IE WRITING 2016:
A Teacher's Guide

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

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

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

I. IE Writing Objectives, Grammar, and Vocabulary   2

II. Brainstorming and the Writing Process   12
   a) Note-taking
   b) Talk-write
   c) Clustering
   d) Venn diagrams

III. Grammar Exercises   12
   a) Passive and Active voice
   b) Conjunctions
   c) Colons and Semi-colons
   d) Transitions

I. IE Writing Objectives

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

IE I Writing Objectives

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

a) use brainstorming techniques—including clustering, free-writing, talk-write, listing, and venn diagramming—to develop ideas for a paragraph,

b) identify *main ideas, topic sentences*, *introductions*, *examples and illustrations, transitions* (e.g., another, next, finally, etc.), and *conclusions,*

c) write an effective topic sentence, use specific examples, including names and numbers, to support the topic sentence,

e) use tenses properly, including the past, present, and future perfect tenses,

f) change sentences written in a passive voice to those written in an active one,

g) combine short sentences into longer, more complex ones with subordinate conjunctions (i.e., since, because, so), coordinate conjunctions and phrases (i.e., and, but, yet), semi-colons, and colons,

h) use transitions to move from one point to another,

i) write paragraphs from a third person perspective when appropriate,

j) incorporate vocabulary learned in IE Core class into a paragraph

k) write paragraphs that describe, classify, and compare and contrast,

l) revise first drafts, and read and comment upon other students' work.

IE Level I: Themes And Paragraph Genres

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

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

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

Themes for writing the paragraph of Classification
(e.g., talk-write, note-taking, etc.)
- **Memories: childhood, education, the generation gap**

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

Interchange 2:
Grammar: *Used to* (p.5)
Vocabulary:
(p.4)beach, collect, crayons, playground, scrapbook (p.7): big break, cast, production company, urged, role, wears many hats

 Interactions 2: **(alternate reading)**
 "The Secrets of Success in School" (pp.2-11; pp.20-21) Vocabulary:
• (nouns) curriculum, discipline, drawback, effort, exhaustion, rankings, secondary school, status, values, (verbs) achieve, compare, determines, reflects, separate, track, (adjectives) competitive, entire, global, identical, isolated, universal, (expressions) in contrast to, one-size-fits-all, on the one hand, on the other hand, the best and the brightest

Interactions 2: **"Parentese" (pp. 152-163) Vocabulary:**
• apparently, assumption, emotions, evidence, fact, glue, nature, nurture, realize, respond, verbal (p.5): (nouns) curriculum, discipline, drawback, effort, exhaustion, rankings, secondary school, status, values, (verbs) achieve, compare, determines, reflects, separate, track, (adjectives) competitive, entire, global, identical, isolated, universal, (expressions) in contrast to, one-size-fits-all, on the one hand, on the other hand, the best and the brightest

Themes for writing the paragraph of Compare and Contrast

(e.g., listing, Venn Diagramming, etc.)
Urban Life - city services, problems, transportation

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

- All vocabulary used for the "classification paragraph" may be used for this paragraph also, as well as the following vocabulary words.

Interchange 2:
Grammar: (p.17) Evaluations and Comparisons - too many, fewer, less, more, isn't/aren't enough

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

Vocabulary: (p.8) (compound nouns): bicycle garage, bus stand, news station, parking space, street light, subway system, taxi lane, traffic jam, train stop

(p.16): bright, comfortable, convenient, cramped, dangerous, dark, dingy, expensive, huge, inconvenient, modern, noisy, private, quiet, safe, shabby, small, spacious

Interactions 2: **"City Life" (pp.22-32; pp.39, 40) Vocabulary:**
- (nouns) agricultural operation, crops, developing countries, gridlock, mass transit, pedestrian zone, pollution, priorities, produce, recycling plant, trash, urban dwellers; (verbs) commute, crowd, cultivate, predict, solve, worsening, (adjectives) affluent, creative, (adverb) efficiently
- (p.25): access, environment, established, focus, global, predict, priorities, residents, transportation

(or the alternate IE 1 theme of Food)
Interchange 2:
Vocabulary: (p. 24) bake, barbeque, boil, fry, roast, steam

Interactions 2: **"Globalization and Food" (pp.116-126; pp.133-134) Vocabulary:**
- (nouns) benefit, consumer, extinction, fuel, livestock, nutrients, obstacle, shift, staples; (verbs) contribute, shift; (adjectives) endangered, processed; (adverb) approximately, (expression) in turn
(p.133) access, areas, chemicals, concept, consumers, globalization, processed, region, shift, traditional

5

Themes for the Persuasive paragraph

-Travel, cultural values, history
 (e.g., talk-write, free-writing, etc.)
 - *for/against* travel to a particular place, posting on facebook, nuclear energy, school uniforms, university entrance exams, capital punishment, space exploration, learning English in elementary school, etc.

