Rubrics can be either **holistic** or **analytic**. Analytic rubrics are used to identify and assess specific aspects of student writing. They may have readers evaluate different features of texts separately and may include features such as organization, content, style, vocabulary, and grammar. Holistic rubrics are used when teachers want to assess student writing as a whole, focusing on the overall quality of the text. Therefore, a downside to holistic rubrics is that they don’t give writers specific feedback about aspects of writing (Ferris & Hedgcock, 2013).

To see two examples of analytic rubrics and an example of a holistic rubric:

- Click to download the Sample of Rubrics Handout
- Click to expand the Sample of Rubrics Handout

Rubrics may also be used for other purposes. Teachers usually use analytic rubrics to guide peer review by having their students give each other feedback based on the aspects of writing described in the rubric. They may also ask students to use the rubric as they reflect on the feedback they received. Or, students can use rubrics to evaluate their own writing as a part of the revision process.

How to create a rubric

Teachers should be very thoughtful when creating rubrics. It is important to consider who is using the rubric and why. See Dr. Ockey's expert opinion below. He highlights the main challenges in creating rubrics for student writing.

Expert opinion

Dr. Gary Ockey, Professor of Applied Linguistics, Iowa State University
I think there are two big challenges to creating rubrics for writing assessments. The first is to effectively identify the important features that make a type of writing effective. It is often difficult to get a group of teachers to agree on what is important in writing. The other big challenge in creating a writing rubric is in selecting appropriate words to describe writing ability at the various levels of a rubric. For instance, some rubrics use quite general terms like, "Excellent" or "Developing". It is a challenge to interpret what "Excellent" or "Developing" means without training and experience with the group of students.

Creating a writing rubric for a classroom assessment can be done using two approaches. The first is to have a group of writing teachers create a list of characteristics that are important for writing. Characteristics on the list can then be prioritized and used to create the rubric. The other approach is to have a group of teachers look at writing samples from students that they judge to be at various levels of ability. The teachers can then create descriptions of the characteristics of the samples to create the various levels of the rubric. (January 29, 2022)

Dr. Ockey recommends how teachers should start when creating a rubric. Here are the steps of how to create a rubric:

- Match the rubric with course objectives, your class activities, and your assignment. Make sure the rubric reflects what you taught and what you want students to learn;
- Determine the type of rubric appropriate for your students (holistic or analytic);
- Determine the criteria for assessing your students' writing;
- Create a description of the criteria that makes sense for both instructors and students;
- If using an analytic rubric, decide how many points each aspect of writing included in the rubric should have. The number of points should be based on how much effort and time was spent when preparing the assignment.

Optional: Additional engagement

Using rubrics to assess writing assignments can be very useful, both for the teacher and the students. Below are some reasons why. Read these reasons and think about why else you might want to use rubrics?

Rubrics are helpful for teachers because they:

- help to reduce misunderstanding about the expectations for the assignment;
- help make grading more consistent;
- save time in grading;
- allow more time for formative comments.

Rubrics are helpful for students because they:

- help students understand all of the components of the assignment;
- give students a goal to work towards in producing the assignment;
- helps students understand why they got a certain grade.

References:
(This content is copyrighted, and cannot be adapted in any way, or distributed after the end of this course. It is not Public Domain or Creative Commons-licensed, and therefore not for public use.)
Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice*. New Your: Routledge.

Additional Resource:
(This content is copyrighted, and cannot be adapted in any way, or distributed after the end of this course. It is not Public Domain or Creative Commons-licensed, and therefore not for public use.)
Designing Grading Rubrics - This resource gives more detailed steps on creating rubrics.

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Module 5: Review

MODULE 5: QUIZ

Assess your knowledge of Module 5!

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Take the Quiz for Module 5. You can take the quiz as many times as you need. It is set up to keep the highest score. As you take the quiz, you may refer to your notes if necessary. Be sure to read the feedback after you submit your answers. Please note that you must score at least 7 out of 10 points to move on to the next module.
Good Luck!

>>>> Please note that this quiz can only be completed in Canvas. <<<<

MODULE 5: OPTIONAL TEACHING JOURNAL: ANALYTIC RUBRIC

You Decide This task is OPTIONAL

This is the last module where you are wrapping up your teaching journal. So far, each journal entry has helped you apply what you have learned. In this last entry, we continue to help you develop useful instructional materials to teach academic writing and share more broadly with other professionals. **Here is the journal prompt for this week:**

Let's create a rubric!



"Person writing on brown wooden table near white ceramic mug" by Green Chameleon via Unsplash is licensed under the Unsplash license

In this journal entry, we refer you back to the assignment prompt you created in Module 2: OPTIONAL Teaching Journal: Process-Based Assignment Prompt. We would like you to create an **analytic rubric** for writing an essay in response to this prompt.

As you create your analytic rubric, make sure that:

- **your rubric matches the task you assigned for students in your Process-Based Assignment Prompt,**
- **your rubric matches the evaluation criteria in your Process-Based Assignment Prompt,**
- **your rubric's description of each category is clear enough for students to understand**.

