

ACADEMIC WRITING 2017

TEACHERS' GUIDE

Academic Writing is the most difficult course in the IE Program. Many more students fail this course than any other and all agree on its difficulty. At this point, a capsule review of the history of this course may be in order. For more than 24 years, the English Department has offered an Academic Writing course. At its weakest, a few teachers interpreted this course to mean that students would work on paragraph writing until they could produce sentences that were error-free. Most teachers, however, agreed on the need to develop their students' understanding of the "academic genre" of essay writing.

The course was re-organized some seventeen years ago after student complaints about the overlap between the essay assignments in IE Writing II and III, and those in Academic Writing. After a needs analysis of students in their junior and senior years, we developed a new course focusing on research skills and on quoting and paraphrasing source material. Many Japanese students have not had much opportunity to develop research skills, nor critical reading and thinking, due to the emphasis on facts and recognition in high school education.

The Academic Writing text includes information about assignments and extensive examples of the APA Style. An important aspect of the new Academic Writing course is to develop these skills through library research activities. The differences between the courses and their objectives are shown below:

IE Writing I	IE Writing II	IE Writing III	Academic Writing
Paragraph Writing: 1) Classification 2) Comparison-Contrast 3) Persuasion	Introduction to the Essay (350 words each): 1) Comparison-Contrast 2) Analysis	APA Style for references and quotations in 2 essays of 350 words: 1) Classification 2) Persuasion	A 1,500-word Research Essay: 1)Bibliography and citations in APA style 2)Develop and research a topic

Please note the word-length for each of the essays. We ask you to use these lengths in your class and in fairness to your students, avoid longer or shorter assignments. Students inevitably compare assignments from one class to another and they will complain if they perceive that they are being treated differently in your class.

Even though Academic Writing is a very difficult course, it is only one semester in length. You will need to take extra care to keep track of your students and to warn some of them as they fall behind. Please collect contact telephone numbers and e-mail addresses from them in the first class in order to keep track of those students who have difficulty in keeping up with the class. All the same, as in other courses, you need a warm relationship with your students, rather than hectoring them on due dates and rewrites.

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About this Teachers' Guide:

1. Use it in tandem with the exercises in the *Academic Writing Student Booklet*, including those on paraphrasing, summarizing, and creating a thesis;
2. As long as their topics fall within the broad category of English Literature, Linguistics, and Communication (ie. Film, Music, other Media), encourage your students to follow their interests;
3. While it can be useful to teach students a few discrete grammar points such as the use of the colon and semi-colon, research indicates that teaching grammar can be demotivating to them. Instead, grammar correction should be given on an individual basis and within the context of a piece of student writing.
4. When showing examples from students' papers in class, please respect their privacy and conceal their identities, especially when criticising their work;
5. Help your students' to manage the writing process by breaking up the research essay task into manageable parts. This will help them avoid last-minute efforts as well as the temptation to plagiarize.
6. Keep the essay task to **1,500 words** to maintain consistency between our Academic Writing classes.
7. Mark and respond to at least **two** entire drafts of the essay from each student.
8. Ensure that the teacher-student conferences are short and well-structured.
9. Research, response from student evaluations, anecdotal reports from AW teachers, all point to the success of this method as students can replay your comments at home.

We have included many activities and as much information as we could in the *Academic Writing Student Booklet* to save you from copying class sets of exercises and student models. Meanwhile this *Academic Writing Teachers' Guide* includes additional suggestions for classroom activities, further references, and answer keys for the JSTOR library activity and for rating sample student essays. In this guide, we have also included Internet resources, some of which are meant to be used as demonstration in class.

A good resource in planning additional classroom activities is *Longman Academic Writing Series 4: Essays* (5th ed.) by Alice Oshima and Ann Hogue (2013), Pearson Education: Upper Saddle river, New Jersey. It includes a very helpful section on writing an essay and exercises on paraphrases and quotations, and with developing a bibliography.

A full reference for it and other reference books is included at the end of these notes.

Because the student booklet has such an extensive list of examples of proper APA documentation, we no longer ask students to purchase additional reference books although you may certainly use other books as a teacher's reference or to show on the OHC.

First and second year students are required to take computer courses in using MS Word, so all of their assignments must be typed and the spelling corrected (as this can be easily checked on their computers). This also enables teachers to easily test students' writing for plagiarism by entering phrases from a student's essay into a "Google search."

I. SCOPE AND SEQUENCE

There are three major goals in Academic Writing: (1) a review of the writing process introduced in IE Writing, (2) the use of evidence, (3) critical analysis. Learning objectives are associated with each one. Classroom activities should support these objectives.

1. **The Writing Process: Each student should take his or her research essay through the stages of brainstorming ideas, drafting, peer tutorial, and revision.**

By the end of the course, a student should:

- (a) understand and use the writing process including brainstorming, drafting, revising
- (b) identify problems in his or her writing
- (c) know how to evaluate other students' writing and comment upon it
- (d) be able to revise his or her writing according to the feedback from other students and the teacher.

Although the writing process is taught to students in the Writing Sections of the Integrated English Program, you should review it in Academic Writing. The analytic essay in Academic Writing is quite different than the traditional impressionistic Japanese essay, *kishoutenketsu*, which links ideas by association rather than by argument.

Websites for brainstorming, particularly mind-mapping:

http://en.wikipedia.org/wiki/Mind_map

http://www.buzanworld.com/Mind_Maps.htm

<http://www.imindmap.com/>

<http://www.youtube.com/watch?v=MlabrWv25qQ>

<http://images.google.com/images?um=1&hl=en&client=safari&rls=en-us&q=mind+mapping&btnG=Search+Images>

In addition, students must use avoid use of the first person. Time should be spent on brainstorming and developing thesis statements in particular.

2. **Evidence** Each student should understand the principle of proposition and support. A student also needs to understand the difference between doing original work and using sources. You should be able to recognize plagiarism and know how to avoid it.

After completing the course, a student should have the ability to:

- (a) locate reference materials in the library and on the internet including encyclopedias, subject area books, journals, and newspapers
- (b) create a bibliography for a research essay
- (c) paraphrase material
- (d) use quotations from references
- (e) integrate quotations in an argument
- (f) take notes on sources for writing purposes

3. **Critical Thinking** – Each student should learn how to read critically. A student should be able to distinguish between facts and opinions. A student should develop his or her ability to:
- (a) outline the organization of an essay
 - (b) analyze the logic in written arguments
 - (c) identify the perspective of an essay
 - (d) explain their ideas in a short oral presentation

Learning how to exercise critical thinking in evaluating websites:

http://en.wikipedia.org/wiki/Critical_thinking

<http://www.criticalthinking.org/>

<http://www.youtube.com/watch?v=FJ8biQB9Aac>

<http://www.youtube.com/watch?v=RKHjR5j5Fmg>

[http://images.google.com/images?hl=en&client=safari&rls=en-us&resnum=0&q=critical% 20thinking&um=1&ie=UTF-8&sa=N&tab=wi](http://images.google.com/images?hl=en&client=safari&rls=en-us&resnum=0&q=critical%20thinking&um=1&ie=UTF-8&sa=N&tab=wi)

I.(a) ESSAY SPECIFICATIONS

Likely, none of our students have ever written an essay of 1,500 words, so the course will challenge them. Their finished research papers need to include the following:

- (a) a minimum of 1,500 words, word-processed, and spell-checked
- (b) an introductory paragraph which discusses the background to the question being addressed in the essay
- (c) an appropriate thesis statement and topic sentences
- (d) a bibliography of several books recorded in the APA Style, including a general reference such as an encyclopedia, as well as journals and magazine references noted in either English or Japanese (in roman characters)
- (e) a use of quotations where appropriate, but an emphasis on paraphrasing quotations
- (f) effective transitions between paragraphs, examples within paragraphs, and major sections of the essay
- (g) varied sentence construction.
- (h) a final draft of the essay which communicates the students' ideas effectively (although it will still contain grammatical errors)

I.(b) SEQUENCE OF INSTRUCTION

The following sequence of instruction represents the 11 steps in a semester-length course. It may take one class or even several classes to complete a single step. There are activities and exercises in both the *Academic Writing Student Booklet* and in this guide to assist you.

For example, page 7 of the booklet contains an exercise to help you in getting students to define their topics. Some homework assignments should be marked and form part of the final grade.

In preparing the students for seminar discussions in their junior and sophomore years, and for providing a sense of closure on the essay, we ask you to assign them a short presentation on their essays (Step 11).