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

Interchange 2:
Grammar: (p.31) Future with *be going to* and *will*; ie. going to relax, will watch; (p.33) Modals for necessity, suggestion – have to, must, ought, should

Vocabulary: (p.32) ATM card, backpack, carry-on bag, cash, credit card, first-aid kit, hiking boots, medication, passport, plane tickets, sandals, student ID, suitcase, swimsuit, vaccination

Interactions 2: **"The Silk Road: Art and Archeology" (pp.168-179; p.193)**
Vocabulary:
- (nouns) archeology, architecture, armor, calligraphy, caves, destination, documents, fabric, frescoes, mausoleums, merchants, mosques, network, oasis, pitcher, silk, spices, statues, (verbs) decorated, depict, flowered, spread, (adjectives) exquisite, fertility, holy, significant, vast, (expression)to this end

(p.193) continue, culture, founded, project, region, routes, technology, traditional

IE II and IE III Writing Objectives

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

a) use brainstorming, clustering, free-writing, and talk-write to develop ideas for 2 essays of comparison-contrast and analysis,

b) develop a clear thesis statement, with a topic and controlling idea suitable for comparison-contrast, analysis, classification, and persuasive essays,

c) write effective topic sentences using appropriate transitional words and phrases and varied sentence patterns,

d) use specific examples, including names and numbers, to support the ideas in each topic sentence.

e) demonstrate the use of an appropriate academic "register"; writing from the third person perspective rather than overusing the pronoun "I,"

f) combine short sentences into longer, more complex ones using punctuation such as colons and semi-colons, subordinate conjunctions (i.e., since, because, so), coordinate conjunctions and phrases (i.e., and, but, yet), semi-colons, and colons,

g) revise the first drafts of **2** essays and read and comment upon other students' essays.

Additional IE III Objectives

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

a) find 3 sources for each essay, list them in a bibliography according to the MLA style,

b) avoid copying information from these sources, but use some of it in your essays; do this by summarizing it (who, what, where, when, why), and providing page references,

c) use several direct and indirect quotations from these sources in your essay

7

IE Level II Themes and Essay Types

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

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

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

Themes for writing the Analysis essay

Changing Times

(brainstorming, e.g., clustering, free-writing, listing, talk-write)
- **addiction, business, careers, computers, culture, economics, film, music, a team, television, a sport, an athlete, or an author**

Interchange 2:
Grammar: (p.61): conditional sentences – ie. *If* you get a good job, *you'll* have more cash; *If* you don't plan, you *may make* a mistake.

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

AND the IE II theme of "The Workplace"
   "Looking for Work in the 21st Century" (pp. 81-91): Vocabulary: areas, benefits, computer, creating, economy, enormous, job, job security, jobs, labor, secure, temporary, traditionally, varies

   Interchange 2:
   Grammar: (p.65) Gerunds- travelling, working, etc.
   Vocabulary: (p.67) creative, critical, disorganized, efficient, forgetful, generous, hardworking, impatient, level-headed, moody, punctual, reliable, strict

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

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

Themes for writing the Comparison-contrast essay

Geography – cultural geography, nature, remarkable places
(brainstorming, ie. Venn Diagramming)

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

Interchange 2:
Grammar: (p.73)
Passive with *by*, ie. was designed by, were added to

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

AND the IE II theme of "Autobiography:"
Interchange 2:
Grammar: (p.81) present perfect continuous – ie. have been working

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

Interactions 2: **"New Days, New Ways: Changing Rites of Passage" (p.236):**
Vocabulary: delivery, funerals, groom, guidance, incorporation, monks, negotiations, pregnancy, proposal, pyre, rite of passage, ritual, scriptures, taboos, trousseau, vision, vision quest, (verbs) chant, regain, vary, (adjectives) indigenous, nomadic, previous, (expression) ask for (a woman's hand) **AND**

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

9

IE Level III Themes And Essay Types

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

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

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

Themes for writing the *Classification* essay
Psychology, relationships
(brainstorming, e.g., clustering, free-writing, listing, talk-write)
- types of cultures, education, emotions, environmental problems, environments friendships, movies, music, personalities, religions, TV shows

Interchange 2:
Grammar: (p.101) Unreal conditional sentences with *if* clauses, ie. If I found $1 million, I would spend it; (p.103) Past modals, ie. I should have called her.