Also, carefully think about how many points each category gets. Will they all be the same or not? Are some more important than others? See how the rubric template below has different points for the quality of the draft (10 points to 6 points). You can start with this template, but you will need to specify your own criteria, description, and points.

If you need additional guidance as you design your rubric, you may find the Sample of Rubrics Handout helpful.

Rubric template

Criterion	Description	Excellent (10 points)	Good (8 points)	Fair (7 points)	Needs work (6 points)



Optional: Additional engagement

We have referred you to the Sample of Rubrics Handout here and also earlier in this module. Let's examine the key elements in Example A in this handout.

The first thing to notice is that this is an analytic rubric. This means that it is divided into specific aspects of the text for the teacher to evaluate. In this rubric, the aspects to be evaluated separately are context, content, organization, language, and style.

The next component of this rubric is the description. This rubric describes what a text at the highest level would look like. For example, for the content of this essay, the teacher would be looking for supporting points that are relevant to explaining each main idea and development that includes description, details, explanations, and specific examples.

Next are the bands. This rubric is divided into excellent, good, fair, and needs work bands. You'll notice that each band has a point value. And for this rubric, each of the aspects has the same point value. You may decide to weight categories more based on what you emphasize in class.

You should choose criteria, point values, and bands that match your students and the writing assignment. A good rubric will give students information about what to do and will make grading easier for the teacher.

Self-Assessment Checklist

- ☐ I consolidated my knowledge of rubrics for summative writing assessment.
- ☐ I made sure to develop my rubric based on my Process-Based Assignment Prompt.
- ☐ I made sure to develop the evaluation criteria of my rubric based on my Process-Based Assignment Prompt.
- ☐ I included evaluation criteria for content, context, organization, language, style, and/or other relevant aspects of my Process-Based Assignment Prompt.
- ☐ I made sure to clearly describe each evaluation criterion in my rubric.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an opportunity to systematically record ideas for those of you who want to prepare materials for teaching an academic writing course. Please write in your own journal (a notebook or an electronic file) because this optional assignment is not to be submitted in Canvas.

"You Decide - This Task Is Optional", "Brainstorm", "Optional", "Video", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

MODULE 5: OPTIONAL COMPILE AWC MATERIALS PACKET



Let's Create an Academic Writing Course (AWC) Materials Packet!

The materials and tasks in this course build on each other to gradually help you prepare an Academic Writing Course (AWC) Materials Packet. In this last optional task, you will apply content and ideas from different course modules, bringing together different relevant pieces.



"Woman Holding Clay" by Valeria Ushakova via Pexels is licensed under the Pexels license

Specifically, in each module, you completed optional Teaching Journal tasks and created different types of materials for your future teaching of academic writing. It is time for all your work to come together in one final product!

We ask you to combine all the materials you created in Modules 1-5 into a packet containing your syllabus and materials for teaching an academic writing course.

As you work on this task, consider what you have learned in the course and what you would like to share with others.

To get started, you might find it useful to revisit the following course modules tasks and decide which you'd like to include in your AWC Materials Packet:

- Module 1: OPTIONAL Teaching Journal: Course Objectives
- Module 2: OPTIONAL Teaching Journal: Process-Based Assignment Prompt
- Module 3: OPTIONAL Teaching Journal: Argument Map Model
- Module 4: OPTIONAL Teaching Journal: Summary and Response Essay Prompt
- Module 5: OPTIONAL Teaching Journal: Analytic Rubric

To cascade more knowledge from this course with your colleagues and with the larger professional community, you may also include the following handouts we provided in each of our five modules:

- Module 1:
  - Sample of Academic Writing Course Syllabi Handout
  - Examples of Learning Objectives Handout
- Module 2:
  - Editing & Formatting: Error Awareness Chart Handout
  - Process-Based Prompts by Other Teachers Handout
  - Writing Prompt Sample Handout
- Module 3:
  - Structure of a Personal Narrative Essay Examples Handout
  - Guide to Argument Mapping Handout
  - Sample Argument Map Model Handout
- Module 4:
  - Paraphrase Examples Handout
  - Sample of Writing Prompt for Summary and Response Essay Handout
- Module 5:
  - Example Peer Review Instructions and Prompts Handout
  - Sample of Student Writing Handout
  - Sample of Rubrics Handout

Once you have compiled your AWC Materials Packet, you may want to self-assess using the following checklist.

Self-Assessment Checklist

- ☐ I consolidated my knowledge of rubrics for summative writing assessment.
- ☐ I made sure to develop my rubric based on my Process-Based Assignment Prompt.
- ☐ I made sure to develop the evaluation criteria of my rubric based on my Process-Based Assignment Prompt.
- ☐ I included evaluation criteria for content, context, organization, language, style, and/or other relevant aspects of my Process-Based Assignment Prompt.
- ☐ I made sure to clearly describe each evaluation criterion in my rubric.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an opportunity to systematically record ideas for those of you who want to prepare materials for teaching an academic writing course. Please write in your own journal (a notebook or an electronic file) because this optional assignment is not to be submitted in Canvas.