Step 1:

Parts of a Research Paper

- review the parts of an essay, handouts
- distinguish between a simple essay and a research paper
- discuss sample topics with students (See page 39 in the Appendix of the student booklet)
- brainstorm ideas for topics

HW

~list 2 or 3
potential topics,
bring books

- | | | |
|---------|---|--|
| Step 2: | Preparing Students to use the Library <ul style="list-style-type: none"> - identify several possible topics - review a sample bibliography (See the sample essays from page 79 onward in the Appendix of the student booklet) - learn the different types of APA citations through the examples in the student booklet from page 17 onward - learn how to make bibliographic entries for newspapers and magazines; correct in peer groups - emphasize the types of notes to keep track of references (ie. author, year, etc.) | HW
~make a practice bibliography of 3 types of items |
| Step 3: | Optional Library Tour <ul style="list-style-type: none"> - do a library orientation activity (See the activities on page 49 in the Appendix of the student booklet) - demonstrate a catalogue and journal search (in this guide, see pp. 13-16; a "smart Google search, pp.17-19; also in the student booklets, pp.15,16) - identify some general references and other materials related to particular student topics - optionally, provide students with information about using internet search engines and demonstrate them | HW
~take notes, find references
~prepare preliminary bibliography |
| Step 4: | Refining the Topic into a Thesis <ul style="list-style-type: none"> - developing a thesis by posing a question to be answered by the research paper - consider types of questions to be answered - board examples, small group work | HW
~create a thesis statement |
| Step 5: | Outlining the Research Paper <ul style="list-style-type: none"> - sample outlines shown in class (See page 50 in the Appendix of the student booklet) - think-pair-share activities - show-and-tell" references in small groups | HW
~create a rough outline |
| Step 6: | Start Introductory Paragraph <ul style="list-style-type: none"> - use of comparisons, cause and effect, definitions, and analyses - board examples, handouts - small group work, prepare topic sentences | HW
~topic sentences |

- | | | |
|----------|---|--|
| Step 7: | Identify Quotations <ul style="list-style-type: none">- review topic sentences, and references- find suitable quotations- explain how quotations may be paraphrased- class exercises in paraphrasing- show how quotations and authors' names can be placed within texts in the APA Style | HW
~ begin first draft
note page
references |
| Step 8: | Work-in Progress <ul style="list-style-type: none">- in groups, students' comment about one another's essays | HW
~ continue 1 st draft |
| Step 9: | Peer Responses to 1st Drafts <ul style="list-style-type: none">- small group discussions- teacher joins groups to contribute- emphasis on transitions, cohesion and variety | HW
~ revisions, first draft for the teacher |
| Step 10: | Teacher Response and Conferencing <ul style="list-style-type: none">- papers returned for next draft- small group revision- students prepare for their oral presentation through talking to small groups and (possibly) recording themselves | HW
~ 3 rd , possibly 4 th drafts of papers
~ prepare oral presentations |
| Step 11: | Oral Presentations and Final Reading <ul style="list-style-type: none">- before handing in their papers, students make short oral presentations with notecards, and try to avoid reading. | |

***Even short 3-5 min. conferences with students will mean about 1-2 classes. Please structure your class so that students are revising mistakes or reviewing their work or preparing questions to ask you during their conference. Do not dismiss students from class if they are working ahead of the group. Allow them to use the class as a study/work period or to prepare for their presentations.**

In the last class, besides listening to presentations, you might try to conference with your weakest students. You might ask them for a further revision to their paper in order to give them a passing grade for the course.

LIBRARY ORIENTATION		
2 min	How to start	Getting information from the internet or a library book
4 min	Types of materials	<ul style="list-style-type: none"> ▪ basic --- encyclopedias ▪ technical things --- scholarly journal ▪ current events --- newspaper, internet
15 min	How to look up books	<ul style="list-style-type: none"> ▪ The catalogue system ▪ How to find books at AGU and at other libraries
15 min	How to find magazine articles	How to find magazine articles using "ProQuest"
18 min	How to find newspaper articles	Search using the database "Proquest Newspaper"
30 min	Student practice	

I.(c) GRADING ASSIGNMENTS

Because of the number of assignments in the course and the importance of homework assignments and attendance, accurate record-keeping is essential.

In order to evaluate your students accurately, and to encourage them to meet deadlines and to prepare adequately for class, you should give them a schedule. The schedule should include homework assignments that are part of developing a research essay. This will help to prevent students from procrastinating. The remaining 5 marks might include class participation and attendance.

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	Due Date	Points
Practice Bibliography		2
Bibliography		8
Thesis Statement and Outline		15
Notecards of Quotations		10
1 st Draft		15
Revised Draft for Teacher		15
Final Draft		20
Oral Presentation		10
Participation		5
<hr/>		<hr/>

I.(d) WORD-PROCESSING ASSIGNMENTS

Computers must be used for every assignment in Academic Writing. That way, students can more easily revise their work. By their sophomore year, because every student has been required to pass an IT module on word-processing and power-point, and they come to your class with the ability to use these programs. We also strongly urge you to get your students to utilize the spelling and grammar checks built into MS Word. In the former case, this might be done by giving them an extra point for perfect spelling in an assignment.

Written Assignment Format

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

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An explanation of this in English and Japanese is on page 12 of the students' Academic Writing booklet.

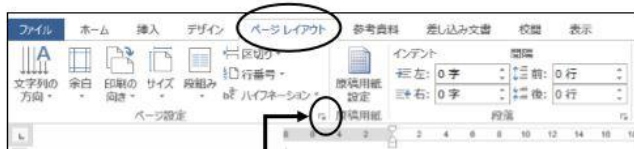
How to Set Line Spacing in MS Word to 26 Lines per Page

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

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



2. Click Page Layout (ページレイアウト).



3. Click Page Set Up (ページ設定).



4. Input the number of lines (行数).



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

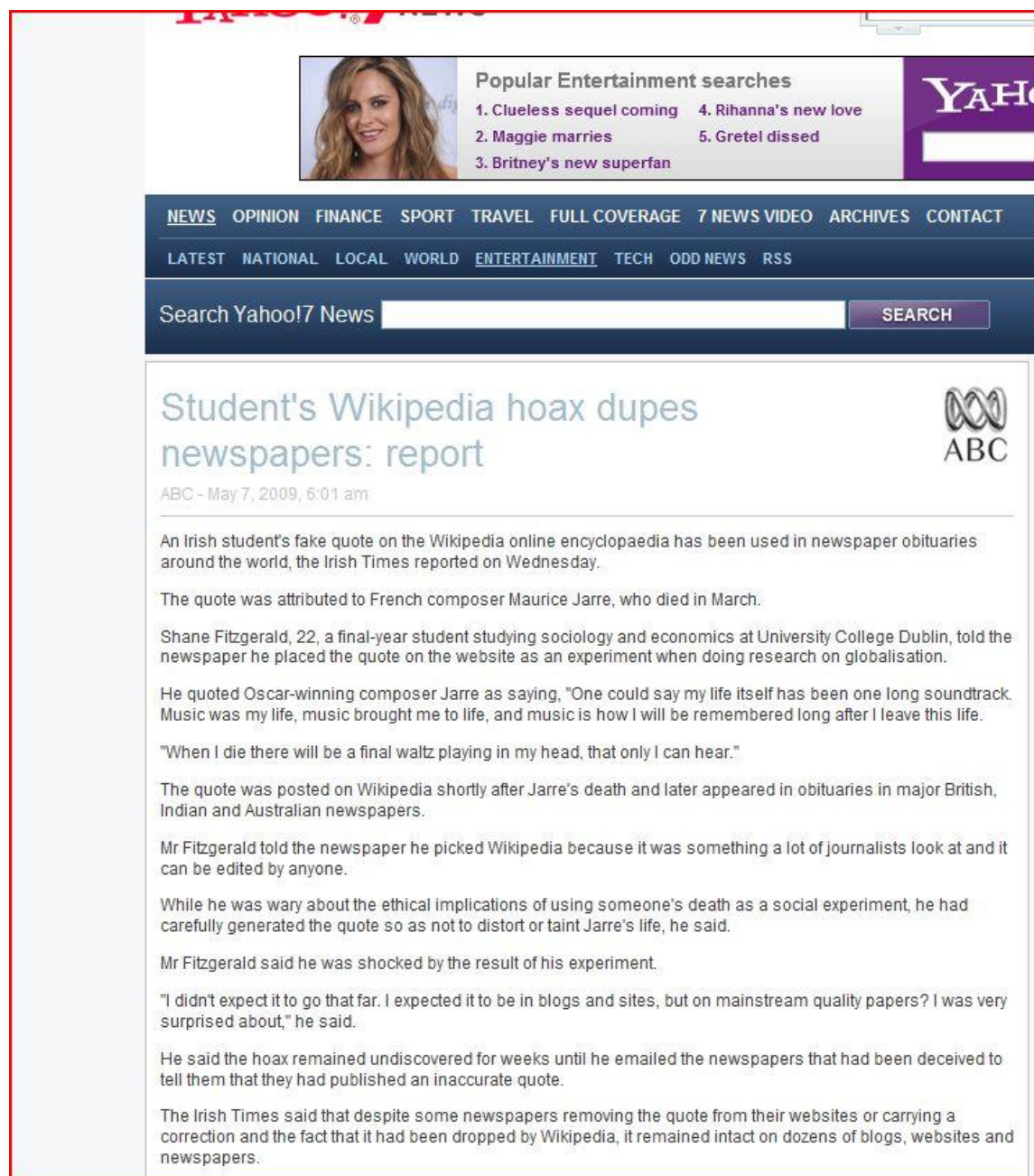
I.(e) USE AND MISUSE OF WIKIPEDIA

Point out to students that Wikipedia can very be inaccurate. Students should utilize a variety of resources, library books and online resources.

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About.com is a good alternative to Wikipedia as the articles identify an author or authors and are therefore more reliable. At the very least, students should be directed to follow the links at the bottom of most Wikipedia entries. These often link to newspaper and journal items.

Here is an example of a flawed Wikipedia reference that became famous.



The screenshot shows a web browser window displaying an ABC News article. At the top, there is a navigation bar with links like NEWS, OPINION, FINANCE, SPORT, TRAVEL, FULL COVERAGE, 7 NEWS VIDEO, ARCHIVES, and CONTACT. Below this is a search bar labeled 'Search Yahoo!7 News'. The article title is 'Student's Wikipedia hoax dupes newspapers: report' with the ABC logo to the right. The byline is 'ABC - May 7, 2009, 6:01 am'. The article text describes how a student's fake quote on Wikipedia was used in newspaper obituaries and how the student eventually revealed the hoax.

Popular Entertainment searches

1. Clueless sequel coming
2. Maggie marries
3. Britney's new superfan
4. Rihanna's new love
5. Gretel dissed

Student's Wikipedia hoax dupes newspapers: report

ABC - May 7, 2009, 6:01 am

An Irish student's fake quote on the Wikipedia online encyclopaedia has been used in newspaper obituaries around the world, the Irish Times reported on Wednesday.

The quote was attributed to French composer Maurice Jarre, who died in March.

Shane Fitzgerald, 22, a final-year student studying sociology and economics at University College Dublin, told the newspaper he placed the quote on the website as an experiment when doing research on globalisation.