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

Interactions 2: **"The Science of Happiness" (pp. 92-101; pp.107-112)**
 Vocabulary: (nouns) balance, components, concept, essence, findings, gap, life expectancy, polls, solidarity, sum total, trend, well-being, (verbs) catch on, measure, (adjectives) complex, reasonable, (adverbs) actually, enthusiastically **AND**

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

AND the IE III theme of "Cross-cultural values"
 Interchange 2:
 Grammar: (p.51) Relative clauses of time, ie. a day when…, a night when…(p.54) adverbial clauses of time, ie. when people get married, they…after the food is served, the…

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

Interactions 2: **"Fashion: Art of the Body" (pp. 180-192)**
Vocabulary: aspect, bias, depict, ethnocentrism, express, ignorant, inhuman, indicate, irrational, learn, liberal, memorize, study; (p.190) cosmetics, crime, dye, lipstick, traveler, theft; attractive, beautiful, chubby, emaciated, fat, good-looking gorgeous, heavy, hideous, obese, overweight, plain, plump, pretty, skinny, slender, slim, ugly

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

Interchange 2:
Grammar: (p.37) Two-part verbs; *will* for responding to requests, ie. turn down, pick up; will turn down, will pick up

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

Interactions 2: **"Sick Building Syndrome" (pp. 32-38; p.40-44)**
(p.41) beauty, beautification, creation, crowd, difference, efficiency, pollution, pollutant, safety

AND the IE III theme of "the Media, computers, technology, and globalization"
Interchange 2:
Grammar: (p.45) Infinitives and gerunds, ie. I use my computer to send e-mails, I use my cell phone for watching movies.

11

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

<u>*Interactions 2:*</u> **"Life in a Fishbowl: Globalization and Reality TV)**
(pp. 126-132; pp.134-135)

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

II. Brainstorming

One of the most important lessons for our students is the realization that academic writing is a process that begins with brainstorming ideas and developing and revising a series of drafts. The first part of the IE Core and Writing booklet provides a graphic example of each type of brainstorming and you should try each one with students so that they can find the ones that work best for them:
   a) Note-taking
   b) Listing
   c) Talk-write
   d) Clustering
   e) Venn diagrams

III. Grammar Exercises

There is a danger in introducing too much grammar teaching into your class as we only meet with students 14 times over a semester. It is more important to teach them about each academic form and the different genres within them. However, there are some general grammatical concepts that should be introduced in IE Writing classes:
   a) Passive and Active voice
   b) Conjunctions
   c) Colons and Semi-colons
   d) Transitions in Paragraphs and Essays

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

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

1. Avoid teaching too much grammar through lecturing to the class and providing handouts. Grammar is best taught to your students within the context of each student's writing.

2. However, certain points that might be new to the majority of your students such as the use of the semi-colon, or of subordinate conjunctions, for example, might be handled through a short lecture on their use, then classroom exercises. You might handle them through some group work or even a competition where students in small groups try to write the correct answers to questions on the board.

3. Correct student errors mostly on an individual/specific basis, dealing with each student's errors through written comments on the student's paper and a conference with them.

4. Whole-class lessons on errors might also come from notes you make after you have graded all your students' essays and noted common errors.

After concealing the student's names, you could then show some of these errors in a handout, on the OHC, or on the blackboard, then set the class to correcting them. They could work individually, then again in groups, share them with the class, and then you could correct them again.

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

13

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

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

IV. Responding to Student Writing

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

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

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

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

10-pt Rubric for Scoring IE I Paragraphs

Topic Sentence and Transitions 1-2 points	**i)** topic sentence suitable for the genre and clearly expressed (ie. Comparison-contrast, classification, etc.) **ii)** transition words suitable for the genre (ie. Comparison-contrast, classification, etc.)
Content 1-2 points	**i)** at least one example at least 3- 4 sentences in length (ie. an anecdote, reason, etc.) that moves from a general point to details **ii)** facts, names, numbers, or other specific details in the examples
Grammar 1-2 points	**i)** where there are grammatical errors, the writer's meaning is comprehensible **ii)** few grammatical errors.
Fluency 1-2 points	**i)** a lengthy paragraph of 75-100 words **ii)** several uses of complex sentences through subordinate and coordinate conjunctions
Vocabulary 1-2 points	**i)** mostly correct and appropriate vocabulary choices **ii)** use of vocabulary words from IE Core class assignments or class word lists

10-pt Rubric for Scoring IE II Essays

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

12-pt Rubric for Scoring IE 3# Essays

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

Students would very much prefer that all their work be marked by their teachers. However, we are trying to encourage more autonomy, trying to develop their critical powers about their own work. They learn how to look more critically at writing through peer editing. Teacher-to-student conferences are best conducted on a 2nd or 3rd complete draft of a paragraph or an essay.

Judging from student evaluations also, the single best way to conduct a writing conference with students is to get them to record it on their cell phones or an iPod. In this manner, they can replay your comments later, and replay them several times to make sure that they understand them. Otherwise, students forget many of your comments even though they may appear to understand them during the conference.

III.(a) A PROTOCOL FOR CONFERENCING

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

A student conference should (1) be limited to 5 - 10 minutes at maximum, (2) focus on a complete early draft of the essay, (3) balance criticism of student work with praise, (4) incorporate student negotiation in the conference (through helping a student to formulate questions, and to confirm teacher remarks),

17

(5) conclude with a student verbalizing what he or she will do next, and (6)finally, that teachers track the results of the meeting in terms of the student's progress on the next draft.