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MODULE 5: SUMMARY

Video: Module 5 Summary

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Watch the Module 3 Summary video to review the main ideas. This will remind you of what you have learned in this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Module 5 Summary

Congratulations, you have completed Module 5: Effective Assessment and Feedback in Academic Writing!

In this module, you learned about:

- summative and formative assessment;
- formative feedback;
- peer response;
- writing conferences;
- rubrics.

Let's review the key ideas!
Teachers assess student's texts to evaluate the quality of writing.
They use information from assessments to help students develop their writing skills.
This information also informs their own teaching practices.

Assessment happens throughout the teaching and learning cycle:

- Teachers match assessments with course objectives;
- Assessments provide evidence about students' writing strengths and needs;
- Teachers give formative feedback to help students revise their writing;
- Students can also give one another peer feedback;
- Summative assessment is used to test learning and grade written texts.

Good writing assessments have the following qualities:

- Validity – match with what was taught in class;
- Reliability – consistency in giving assessments;
- Authenticity – match with real-life tasks;
- Practicality – resources available for assessments;
- Washback – positive impact of assessment on teaching and learning.

Formative assessment is important for positive impact on teaching and learning. It can take different forms:

- teacher comments;
- peer feedback;
- writing conferences;
- rubrics;
- exit tickets.

When providing feedback on student writing:

- do not overwhelm students with too many comments;
- comment on the most important issues;
- make reader-based comments.

We are glad that you addressed these ideas in your:

- Optional Discussion: Giving Formative Feedback;
- Optional Teaching Journal: Analytic Rubric.

We hope that you will be able to effectively assess your students' writing. We are happy that you have successfully completed all the content modules of our course.

Congratulations!

MODULE 5: FAREWELL AND BEST WISHES

Video: Farewell and Best Wishes

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Thank you for taking our course!
We want to thank you for your participation and engagement. Watch us in this video saying our goodbyes, hoping that you will apply the knowledge about teaching academic writing soon, and wishing you all the best!

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Farewell and Best Wishes

Amy: Congratulations on completing the course! We are delighted to have spent five weeks with you, helping you grow your teaching practice.

Sarah: We enjoyed sharing our expertise with you. This course has been a great opportunity for us to teach you many essential concepts and to provide you with tools and strategies for developing and teaching academic writing courses.

Amy: We followed our syllabus and learning objectives, modeled our approach, shared multiple examples, and guided you step-by-step to make your own syllabi and materials. By completing each of the tasks in the modules, you not only gained the knowledge and practiced the skills, but you also applied them when preparing entries for your optional Teaching Journal.

Sarah: We covered many topics over five modules. You now know how to use backward design to construct your course - from the objectives to the activities - and to make it learner-centered. You have designed different types of materials. These materials will guide your students through the stages of the writing process.

Amy: Among the many things you did in this course, you also explored ways to teach students how to find and use sources effectively, to create and support an argument, and to respond to the writing of others. Additionally, you applied your knowledge of the features of academic writing to create assessment rubrics and to practice giving feedback on student writing.

Sarah: Throughout the course, you shared your own experiences and learned from one another in discussions forums. We encourage you to continue to cascade your new knowledge with others.

Amy: Cascading knowledge is a great way to expand your impact as a teacher. It provides unique opportunities to gain ideas and perspectives from others. We look forward to hearing about where you go from here.

Sarah: Let's say "Farewell" for now, and let's meet in the OPEN Community of Practice after the course!

OPTIONAL DISCUSSION: SAY GOODBYE TO EACH OTHER

Let's say goodbye!

Dear Participants,

Congratulations on having completed all the tasks and on your great achievements in this course!
Please use this final discussion forum as one last chance to:

- reflect on what you learned from interacting with each other;
- give one last piece of advice or encouragement to each other;
- say goodbye expressing good wishes.

Read other participants' goodbyes and respond to at least one of their posts. If you have time, reply to the responses on your own post.



"Gray goodbye friends board" by Jan inneberg via Unsplash is licensed under the Unsplash license

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POST-COURSE QUIZ

Take a Post-Course Quiz!
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At the beginning of this massive online course on Developing and Teaching Academic Writing Courses, you took a Pre-Course Diagnostic Quiz to help us identify your strengths and needs.

Now that you have finished this course's last module, take this Post-Course Quiz to see how much you have learned.

You can only complete this quiz one time. You will **not** receive a grade for completing this quiz.

>>>> Please note that this quiz can only be completed in Canvas. <<<<<

FINAL COURSE CHECK

Module 5: Final Course Check

Please answer one question to verify that you have completed all activities in Module 5. You must choose "yes" in order to move on in the course. This quiz will count as 1 point toward your grade.

>>>> Please note that this module check can only be completed in Canvas. <<<<

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