He quoted Oscar-winning composer Jarre as saying, "One could say my life itself has been one long soundtrack. Music was my life, music brought me to life, and music is how I will be remembered long after I leave this life."

"When I die there will be a final waltz playing in my head, that only I can hear."

The quote was posted on Wikipedia shortly after Jarre's death and later appeared in obituaries in major British, Indian and Australian newspapers.

Mr Fitzgerald told the newspaper he picked Wikipedia because it was something a lot of journalists look at and it can be edited by anyone.

While he was wary about the ethical implications of using someone's death as a social experiment, he had carefully generated the quote so as not to distort or taint Jarre's life, he said.

Mr Fitzgerald said he was shocked by the result of his experiment.

"I didn't expect it to go that far. I expected it to be in blogs and sites, but on mainstream quality papers? I was very surprised about," he said.

He said the hoax remained undiscovered for weeks until he emailed the newspapers that had been deceived to tell them that they had published an inaccurate quote.

The Irish Times said that despite some newspapers removing the quote from their websites or carrying a correction and the fact that it had been dropped by Wikipedia, it remained intact on dozens of blogs, websites and newspapers.

<http://www.abc.net.au/news/2009-05-07/students-wikipedia-hoax-dupes-newspapers-report/1674760>

I. (f) ACCESSING THE LIBRARY CATALOGUE

The library catalogue consists of holdings at the Sagamihara, Aoyama campus, and the Junior College (both at Shibuya) can be accessed from anywhere. You can also arrange to have books delivered from one campus to another. Teachers can sign most books out for several months, but students are only allowed a 2-week loan period.

accessing the library collection:

<http://www.agulin.aoyama.ac.jp/opac/>

opening directly to OPAC:

http://www.agulin.aoyama.ac.jp/opac/imap_en_euc-jp.html

The screen will change languages and you can type in searches by title, author, key word, or subject.

other online library resources:

the Educational Resources Information Centre, ERIC

<http://eric.ed.gov/>

the Librarians Internet Index

<http://www.ipl.org/>

I. (g) ACCESSING AGU's ONLINE DATABASES

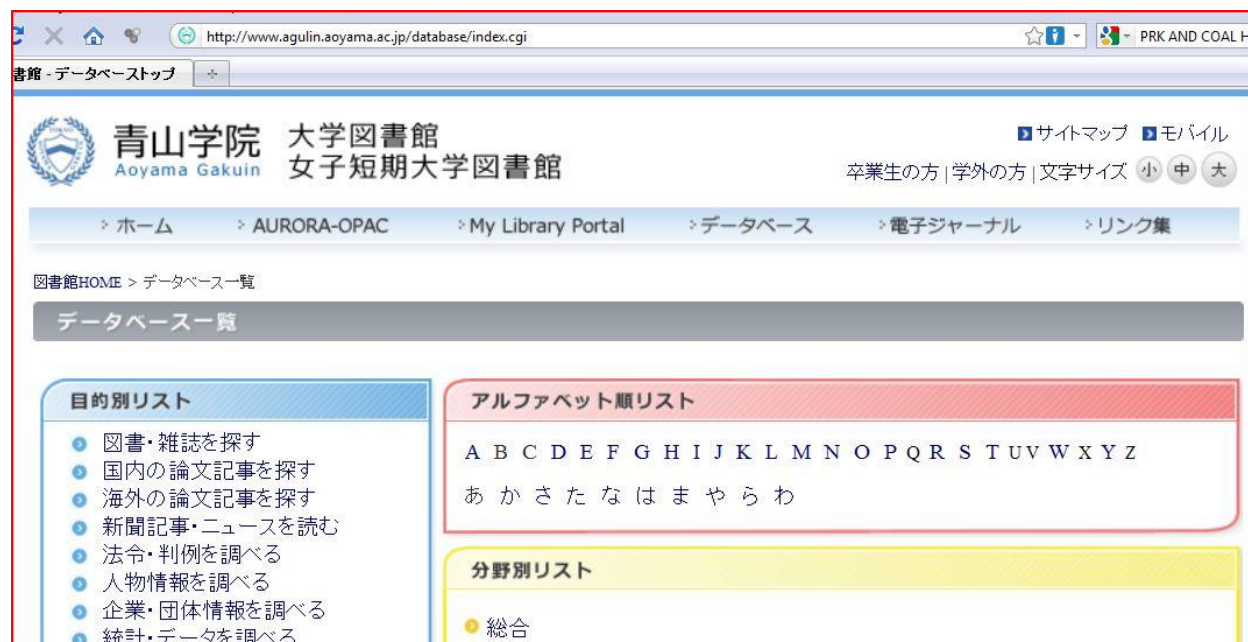
If you take students to the library, please demonstrate to them how they can access journal articles through the AGU Library database of electronic resources. Please use the database for your private research and familiarize yourself with it. (Similar instructions, in Japanese have been included in the students' Academic Writing booklets.) To use the database, follow these steps:

- a) Go to AGU Library's home page: **<http://www.agulin.aoyama.ac.jp/>**

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- b) Click on 「データベース」. On the menu bar, it is the fourth item from left margin. Next, you will see a screen like that reproduced below. Some databases are available at the Shibuya Campus, some of them at the Sagamihara Campus, and others at the junior college, and some from your home.



- c) Click on any of the letters of the alphabet under 「アルファベット順」. Then, an alphabetical listing of all the available databases will appear on the right. You'll find the following ones especially useful:

- * Academic Search Elite Library (EBSCOhost)
- * Communication & Mass Media Complete (EBSCOhost)
- * EBSCOhost

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- * Linguistics and Language Behavior Abstracts
- * OED online
- * ProQuest Central
- * TESOL Quarterly (only available at the Shibuya Campus)

[All of the ones on the list are available from your home computer, except for TESOL Quarterly.]

- d) Click on “P,” then the name of a database, for example, **ProQuest Central** which contains **ProQuest Newspapers** and **Dissertations & Theses** and you will be prompted for your ID and password.
- e) Your ID is your faculty ID number. When working on campus, you should put down the full number exactly as it appears on your card, (ie. 000189). However, if you are accessing the database from your home or another off campus location, then replace the first “0” with a small letter “t.”

You will already have a password if you have been using a CALL room this year. Some teachers have created passwords based on their date of birth. Therefore, if their birthday is April 6, 1960, their password would be “19600406.” You can create a password or reset your password by going to the Computing Office, 4F, B Building. They will assist you in logging on and making a new password.

次のサイトの利用権限があるか確認します。

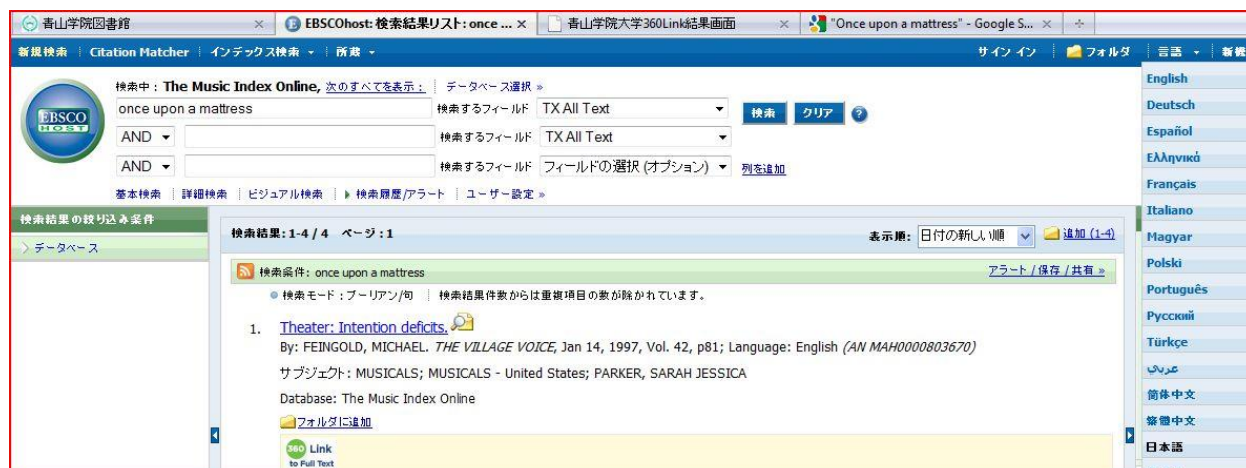
ProQuest Central

ID:

PASSWORD:

Each database has its own unique search interface. Each of the databases have similar dialog boxes into which you will need to type a “search term.” The more specific and focused your search term, the better your search results will be. **Most of them contain a button on the toolbar to switch languages.** For example, the one for EBSCO HOST looks like this:

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When you use ProQuest, you will be asked to choose which newspapers or periodicals to search. The next screen for ProQuest looks like this:



- a) Some of the articles are available in their entirety. If the entire article can be accessed, you will see 「PDF 全文」 or 「HTML 全文」 under it. Clicking on those links will allow you to download the complete text of the article.

NOTE: The method that students use for accessing the database is slightly different than that of teachers. They will be prompted for their user ID and password. The user name should be their student ID number with an "a" preceding it. The password should be their date of birth; if their birthday is April 6, 1985, the password would be "19850406."

In terms of EBSCOhost and JSTOR databases, page 49 of the student booklet contains an activity on their use. The answers to it are as follows.

1) Mertz, E. (1994). Legal Language: Pragmatics, Poetics, and Social Power. *Annual Review of Anthropology*, 23, 435-455.

2) Pronko, L. (1969). Freedom and Tradition in the Kabuki Actor's Art. *Educational Theatre Journal*, 21, 2, May, 139-146.

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3) Morgan, M. (1994). Theories and Politics in African American English
Annual Review of Anthropology, 23, 325-345.

4) Harper Jr., H. (1971). Trends in Recent American Fiction.
Contemporary Literature, 12, 2, Spring, 204-229.