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

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

Conferencing Form:

1. **I thought the best part of my paragraph/essay was...**

2. **I thought the weakest part of my paragraph/essay was...**

3. **According to your instructor's comments:**

Strengths:	**Weaknesses***:*
a)	a)
b)	b)

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

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

Work Cited:
Reid, J. (1993). *Teaching esl writing*. New York: Prentice and Hall, 222, 223.

III.(b) RECORDED CONFERENCES

Recording your feedback to students is essential in conferencing. It works as follows. Before class, the teacher grades and comments on all the papers.

Next, students bring in a smart phone, an iPod with a microphone, an MP3 player, or use the record function on their cell phones.

1.   You pass the student papers back and ask the class to start finding and correcting the mistakes on their papers.

2.   Instruct students to circle any comments or symbols they don't understand. Then ask each student to write down a question that they would like to ask you when they have their turn for a conference.

3.   While you conference with one student, the other students in the class are noting their questions or revising their essays.

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

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

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

III.(c) Recorded Responses to Student Writing

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

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

You can find it easily by checking under the apps in the Windows symbol in the lower lefthand side (See Fig. 1).
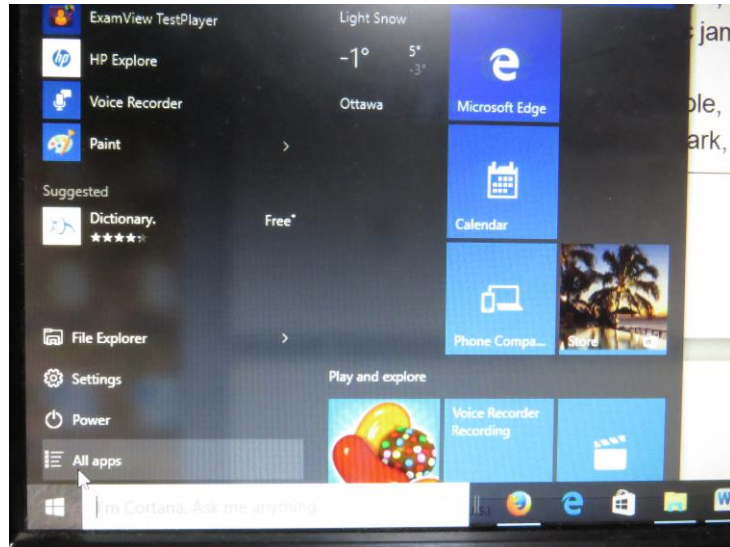
Fig. 1

Then scroll down the alphabetically listed apps until you find Voice Recorder and click your mouse on it (See Fig. 2).

Fig. 2

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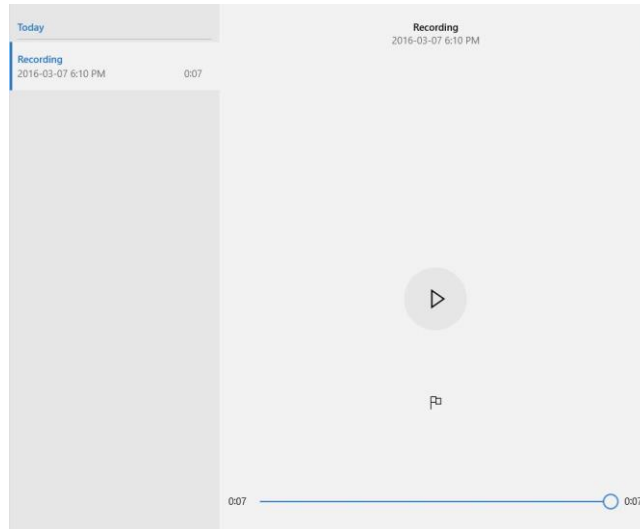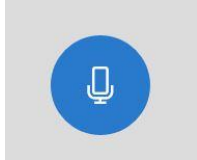

Fig. 3

Icons on the lower righthand side of the screen enable you to e-mail the sound file, trash it, or edit it (See Fig. 3). Or you can choose one of three other options: settings (mic volume), feedback to Microsoft, or open file location and find the file and drag it to your desktop. After that you can easily attach the sound file to an e-mail and send it to a student.

Fig. 4

V. Using Student Models in Class

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

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

The idea is that you show students the structure of a paragraph and an essay, then get the students to identify similar parts in the sample student paragraphs and essays. Reading these samples gives students an idea of the standards for the assignment by illustrating some good student writing. There are questions to help you to do this and to assign these questions and the reading of some of these paragraphs and essays as homework.

VI. Quotations and Paraphrasing

The use of quotations is introduced in IE Writing III. Understanding their proper use is essential to incorporating reference materials into the students' essay writing and avoiding plagiarism. Distinctions need to be made between direct and indirect quotations, between summaries and paraphrases. There are several activities on their use in the IE Core and Writing student booklet.

Paraphrasing exercises: pp. 130-132	Summarizing exercises: pp. 132-136	Quotations: pp.136-139

In addition, it is important to teach students not to use machine translations of quotations as these have many errors.
   a)   Direct and Indirect Quotations
   b)   The Failure of Machine Translations

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

Skill building:
"Using In-text Citations" (APA)
   a)   https://owl.english.purdue.edu/owl/resource/930/07/
   b)   https://owl.english.purdue.edu/owl/resource/930/08/ (handout)

"Quoting Others" (APA)
   a)   http://ranbloo.com/search/Purdue+OWL++Quoting++Paraphrasing++and+Summarizing
   b)   https://owl.english.purdue.edu/owl/resource/563/01/

Knowledge building: Article summaries and group discussion
"MySpace: A Place for Plagiarism?"
   a)   https://www.plagiarismtoday.com/2006/03/16/myspace-a-place-for-plagiarism-part- one/

"Plagiarism in China Fuels Debate on Intellectual Theft"
   b)   http://www.csmonitor.com/2002/0122/p16s02-legn.html

"School Cheating Scandal Tests a Town's Values"
   c)   http://www.nytimes.com/2002/02/14/us/school-cheating-scandal-tests-a-town-s- v values.html

"It's Not Plagiarism, it's an easy essay"
   d)   https://learnonline.wordpress.com/2007/07/10/its-not-plagiarism-its-an-easy-essay/

"Threats and Responses: Intellectual Assessments"
   e)   http://www.nytimes.com/2003/02/08/world/threats-responses-intelligence-assessment- britain-admits-that-much-its-report.html

"Copyright and Plagiarism"
   f)   https://owl.english.purdue.edu/owl/resource/929/08/
   g)   https://owl.english.purdue.edu/owl/resource/929/09/ (handout)

"Collaborative Authorship"
   h)   https://owl.english.purdue.edu/owl/resource/929/10/
   i)   https://owl.english.purdue.edu/owl/resource/929/11/ (handout)

VII. The APA Style

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

One important note is that we should ask students to record the full URL when citing website references. This is for two reasons. One is to get them into the practice of keeping a full record of their research. Secondly, this record makes it possible to check students' notes for possible plagiarism.

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

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

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

1. Begin the first line of an entry flushed left, and indent the next lines, one tab space (ie. 5 spaces).

2. List all entries by the author's last name, then first name. Alphabeticize the list of authors' names.

3. Italicize or underline the names of books, magazines, CD-ROMs, films, websites. But do not do this for the place the article name, the short story name, or the name of the song in quotation marks.

4. Only capitalize the letter of the first word, no others except for the first word of a sub-title. This is very different from the MLA Style.

5. Separate the author, title, and publication information with a period followed by <u>1</u> space.

6. Note the page numbers if the student is listing a chapter of a book, or an article in a newspaper or magazine. If the student is listing a website, then the student must record the website address.

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

Just input the information and choose APA.

VII.(b) SAMPLE ENTRIES
1. Single author
Le Carre, J. (1989). *The russia house*. New York: Knopf.

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

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

4. Translation
Schmidt, P. (1998). *The plays of anton chekhov*. New York: Harper Perennial.

5. A Japanese reference is written in romaji so that it can be accessed internationally
Kurosawa, A. (1999). *Yume wa tensai de aru*. Tokyo: Kenkyusha.

6. Edited book
Urquart, J. (2008). *The penguin book of canadian short stories*. Toronto: Penguin.

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

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

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

10.   Periodical article with more than one author
Brown, A., & Willan, P. (2001, March 7). Doctors furious at baby clone. *The Japan
  Times*.

11. Reference book entry with 4 or more authors
Trainen, Isaac N., et al. (1978). Religious directives in medical ethics. In *Encyclopedia
  of Bioethics* (Vol. 4, pp. 3045-3050). New York: Free.

12. Anonymous book
New york public library desk reference. (1989). New York: Webster.

13. Article from a periodical with a single author
Cramer, P. M. Living the high life. *Independent Traveller*, 8, 9.

14. Radio or TV programs

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

15. Music CD-ROM

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

16. Broadcasted Documentary

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

17. Feature Film or Video

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

18. **Article in a reference database**

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

19. Article in an online magazine

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

20. Video in a website

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

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

21. Report on the Web

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

22. Personal Site

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

---

Information for Citing Electronic Sources (Including Online Databases)

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

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

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

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

c) From online magazines
  Fee, R. (2009). Eight grade boys. Retrieved April 14, 2009, from
    http://www.potatohill.com/tpom.html

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

---

VIII. Classroom Activities

Teaching a writing class is not like teaching other classes. The teacher should not
lecture too much. Nor should it be one where the students quietly sit doing their
homework while the teacher sits at the front of the class and grades papers. Neither
should it be one in which groups of students are led by the able writers among them.
There is no "group essay" assignment for this course. Furthermore, resist the
temptation to excuse some students from class while you conference with others.

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

Games also are a very effective way to interest students in writing. As well, games
offer opportunities for students to teach one another about writing. Finally, they help
develop a sense of community among the students in your class. Games are easily
created by (a) giving students writing problems to solve within set time limits, (b)
creating competitions around writing activities, (c) making the writing process part of
a communicative activity.