I.(h) SMART GOOGLE SEARCHES

The following guide was prepared by Eugene Barsky, a research librarian at the University of British Columbia, in Vancouver, Canada. They are "Smart Google Searches" because they can help a researcher find information quickly and more easily than just typing in some general search terms.

" "

Putting quotes around a phrase - two words or more - improves your precision as it limits results to an exact phrase. Example - [["common cold"](#) ["vitamin c"](#)]

allintitle:

Using this command you restrict Google results to those containing all the query terms you specify in the title of the document. Example - [[allintitle:common cold vitamin c](#)]

author:

Used only in Google Groups and Google Scholar, this command will restrict your Google Groups results to include newsgroup articles by the author you specify. Example - [[author:giustini](#)]

bphonebook:

With this command Google shows business white page listings for the query terms you specify. For example, [[bphonebook:smith john new york](#)] will show the phonebook listing for all John Smiths who live in New York (doesn't work for Canada yet)

cache:

This command will have Google to display Google's cached (historical) version of a web page, instead of the current version of the page. Example - [[cache:ubc.ca](#)]

define:

While using this command Google will show you definitions from pages on the web for the appropriate term(s). This advanced search operator is very useful for finding definitions of words, phrases, and acronyms. Example - [[define:electroconvulsive therapy](#)]

filetype:

Including filetype:suffix in your query, will make Google to restrict the results to pages whose names end in suffix, for instance PDF files (pdf) or MS Word documents (doc). Example - [["common cold" "vitamin c" filetype:pdf OR filetype:doc](#)]. Useful suffices - pdf (Adobe Acrobat), doc (MS Word), ppt (MS PowerPoint), and jpeg (Web images)

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info:

This query will present some information about the corresponding web page. Example - [[info:ubc.ca](http://info.ubc.ca)]

intitle:

This command will result Google to retrieve documents containing the requested terms in their title. Example - [[intitle:"common cold"](#)]. Note that putting intitle: in front of every word in your query is equivalent to putting allintitle: at the front of your query

inurl:

Using this command in your query will restrict Google results to documents containing requested word(s) in the document's url. Example - [[inurl:"common cold"](#)]

link:

This powerful command shows pages that point to a particular URL. For example, this query will present all pages that link to UBC Library homepage - [[link.www.library.ubc.ca](#)], more than 5,000 of these!

related:

Being one of the most capable Google commands it will list web pages that are similar to the web page you specify. Example - [[related.www.library.ubc.ca](#)]. Similar to PubMed "Relates Articles" command, you can also find similar pages from the "Similar pages" link on Google's main results page, and from the similar selector in the Advanced Search page.

site:

When you will use this command Google will restrict your search results to the site or domain you specify. For example the following query - [["common cold" "vitamin c" site:.edu OR site:.gov](#)] - will retrieve Web results only from US universities (.edu) and US government websites (.gov). Useful domains - .edu (US universities), .gov (US government), .ca (Canadian content), .ac.uk (UK universities), .org (mostly NGO's). You can also restrict your results to a site or domain through the domains selector on the Advanced Search page.

source:

When including source: in your query, Google News will restrict your search to articles from the news source with the ID you specify. For example, [[Vioxx source:new york times](#)] will return all results with the word "Vioxx" that have appeared in the New York Times.

stocks:

Starting your query with stocks: will make Google to interpret the rest of the query terms as stock ticker symbols, and will link to a page showing stock information for the symbols you specify. Example - [[stocks:QLTI](#)]. Alternatively, you could just type the stock ticker into the Google search box

Combining operators together - You may use many of the basic operators and search operators with each other. However, there are some that must be used by themselves and others that you should be careful about using together. For instance the following operators cannot be combined:

- All the search operators whose names begin with "allin," e.g., allinanchor:, allintext:, allintitle:, and allinurl:.
- Syntaxes that request special information, e.g., define:, phonebook, bphonebook, rphonebook, stocks:.
- Page-specific search operators, e.g., cache:, info:, related:.

Numerous other useful hints for effective searching can be found at:

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<https://support.google.com/websearch/answer/2466433?hl=en> .

The following table is reprinted from that page (Accessed 7 June, 2015):

Symbol	How to use punctuation symbols
+	Search for Google+ pages or blood types Examples: +Chrome or AB+
@	Find social tags Example: @agoogler
\$	Find prices Example: nikon \$400
#	Find popular hashtags for trending topics Example: #throwbackthursday
-	When you use a dash before a word or site, it excludes sites with that info from your results. This is useful for words with multiple meanings, like Jaguar the car brand and jaguar the animal. Examples: jaguar speed -car or pandas -site:wikipedia.org
"	When you put a word or phrase in quotes, the results will only include pages with the same words in the same order as the ones inside the quotes. Only use this if you're looking for an exact word or phrase, otherwise you'll exclude many helpful results by mistake. Example: "imagine all the people"
*	Add an asterisk as a placeholder for any unknown or wildcard terms. . Example: "a * saved is a * earned"
..	Separate numbers by two periods without spaces to see results that contain numbers in a range. Example: camera \$50..\$100

Note: When you search using operators or punctuation marks, don't add any spaces between the operator and your search terms. A search for **site:japanTimes.com** will work, but **site:japantimes.com** won't.

I.(i) YOUR CLASS AS A WRITING COMMUNITY

As much as possible, use peer editing and peer response with your students. This will encourage them to view writing as a process of drafting and revision. You may also wish to have your students post their essays for other classmates to read and comment upon.

You can set up peer exchanges outside of class as well through using e-mail and student partners, or through creating a class blog site (ie. <https://www.blogger.com>). As much as possible, you should accustom your students to reviewing their writing with partners and in small groups. These measures will improve their work, their recognition of their mistakes, and reduce the number of errors you have to correct.

You can set up peer exchanges outside of class as well through using e-mail and student

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partners. As much as possible, you should accustom your students to reviewing their writing with partners and in small groups of other students. These measures will improve their work, their recognition of their mistakes, and reduce the number of errors you have to correct in their work.

II. TEACHING THE APA STYLE

Both APA and MLA are used in the English department. But more professors use the APA Style. So, rather than try to teach both, we have chosen to teach the APA Style.

We introduce the APA Style in IE Writing II, and emphasized it further with the book reports and media and newspaper discussions in the IE II and III Core classes.

Refer students to the *Academic Writing Students Booklet* to see the main aspects of it. In class, if you have computer access, demonstrate the use of the following website. Students may have been shown this in other classes, so this should just be a review. Assign your students practice examples for homework:

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

THE EXAMPLES ARE ALSO SHOWN P.17 OF THE 2014 AW STUDENTS' BOOK.

Just input the information and choose the APA style.

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Your Bibliography

Any citations you add to your bibliography will appear here! If you need, you can edit or delete any of your citations.

The student booklet for the Academic Writing course includes numerous examples of website citations, so there is no need to repeat that information in these teachers' notes. There are some general principles, however, for electronic references for you to teach:

- a) Single space between lines; indent every line after the first one double space between bibliographic entries;
- b) Omit the elements that are irrelevant or unavailable;
- c) When page numbers are not available to identify part of an electronic document, use chapter or section information;
- d) When a document consists of multiple pages or sites, provide the URL of whatever page provides easiest access to all of them (ie. the home page).

Earlier in this guide, there were references to websites to aid in Critical Thinking and on how to evaluate the reliability of websites. Additional information about citing electronic sources can be found at the American Psychological Association website and the following Internet sites.

<http://www.citationmachine.net/>
<https://owl.english.purdue.edu/owl/resource/560/18/>
http://guides.is.uwa.edu.au/ld.php?content_id=17350815

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Here are some examples of electronic references, drawn from those on the website of the University of Pennsylvania Library. These are also in the student guide book.

There will be some instances (ie. multi-author CD rom) where you may be hard pressed to find the right form because it is different from any of these examples. While it is important to get the APA format correct, the principle behind citations and references is to accustom students to doing research and to citing their sources.

II.(a) CITING ELECTRONIC RESOURCES

Author Family Name, First Name (If no Author is given, alphabeticize by the Title). (Date of electronic publication). Title or description such as 'homepage.' Name of database or online services. Pages of paragraphs or sections used. Retrieved [Date of access] <URL>.

a) Electronic book

Tucker, K., Westerfield. (2001). *American Methodist Worship*. New York: Oxford UP. Retrieved December 2, 2001, from <http://digital.library.upenn.edu/ebooks/pdfs/019512698X.pdf>.

b) From e-journals

Janssen, M. C. (2001, October). On the Principle of Coordination. *Economics and Philosophy*, 17(2), 221-234. <http://dx.doi.org/10.1017/S0266267101000244>.

c) From EBSCOhost (a service to which AGU library subscribes offering numerous databases)

Jefferey, R. M., & French, S. A. (1998). Epidemic Obesity in the United States: Are Fast Foods and Television Viewing Contributing? *American Journal of Public Health*, 88(2), 277-281. Retrieved July 17, 2009, from Business Source Premier.

d) From full-text databases

Gourevitch, V. (2000, March). "Rousseau on Providence." The Review of Metaphysics. *Expanded Academic ASAP*. Retrieved December 2, 2001, from http://web7.infotrac.galegroup.com/itw/infomark/429/324/18810857w7/purl=rc1_EAIM_0_A70696454&dyn=4!xrn_9_0_A70696454?sw_aep=upenn_main.

e) From online newspapers

Wilford, J. N. (2001, December 2). Artifacts in Africa Suggest an Earlier Modern Human. *New York Times*. Retrieved December 2, 2001, from <http://www.nytimes.com/2001/12/02/science/social/02BONE.html>.

f) From full-text databases

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Wilford, J. N. (2001, December 2). Artifacts in Africa Suggest an Earlier Modern Human. *New York Times*. Retrieved December 2, 2001, from <http://web.lexis-nexis.com/universe>.

g) Electronic book

Tucker, K., Westerfield. (2001). *American Methodist Worship*. New York: Oxford UP. Retrieved December 2, 2001, from <http://digital.library.upenn.edu/ebooks/pdfs/019512698X.pdf>.