Depending on how writing tasks are introduced, games are highly motivating and provide students with a hands-on-manipulation of the language. Some of the many possible activities in your class are listed below:

1.   **Small group activities of two or three students, reacting to and making suggestions regarding a paper (perhaps a rough draft) produced by a third student.**

2.   **Composing-on-the-board, with volunteers making attempts to solve a given writing problem on the blackboard, for example, reworking part of a paper by a classmate.**

3.   **Whole class discussions of one, two, or three photocopied papers produced by class members, (the writers of the papers should remain anonymous).**

4.   **Conferencing, the teacher circulating about the class to help individuals with writing problems while the other members of the class work in groups on their papers.**

5.   **Editing lessons for the whole class, dealing with a limited problem that all have in common.**

6.   **Sentence combining problems where teams of students compete in rewriting short, simple sentences into longer, complex ones where there is a use of coordinate and subordinate conjunctions. (See the exercises in the student booklet).**

7.   **Exercises for expanding and developing paragraphs or thesis statements involving the entire class or groups of students.**

8.   **Class discussion of the audience for a paper, and then adjusting the paper for that audience.**

9.   **Critical discussion of a reading -- How did the author get this effect? What are the transitions?**

10. **Sample essay exam questions for reading, analyzing, and answering.**

11. **Language games, such as the "round-robin sentence," in which students successively add adverbs or other modifiers to a base sentence, or activities that emphasize transitions. Another game is "sentence deletion" where students take turns reducing a sentence to its shortest, grammatical length.**

12. **Paragraph cohesion games based on correctly ordering scrambled sentences into a well-organized paragraph.**

IX. Sample Course Outlines

Integrated English III: Writing

Instructor: Daniel Jackson

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

Schedule:

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

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

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

2.   Classification essay first draft – An essay which sorts things into useful categories, follows a single organizing principle, and provides examples for each category. (15%)

3.   Classification essay final draft - You will use the peer checklist and the instructor's written and oral feedback to revise the essay. (20%)

4.   Persuasive essay bibliography - You will use an APA style bibliography. (10%)

5.   Persuasive essay first draft - Your essay will make an argument, support it, and disprove opposing positions. (15%)

6.   Persuasive essay final draft - You will use the peer checklist and the instructor's written and oral feedback to revise the essay. (20%)

7.   Participation - This grade is based on the completion of assigned homework and your class participation throughout the course (10%)

Guidelines:

1.   Academic honesty - plagiarism, or the use of someone else's words without citations is a form of stealing. If you plagiarize, you will FAIL the assignment.

2.   Presentation standards - APA style for all assignments. The essay should be typed in 12-point Times or Times New Roman font, paragraphs should be indented, and the pages stapled together.

3.   Required materials for each class – Always bring a copy of the *IE Core Writing Guide and* a printout of your assignment.

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

IE 3 Writing Spring 2013 Course Schedule

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

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

31

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

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

X. Using the Writing Database

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

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

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

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

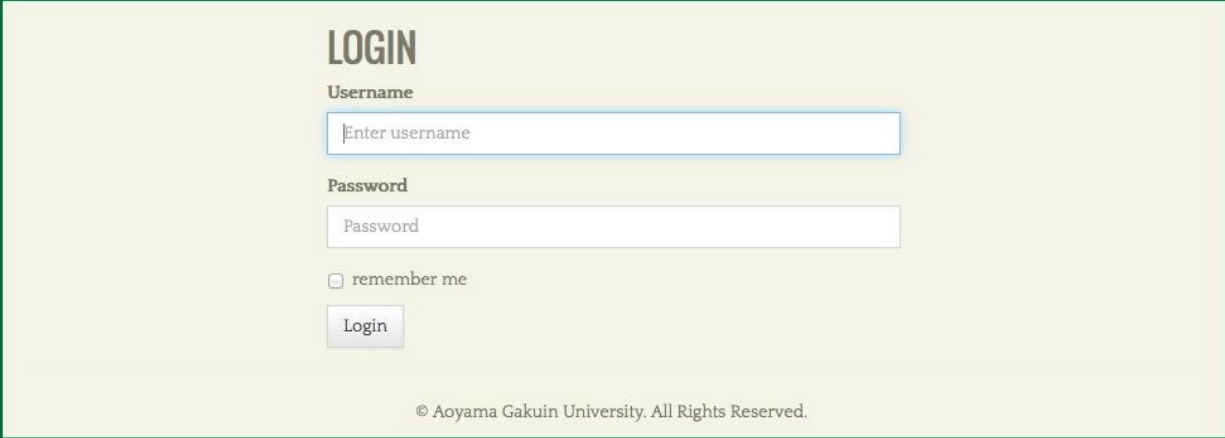**How students use the database for submitting written work**

Students begin by going to this web page:

   http://_____

The URL will be supplied later since the hosting server will soon be changed.
(See Fig. 1).

The student will log in as follows:
                        Username :   student
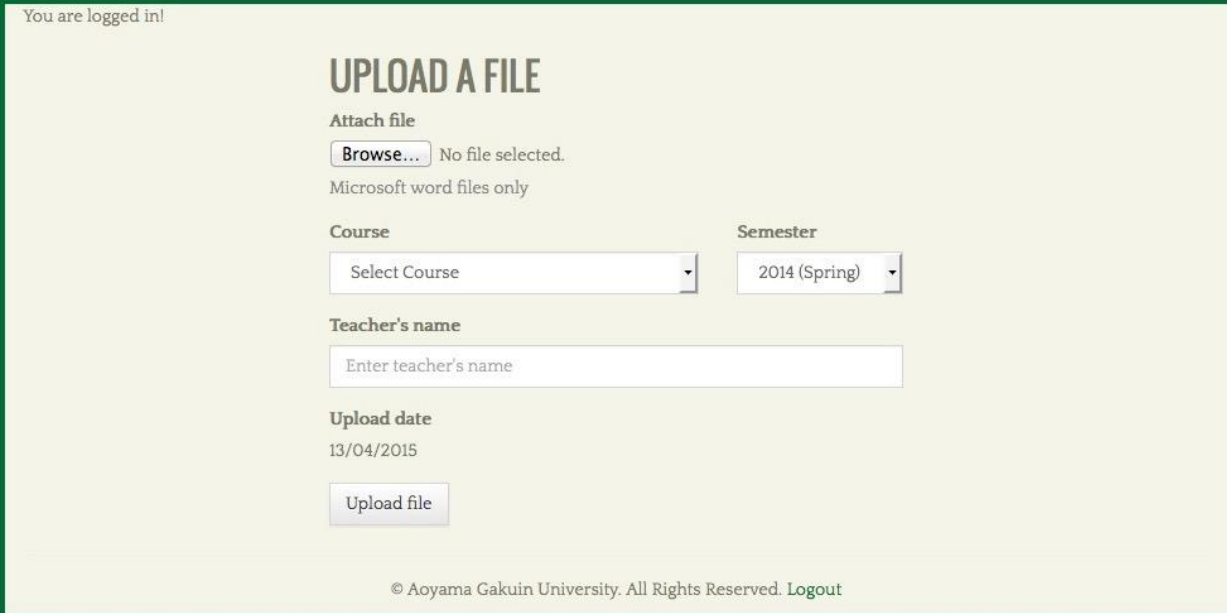   Password :   tGpUU5Cv

Fig. 1

After logging in, students will be taken to an upload page (See Fig. 2) where they will have to browse for the file of their written work on their computer (See Fig. 3). They should also use drop down menus to select the course that they are enrolled in and the current semester/ year.

Fig. 2

Two new drop down menus will ask whether the user is a 1st, 2nd, 3rd, or 4th year student; and the extent of his/her experiences abroad.

34

Finally, students must type in their teacher's name and click on the "Upload file" button. At this time, only Microsoft Word .doc or .docx files can be uploaded.

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

IMPORTANT: **Students should NOT include their name, student number, or any other identifying information in the filename or in the document itself. This is to ensure that privacy laws pertaining to electronically stored data are not violated. Teachers will be able to identify a given student's essay through its unique reference number.**
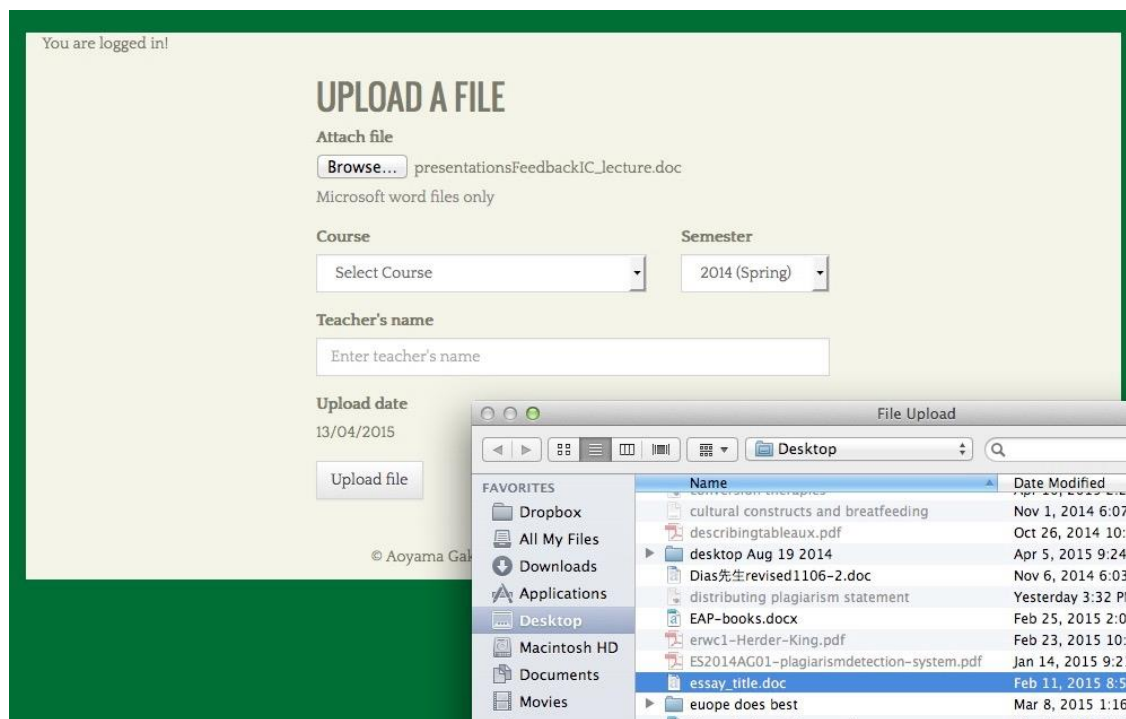
Fig. 3