II.(b) IN-TEXT CITATIONS

This is a very technical aspect of academic essay writing, so please ensure that your students understand how to do it. APA Style requires that you identify the location of any cited information as precisely as possible in brackets. This reference consists of the author's name, or is placed at the end of the quotation in brackets.

Unfortunately, Internet sources rarely come with page numbers, so instead of using page numbers, note any internal divisions in the URL.

Each quotation will also need a transition phrase to introduce it. The material is drawn from the website of the University of Pennsylvania Library.

a) Work by a single author

Several rivers aside from the Thames once intersected London, but they have since been covered by the city (Clayton 28).

b) Work by a single author named in the text

Antony Clayton points out that several rivers other than the Thames once intersected London, but they have since been covered by the city (28).

c) Work by two authors

The unemployed men and women in Denmark have had the right to request job-related activities such as training, but recently this has become an obligation (Rosdahl and Weise 160).

d) Work by three or more authors

Cite all authors the first time the reference occurs; in subsequent citations, include only the last name of the first author follow by et al.

e) Electronic Sources

Electronic sources are cited in the typical author-page number style with one difference: when an Internet site does not have page numbers, offer other location

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information such as screen or paragraph (par.) number.

Because of Greece's physical characteristics – a jagged coast made almost all settlements within 40 miles of the sea-- the ancient Greeks relied on the sea for most long-distance traveling (Martin sec. 2.4).

f) Multivolume Works

Most of Plato's ideas about love are recorded in the *Symposium* (Singer 1: 48) while Ficino's are in the *Commentary on Plato's Symposium* (Singer 2: 168).

g) Works by corporate authors

Between 1970 and 1994, expenditures on information processing equipment rose at an annual rate of 9.7 percent (Natl. Research Council 25).

h) Indirect quotations

Use this form to cite a quotation that was identified by its being a quotation in another (not the original) source.

John Evelyn described London's churchyards as being filled with bodies "one above the other, to the very top of the walls, and some above the walls" (qtd. in Clayton 14).

i) Classic Literary and Religious Works

When citing a classic work that is available in multiple editions, try to provide location information (chapter, section, verse, etc.) beyond the page number.

Wittgenstein writes, "the philosopher's treatment of a question is like the treatment of an illness" (Wittgenstein 91: sec. 255)."

When citing plays, poems or the bible, omit page numbers and cite by division (act, scene, canto, book, part, etc.) and line.

Queen Gertrude is concerned about Hamlet's great distress over his father's death, saying "Do not for ever with thy vailed lids / seeks for they noble father in the dust: / thou know'st 'tis common; all that lives must die..." (Ham. 1.2.70-72).

SAMPLE ESSAY:

Examples of APA used with bibliographies, in-text citations, and an entire essay written

with the APA style can be found at... <https://owl.english.purdue.edu/owl/resource/560/18/>

SIX COMMON MISTAKES IN STUDENT ESSAY CITATIONS:

1. Using all CAPITAL letters for a book or journal title.
2. Forgetting to indent the 2nd line of the bibliographic item.
3. Missing periods, especially after the <URL>.
4. Failing to reformat the <URL> to change it from an underlined hyperlink.
5. Missing dates.
6. Omitting the most recent printing of a book.

III. ADDRESSING PLAGIARISM

For a number of reasons, including inexperience in writing essays, students plagiarize (*tosaku*, the noun, and *hyosetsu suru*, the verb form) material from other sources. Appropriately enough, the term “plagiarize” is derived from the Latin word for “kidnapping.”

We have to address the issue in a number of ways, including (a) teaching them the concept of plagiarism and fair use, (b) good note-taking from source materials, (c) the proper use of quotations, (d) paraphrasing and summarizing materials, (e) .

The University of Melbourne has a three-point plan with 36 different strategies to minimize plagiarism:

1. **Make your expectations clear to your students.**
2. **Design your assignments in such a way as to minimize the opportunities for plagiarism, and breaking the essay up into smaller assignments.**
3. **Monitor, detect, and swiftly respond to incidents of plagiarism.**

The 36 strategies include:

- a) Review the skills of summarizing and paraphrasing.
- b) Teach students how to build an argument.
- c) Teach the skills of referencing and citation.
- d) Include mini-assignments (check in the student booklet) in creating a bibliography, thesis writing, preparing notes, etc. in the essay assignment.
- e) Ask students to make brief presentations (check in the student booklet for details on assessment) to the rest of the class.

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- f) Ask students to hand in an annotated bibliography or notecards before the assignment is due.
- g) Ask students to do a short self-reflection paper, ie. "What did you learn from this assignment?"
or "What problems did you encounter and how did you overcome them?"
- h) Demonstrate a search engine in class to identify the sites that students are likely to find and plagiarize.
- i) Demonstrate to students your awareness of electronic search engines and how easy it is to detect examples of plagiarism.

III.(a) DEFINING PLAGIARISM

Begin by describing the type of information that does need to be documented; statements of fact such as the Prime Minister of Japan or that the 2020 Summer Olympics are going to be in Tokyo. A simple rule of thumb for students is that any numbers, or specialized information that they couldn't know must be referenced. Proverbs or well-known quotations need not be referenced.

1. Review the rules with students. Show clear examples of plagiarism and of appropriately acknowledged sources that have been referenced by page. But if showing work from a student in the class, conceal the student's name. The point is not to humiliate students publicly but to ensure that the class is aware that plagiarism is easily detected and is a serious matter.

In addition, examples of paraphrases should be shown as well. See the Exercises on page 51 in the appendix of the student guide for exercises in developing paraphrases.

The following table is included in the student booklet.

Document Your References	Fair Use
1. When you quote someone else's words, or even ideas, paraphrase or summarize them from any book, interview, newspaper, radio broadcast, software, TV program, or website 2. When you copy any statistics, or graphic	1. When you reach some original conclusion or describe a personal experience 2. When you write about something commonly known or at least well known in your field of study

III.(b) DETECTING PLAGIARISM

The first means of detection is your knowledge of your students and their relative abilities. Often, weaker students, or those with frequent absences from Academic Writing panic and hand in plagiarised papers. Like most of the plagiarised papers that we see, there are passages in paper, rather than the whole paper that is plagiarised.

You can usually find a plagiarised paper through a close reading of it. If it is almost error-free, or contains completely error-free passages, complex grammatical constructions far above the student's ability, and/or contains unusual vocabulary of archaisms, it is usually copied.

Secondly, you can check for plagiarism by pasting suspected sentences into the search box of "Google" and it will often direct you to the site where students have gotten the material. This works very well with checking book reports for plagiarism in the IE Core classes of the IE Program. It also works for much of the "copy-and-paste" plagiarism that we see in IE Writing II, III, and Academic Writing.

A very common type of student plagiarism is simply a failure to properly cite references, often due to inexperience in writing essays, and in using quotations. Therefore, frequent examples discussed in class, and in-class writing activities are of great use.

III. (c) USING QUOTATIONS

There are a number of exercises in the student guide on quotations, so some general guidelines are all that will be covered here. First of all, students often translate quotations from Japanese into English and use them as direct quotations. They are not direct quotations, but technically would have to be handled as paraphrased quotations with appropriate transitions and page references.

Few of our students do these translations very well; some go as far as translating sentences and whole paragraphs by using online translation software. These are comically inaccurate.

<http://www.worldlingo.com/wl/mstranslate/UP26384/T1/P2//>

You might try this yourself by asking your students to translate an English sentence into Japanese, then showing them the machine-translated version, and then finishing off by translating it back to English. This will show them the ridiculous results. An example of a news story translated into Japanese and then back to English is included in the *Academic Writing Student Guide* on page 29 with exercises in doing a paraphrase by starting with note-taking.

Direct students to record the quotations they plan to use onto note cards. This will force them to introduce a further step into their writing process. The note cards can be checked against their essays later as well for an in-class quoting and summarizing activity.

III.(d) PARAPHRASING AND SUMMARIZING

These two terms are often used inter-changeably in most writing texts. We would appreciate if you could make a teachable distinction for the students between ***paraphrase for phrases*** and ***summaries for larger blocks*** of text such as paragraphs or page-length content.

As well, choose summarizing activities where the students have to render large blocks of text into a few very concise sentences.

1. One very good suggestion for teaching paraphrases is to show students an OHC projection of a sentence. Allow them to discuss it with a partner. (This will help ensure that they understand it). Then require them to do a paraphrase from memory.
2. Next, you check their version against the original for content, accuracy, and mistakenly plagiarized phrases; they can, of course, include exact phrases, but these must be identified with quotation marks and referenced.

III.(e) NOTE-TAKING

The best way to get your students to avoid plagiarizing their sources is to start with classroom exercises in which they carefully take notes of a source. Next, assign them some note-taking from one of their sources. This could then be checked in the following class against the original source.

I. Note Cards

Note cards can be used in the course to encourage your students to record their direct quotations, paraphrases, and summaries. Note cards are a very effective way of dealing with plagiarism because they promote more planning of the essay. You could collect them from students in advance of a first draft and therefore promote better planning, or you might ask for them at the end of the process; however, some students may simply produce the note cards after they have written the essay.

These note cards are usually small cards about 7cm by 12cm in size. Students should note the “author” of the material as well as “the page number” from which the material was collected. The author and page number should be put on the top of the card.

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The students don't need to put down publishing information because they will already have that information in their bibliographies.

On the rest of the card, they should record direct quotations from their sources. They might also put down any paraphrases or summaries of their references.