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

Students must print out the "UPLOAD SUCCESSFUL" screen (which includes their file's unique "reference number"--See Fig. 3) and present it to their teacher along with a hard copy of that written work. Students must not be given credit for an assignment if they have not shown evidence that they uploaded it to the "Database of Student Writing." That evidence will be a print out of the "UPLOAD SUCCESSFUL" screen.

35

Fig. 4

How teachers will use the database/plagiarism detection system

The MS Word files of the students' submitted written work can be accessed at:
http://_____ .
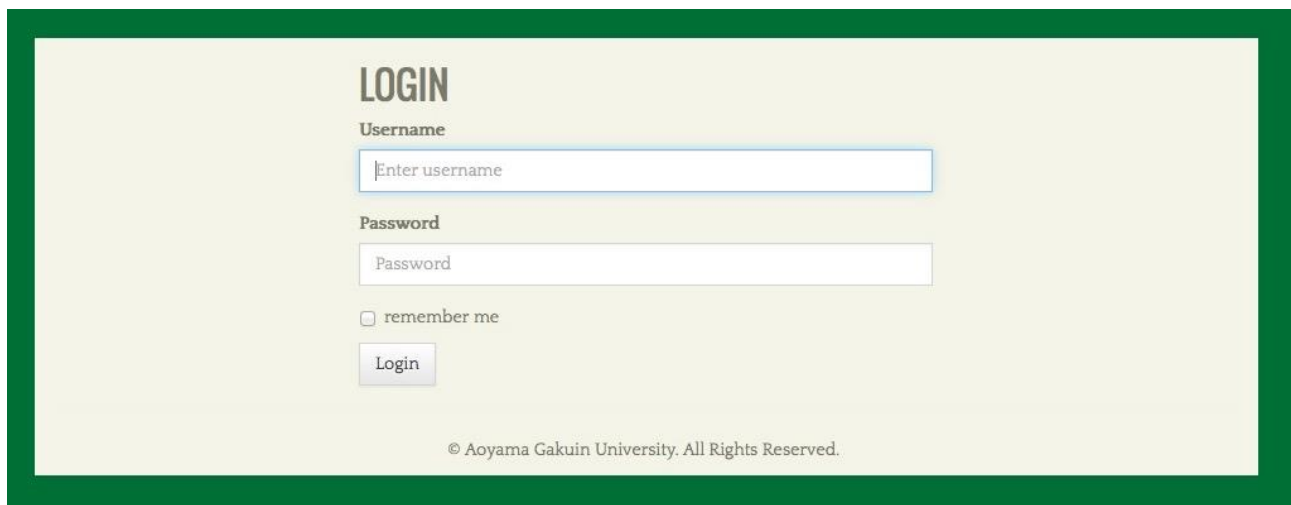[URL will be provided soon. See Figure 5.]

Fig. 5

Teachers should login as follows:
Username : admin
Password : [ASK DIAS FOR IT]

[Teachers wishing to access the electronic files of their students' work should ask the IE Program coordinators for the administration password.]

The administration area of the database (See Fig. 6) will allow teachers to access a student's work by searching the database using the unique "reference number" provided to them when the student uploads the file of his/her written work.

Teachers will be able to search for strings of words that a particular student's work might share with other entries in the database. The system will also facilitate Internet searches for particular phrases used in a student's writing which are deemed suspicious by the teacher.

Fig. 6

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

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

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

37

Finally, when a teacher does detect clear and indisputable evidence of plagiarism in student writing, (s)he is asked to report it to the IE Program coordinators at:
http://tinyurl.com/mum2goq

The plagiarism reporting page is a Google Form that looks like this (See Fig. 7):

Inappropriate appropriation

Teacher

Student's Name

Student's Number

Course

Semester / Full year
- Full-year course
- Spring Semester
- Fall Semester

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

Draft or final version?
- Draft
- Final Submission
- Not Applicable

Reference # of writing assignment

Comments (e.g., extenuating circumstances)

Fig. 7