III.(f) STRATEGIES TO AVOID PLAGIARISM IN QUOTATIONS

Teach your students to avoid using key adjectives and phrases such as the ones in bold type in the text if they are paraphrasing a quotation. Of course, the underlined words are essential in using this quote, so students would be best advised to simply use quotation marks.

Original (In *Vancouver Sun*)

Four years after she won five gold medals and set two world records at the 2000 Sydney Paralympics as a **precocious** 16-year old, Swimmer Stephanie Dixon **swam faster in all her events** in Athens – **and came home with just one gold medal**.

Other strategies:

1. Vary your signal phrases—
 - a) As Gary Kingston has noted...
 - b) Gary Kingston emphasizes...

Use the verb that best fits the sentence: admits, argues, analyzes, believes, concedes, endorses, points out, questions, refutes, rejects, reports, states, writes-

3. Use only quoted phrases instead of a whole sentence. Again, there is an exercise in the student booklet on page 52

According to Gary Kingston, in the 2000 Sydney Paralympics, Canadian swimmer Stephanie Dixon won “five gold medals” and she made “two world records” while only sixteen years old. But at the next Paralympics, even though she swam faster, she only won a single gold medal (Kingston, p. E1, 2008).

Reference:

Kingston, G. (2008). Paralympics: Canadian Athletes Aren't Discouraged That Their Medal Total May Drop in Beijing. *Vancouver Sun*, E1.

III.(g) THE STUDENT WRITING DATABASE

Our newest tool in combatting student plagiarism is the English Department's Writing Database, initiated in the Spring of 2015. Already, there are more than two thousand pieces of student writing which can be easily searched. As with IE Writing, we require you to have your students upload the final draft of their Academic Writing essay. Please see that last part of this guide for full instructions.

IV. CLASSROOM ACTIVITIES

The Academic Writing classroom is supposed to be an active one, not one where the students quietly sit doing their homework while the teacher sits at the front of the class and grades papers. Neither should it be one in which groups of students led by the able writers among them produce a "group essay."

Furthermore, as mentioned elsewhere in this guide, please do not excuse some students from class while you conference with others. Instead, organize your class in such a way that students always have something writing to do: brainstorming, drafting, rewriting, responding to each other's work, or preparing for their presentations. You should organize different work groups for this purpose.

You should be directing a writing workshop. Sometimes, this means inter-acting with small groups of students.

At other times, you will be directing the whole class, explaining the structure of an essay, perhaps using an overhead project to analyse typical student errors, or even organizing a writing game.

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

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

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

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

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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 in 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 on page 41 of the Appendix of *Academic Writing 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.**

V. GRAMMATICAL ERRORS

Most research on teaching grammar to first and second language students is critical of the methods by which grammar lessons are taught to a whole class. 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 short conference about 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. Students could work individually, and then again in groups, share them with each other in 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 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 (purdruni).

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

VI. RESPONSES TO WRITING

It is not necessary to correct each piece of student writing, or each draft of their essay. There are other effective ways to deal with student errors first. Student checklists are an effective way, followed by peer evaluation of individual paragraphs, and the first draft of their essays.

Most Academic Writing teachers grade the shorter assignments such as the bibliography and the outline (as described in the "Steps" earlier in this guide). Then, they usually only respond in detail to **two** drafts of each student's essay. These drafts should be examined in late November and early December. The teacher grades the papers using the marking symbols on page 76 in the appendix of the student guide and which appear at the end of this guide.

1. Afterward, tell your students to find and identify the errors. This leaves the problem-solving to them.
2. Brief impromptu teacher-student conferences can be undertaken with individual students while the other students in the class are revising their papers. But please ensure that the other students are not merely waiting their turn. They should be revising their work or engaged in another assignment.

VI.(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.

If you simply comment on one of your student's papers, then very often the student will nod, apparently agreeing, but afterward will make few successful revisions.

A more effective conference will include a more active role for the student.

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

The most straightforward approach to helping students formulate questions is to mark their papers with your marking symbols (on page 71 in the Appendix of the *Academic Writing Student Booklet* and at the end of this guide), 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.

<p><u>Conferencing Form:</u></p> <p>1. I thought the best part of my essay was...</p> <p>2. I thought the weakest part of my essay was...</p> <p>3. According to your instructor's comments:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Strengths:</u></p> <p>a)</p> <p>b)</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Weaknesses:</u></p> <p>a)</p> <p>b)</p> </td> </tr> </table>		<p><u>Strengths:</u></p> <p>a)</p> <p>b)</p>	<p><u>Weaknesses:</u></p> <p>a)</p> <p>b)</p>
<p><u>Strengths:</u></p> <p>a)</p> <p>b)</p>	<p><u>Weaknesses:</u></p> <p>a)</p> <p>b)</p>		
<p>4. Based on the feedback, I will...</p> <p>5. Three questions I want to ask are...</p>			
<p><u>Reference:</u> Reid, J. (1993). <i>Teaching ESL Writing</i>. New York: Prentice and Hall, 222-3.</p>			

VI.(b) RECORDED CONFERENCES

An impressive body of research exists on teachers' audio responses to student writing as an effective corrective feedback (Olesova, 2013; in review). Boswood and Dwyer (1995) note that audio recordings may help students to better understand a teacher's feedback than written commentary alone. Hyland (1990) reports 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' sell them). For example, 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).

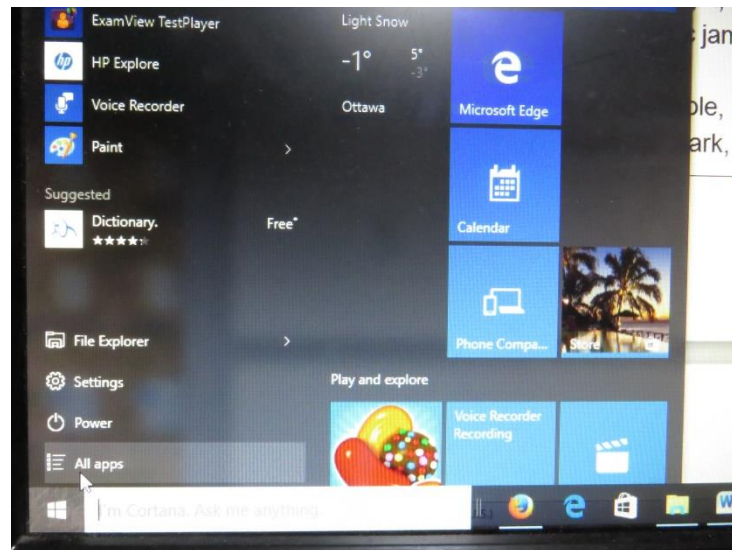


Fig. 1

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.

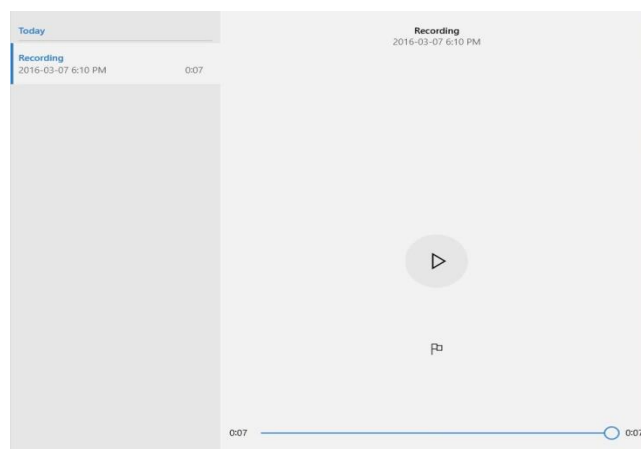
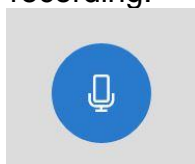


Fig. 3

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.

VI.(c) MARKING SYMBOLS

Teachers most often respond to student papers with written comments or by correction of student errors. However, the comments are often hard for students to read or to understand. In addition, some researchers criticize error correction for its inconsistency. Others suggest that if teachers give students the answers, the students will never learn how to fix their errors.

A more effective response is to identify error types and to encourage students to focus on correcting these in their writing. The teacher circles or underlines all of a student's errors or at least the representative ones and requires the student to correct them. Even if a teacher misses some of these grammatical errors, a student can still discern a pattern of error.

Teachers usually respond to student papers with written comments rather than by conferencing. But these same written comments can also be discussed and clarified during a student-teacher conference.

More effective responses in promoting student revision are to identify error types and to frame questions or requests for information to encourage students to develop their writing. The teacher circles or underlines all of a student's errors or at least representative ones and requires the student to correct them.

This process starts with the teacher distributing a handout of the editing symbols (See the Appendix in the Academic Writing Student Booklet or the last pages of this teacher guide).

Most students will have been introduced to these same symbols in earlier IE Writing classes. Please use them to help teachers are different levels of the program. We are trying to standardize them for the whole IE Program.

Each symbol identifies a writing error common to Japanese students and the handout includes a sentence with the error in it. Before returning your students' papers, you might go over the error types and have students individually try correcting them, one by one. Afterward, students might compare their answers in pairs. Later, the teacher reviews the answers on the blackboard or OHC.

The teacher might also show examples of more substantive comments on a paper, such as those relating to content or essay organization. For example, a flawed student essay comparing the Japanese and English languages might prompt the teacher to remark: "At this point, your thesis is not clear about which parts of the two languages you plan to compare."

The point of this part of the activity is to sensitize students to other kinds of writing errors they will make in the essay, errors related to organization and content, for example. Again, this activity is done using the blackboard or an OHC.

This activity could lead easily into a writing conference with each student. After the papers are returned to the students, each student reviews the comments on his or her paper and begins to correct them. Each student does this while waiting for a student-teacher conference. The students also use the class time to rewrite their papers. This activity of either revising or conferencing for a class of 25 students occupies most of the instructional time over a two-week period.

VI.(d) COMMENTING ONLINE

Using MS Word 2010 (the software for Microsoft Office is available free from the Computing Center), you can also highlight passages in a student's paper, and add comments in the margin. It is even possible to leave audio comments, too.

VII. PRESENTATIONS

Because one function of the Academic Writing course is to prepare students for discussions and presentations on literature, linguistics, and communications in seminars in their third and fourth year classes, we ask Academic Writing teachers to have their students prepare a presentation. This task takes about two classes to complete and offers teachers some "breathing time" to read and mark students' papers. You might schedule it in early December after collecting your students' second draft. Alternately, you may wish to do it as a type of summative evaluation activity at the end of the course.

To run the task most easily, assign one student in class to be the timekeeper. This will leave you free to watch and rate and write a note to the presenter and give the student immediate feedback after their presentation as well as cutting down on your marking.

Ideally, the students should practise making presentations in small groups. For faster-working students who may have already finished a written draft, this practice will allow them to present first.

Usually, the same students serve as good role models for the rest of the students. For further practice, students could be required to audio tape themselves so that they can review their efforts before their presentation. This pre-task approach will greatly improve their presentations.

In addition, the presentation should be marked according to a set of criteria and this criteria should be explained to students in advance. The best presentations are those in which students have prepared note cards, and rehearsed their speech. Some teachers even require their students to prepare a presentation in power point as well.

A presentation should include:

- a) an introduction to the research topic**
- b) a summary of the main points or topics**
- c) any surprising or interesting facts the writer discovered**
- d) comments on how the student felt after writing the essay**
- e) conclude with a personal view of the topic.**

We have copies of videotaped Academic Writing presentations available for sign-out and a rating scale for these as well. Most teachers find that by viewing these with their students and rating them will give students a very good idea of the standards for this task.

The following scale is also included in the *Academic Writing Student Booklet*.

PRESENTATION /10 marks	
1. Kept eye contact with your audience	
2. Spoke freely, didn't just read notes	
3. Explained thesis clearly	
4. Presented at least 3 topics	
5. Gave examples for each topic.	

VIII.ESSAY RATING SCALES

A number of years ago, we drew a series of marked essay samples drawn from students' second drafts in Academic Writing. These papers were marked with a six-point scale based on the rating scales developed from the TWE (Test of Written English) and IELTS (International English Language Testing System).

Each step on the scale indicates a level of performance:

a) organization

- thesis statement
- topic sentences
- transitions

b) content

- use of examples
- quotations
- page references
- bibliography
- minimum of 1,500 words

c) structure

- sentence variety
- frequency of grammatical errors

	Organization	1. Thesis - clearly stated, indicating topics to be developed 2. Topic sentences - appropriate, varied transitional phrases
6	Content	3. Paragraphs - developed examples, quotations, page references 4. Bibliography - 7 books, journals, websites, or newspapers 5. 2,000 word minimum content
	Structure	6. Sentences - frequent variations in sentence structure 7. Grammatical errors - few and not likely to impede communication
	Organization	Missing two features of a "6" essay.
5	Content	
	Structure	
	Organization	1. Thesis - present but too general 2. Topic sentences - sometimes inappropriate or formulaic
4	Content	3. Paragraphs - some examples, but poorly explained 4. Bibliography - incomplete 5. Minimum of 2,000 words
	Structure	6. Sentences - a few variations in patterns 7. Grammatical errors - these occur often and block communication
	Organization	Missing four features of a "6" essay.
3	Content	
	Structure	
	Organization	1. Thesis - undeveloped or inappropriate 2. Topic sentences - none or inappropriate
2	Content	3. Paragraphs - lacking quotations, page references and discussion 4. Bibliography - missing 5. Minimum of 2,000 words is not reached
	Structure	6. Sentences - no sentences are error-free 7. Grammatical errors - make it difficult to follow the writing
	Organization	

1	Content	Minimal response
	Structure	

In the teacher marking sessions several years ago, the order of essays B, E was sometimes reversed so either order might be satisfactory. The correct order of the essays is as follows:

6 (B, E)
5 (E, B)
4 (D)
3 (C)
2 (F)
1 (A)

IX. GROUP RATINGS

A package of student essays illustrating a range of grades is included in the *Academic Writing Student Booklet*. They are intended to teach them about standards of writing performance. First, students should read and rate the essays for homework. In the following class, set them working in groups to decide on a group score for the essays. This makes the activity more communicative and provides a means for students to teach one another aspects of essay writing.

During their discussion, they should refer to the features of each essay. After the group has decided on the score for each essay, a group member writes the scores on the board.

When all the groups have written their scores on the board, compare them, explaining what the right scoring was supposed to be and the reasons why some essays are weaker than others. The winning group is closest to the Academic Writing Teachers' scores.

1. Students read the essays, comment on them, and rate them for homework.
2. The teacher checks the homework in class.
3. The students compare their results in groups.

They decide on a group mark by convincing the other students to agree or disagree.

4. As part of an in-class competition, groups compare their results, choose an answer for the group, then their group ratings on the board.
5. Make sure that students have the essays correctly marked at the end of the activity, so that they can use them for reference when writing.

IX.(a) TEACHER COMMENTS ON THE ESSAYS

6	(B)	Though it is hard to find the thesis because the introductory paragraph is so long, the thesis, the last sentence in the introductory paragraph is a clearly stated comparison of John Irving and his fictional character, T.S. Garp. The paragraphs in the essay, well over 2000 words, are well-developed and include quotations and references. There is a bibliography, sentence variety, and few grammatical errors relative to the length of the essay and the complexity of the vocabulary.
5	(E)	Not as much content, vocabulary, or sentence variety as essay B. More importantly, there are more frequent grammatical errors. However, all the other elements, the thesis, topic sentences, bibliography, and examples are present.
4	(D)	Few variations in sentence patterns. The grammatical errors block communication.
3	(C)	The thesis and topic sentences are not very clear. The transition ("Next") are repetitious. There are many grammatical errors. The essay is less than 2,000 words.
2	(F)	The thesis is very unclear and the topic sentences are sketchy, poorly constructed. The paragraphs lack cohesion and there are frequent grammatical errors. The student has done some research, however, and there is a partial bibliography although incorrectly done.

1	(A)	No thesis, only one topic sentence. Only two paragraphs, far less than the 2,000 word minimum. Worse still, the choice of words and phrasing make it appear that the essay looks plagiarized from an encyclopedia, but as there are no references so it is hard to say where the source as the choice of words and sentences seem copied. There is no bibliography.
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IX.(b) STUDENT MODELS

Finally, some 5 outstanding student research essays have been included in the student guide. They are drawn from topics on literature and communication and illustrate comparison and contrast among other genres. You should refer to them in class and have student locate and underline thesis statements, transitions and topic sentences, and the use of examples and quotations and their discussion.

X. TEACHER RESOURCES

Some of these texts can be found in the Teacher Resource Center, 9F, English Department.

Boswood, T., Dwyer, R. (1995). From marking to feedback: Audio- taped responses to student writing. *TESOL Journal*, 5(2), 20-23.

Carroll, J. (2000, November). Plagiarism: Is there a virtual solution? *Teaching News*. Retrieved September 8, 2008, from http://www.brookes.ac.uk/services/ocsd/2_learntch/plagiarism.html.

Crowell, S., & Kolba, E. (1990). *The Essay*. New York: Educational Design.

Culwin, F., & Lancaster, T. (n.d.). *Plagiarism, Prevention, Deterrence & Detection*. Retrieved September 8, 2008, from <http://www.ilt.ac.uk/resources/Culwin-Lancaster.html>

Evans, J. (2000, August 6). The new plagiarism in higher education: From selection to reflection. *Interactions*, 4(2). Retrieved September 8, 2008, from <http://www.warwick.ac.uk/ETS/interactions/Vol4no2/evans.htm>.

Gibelman, G. M. (n.d.). The downside of cyberspace: Cheating made easy. *Journal of Social Work Education*, 35(3), 367-376.

Frydenberg, G., & Boardman, C. A. (1990). *You're In Charge: Writing to Communicate*. Boston: Addison-Wesley.

Hyland, K. (1990). Producing Productive Feedback. *ELT Journal*, 44, 4, 279-285.

Kingston, G. (2008). Paralympics: Canadian Athletes Aren't Discouraged That Their Medal

Total May Drop in Beijing. *Vancouver Sun*, E1.

Olesova, L. (2013). *Feedback in online course for non-native English-speaking students*. Cambridge: Cambridge Scholars Publishing.

Oshima, A., & Hogue, A. (2013). *Essays*. (5th ed.) Longman: Pearson Education ESL: Hoboken, N.J.

Raimes, Ann. (1983). *Techniques in Teaching Writing*. UK: Oxford University Press.

Reid, Joy. (1988). *The Process of Composition*. New York: Prentice-Hall.

Reid, Joy. (1993). *Teaching ESL Writing*. New York: Prentice-Hall.

X.(a) FURTHER REFERENCES

Ferris, D. (1995). Student Reactions to Teacher Response in Multiple-Draft Composition Classrooms. *TESOL Quarterly* 29, 33-52.

Ferris, D. (1997). The Influence of Teacher Commentary on Student Revision, *TESOL Quarterly* 31, 315-339.

Ferris, D. (2001). Teaching Writing for Academic Purposes." Ed. J. Flowerdew, M. Peacock. *Research Perspectives in English for Academic Purposes*. Cambridge: Cambridge University Press, 331-346.

Hillocks, Jr., George. (1986). *Research on Written Composition: New directions for Teaching*. Urbana, IL: National Council for Research in English: ERIC.

Kitagawa, M., & C. Kitagawa. (1987). *Making Connections with Writing: An Expressive Writing Model in Japanese Schools*. Portsmouth, NH: Heinemann.

Raimes, A. (1991). Out of the Woods: Emerging Traditions in the Teaching of Writing. *TESOL Quarterly* 25, 407-430.

XI. MARK-UP SYMBOLS

A?	Article missing	He is <u>A?</u> tallest boy in the class.
		WA
WA	Wrong article	He gave me <u>a</u> advice.
		C
C	Capitalization	She was a politician in <u>j</u> apan.
		FRAG
FRAG	Fragment	Because there are many problems.
		K/L
K/L	Confusion over know and learn	I hope to <u>know</u> about it.
		P
P	Punctuation	Some plants can move <u>_</u> Most cannot move.
		PI
PI	Plural	These <u>story</u> are translated.
		PREP
PREP	Preposition	She is very kind <u>___</u> children.
		WPREP
WPREP	Wrong preposition	He is excellent <u>to</u> sports.
		PRON
PRON	Missing pronoun	She bought the book, so it is <u>__</u> book.
		WPRO
WPRO	Wrong pronoun	She bought the book, so it is <u>his</u> book.
		REP
REP	Repetition	Scientists do <u>scientists'</u> work, <u>scientifically</u> .
		ROS
ROS	Run-on-sentence	Everybody talks, nobody listens.
		SP
SP	Spelling	He lives in <u>Canda</u> .
		SVA
SVA	Subject/verb	The men in the factory <u>works</u> hard.
		T
T	Wrong tense	I <u>watch</u> the film last night.
		V
V	Verb missing	He <u>_</u> a fat man.
		WV
WV	Wrong verb form	Tea is <u>grow</u> in India and Japan.
		WO
WO	Word order	Can you tell me the station is where?

XII. THE WRITING DATABASE

Since 2016, we have required all students in IE Writing and Academic Writing 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 our 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. 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...

- (a) students upload their papers to a particular website after logging onto it.
- (b) after the paper has been successfully uploaded, a unique “reference number” is generated that students must print out and give to their teacher.
- (c) 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

All students, at all three levels of IE Writing, are required to upload the final drafts of their essays to the new “Database of Student Writing.”

In addition to submitting a paper version (hard copy) of their written work to their teacher, students must also submit the work in the form of a Word doc (or .docx) at this site:

<http://www.ap.agu4u.org/users/login> (See Fig. 4).

Students should be told that they will not get credit for assignments **UNLESS THEY SUBMIT THE UPLOAD “RECEIPT”** with their paper. The receipt (see Fig. 7) should be attached to the front page of the essay or thesis.

They should login as follows:

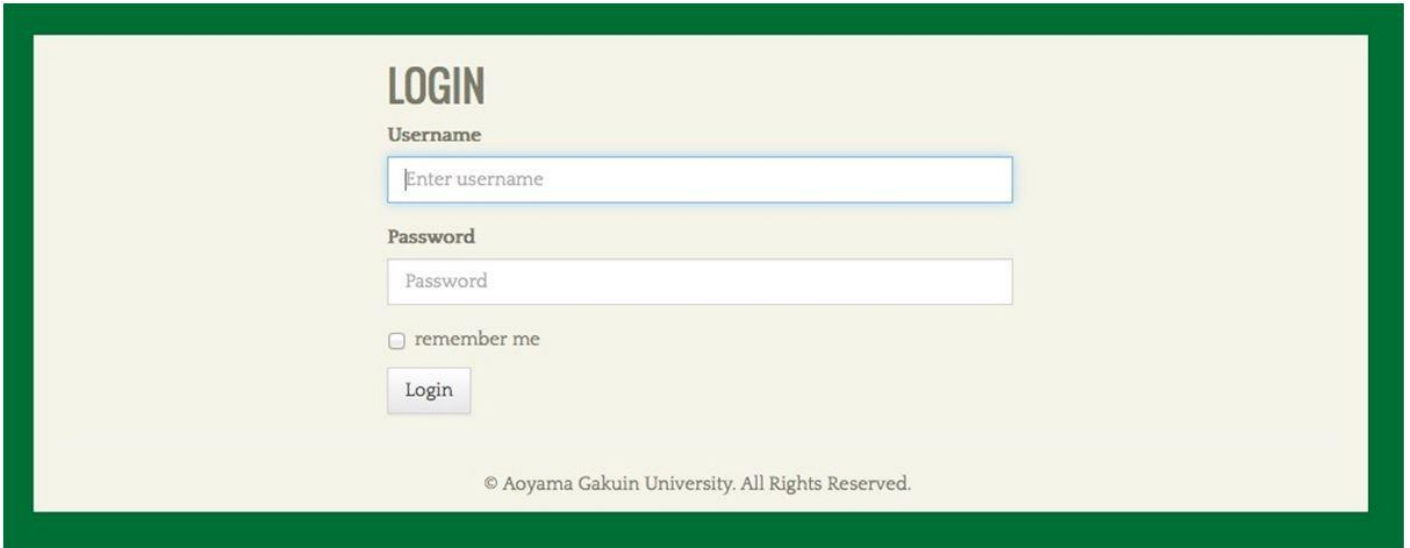
Username : student
Password : tGpUU5Cv

After logging in, they will be taken to an upload page (See Fig. 5) where they will have to browse for the file of their written work on their computer (See Fig. 6). They should also use drop down menus to select the course that they are enrolled in, the current semester/ year, their academic year (学年), and their experience abroad (if any).

Finally, they should type in their teacher’s family name (IN ROMAN LETTERS; correctly spelled!) and click on the “Upload file” button. At this time, only Microsoft Word .doc or .docx files can be uploaded.

NOTE: When uploading the file, students should be instructed NOT to 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.



LOGIN

Username

Password

☐ remember me

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Fig. 4

UPLOAD A FILE

Please remove your name and student number from your document before uploading to ensure privacy.

Attach file
 no file selected
Microsoft word files only

Course
Select Course

Semester
2015 (Spring)

Teacher's name
Enter teacher's name

Academic year (学年)
1st

Experience abroad (海外経験)
Lived abroad for more than 5 years

Upload date
15/05/2016

Fig. 6

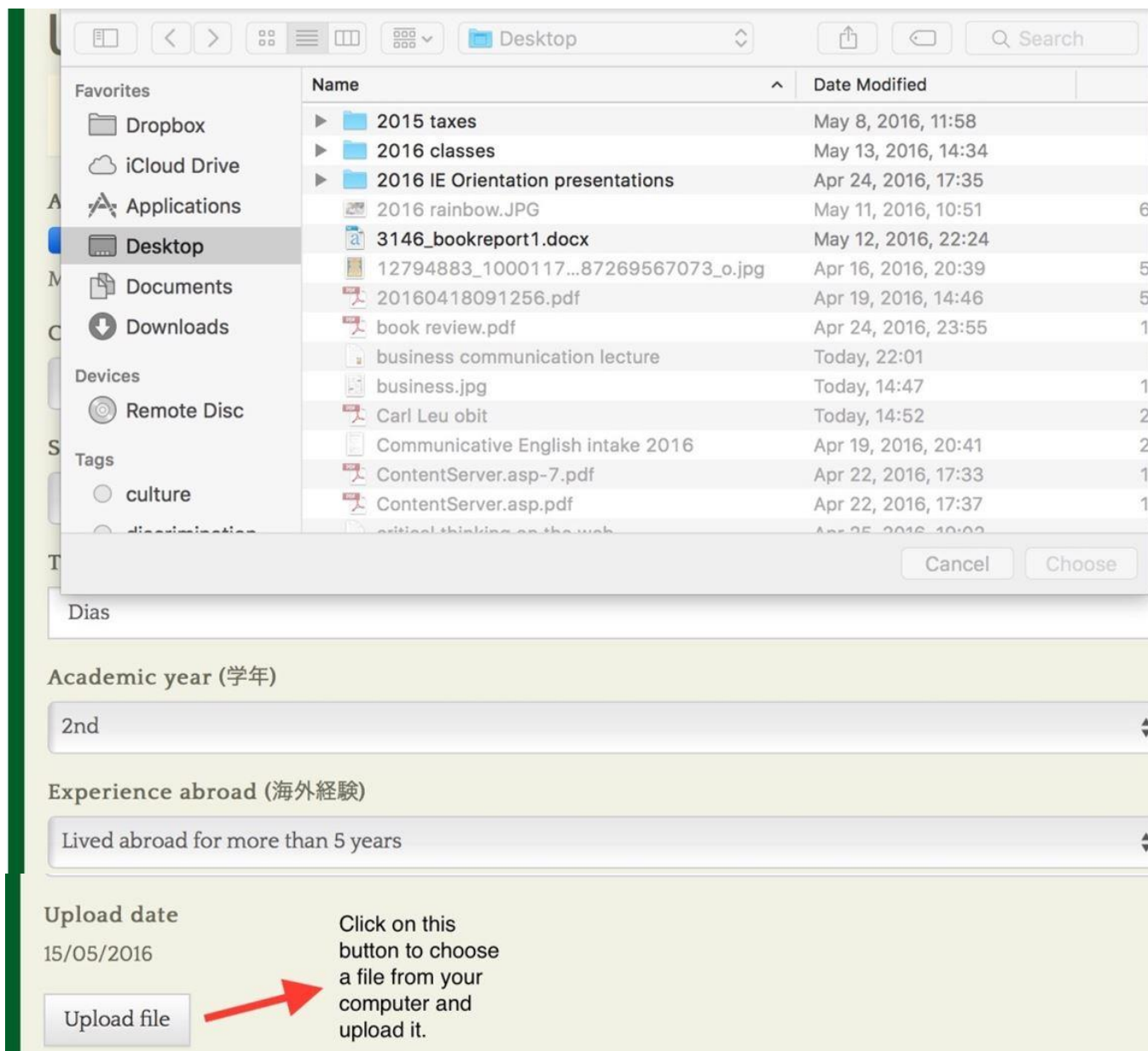


Fig. 7

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. 4) 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.

How teachers will use the database/plagiarism detection system

The MS Word files of the students' submitted written work can be accessed at:

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

[See Figure 5.]

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

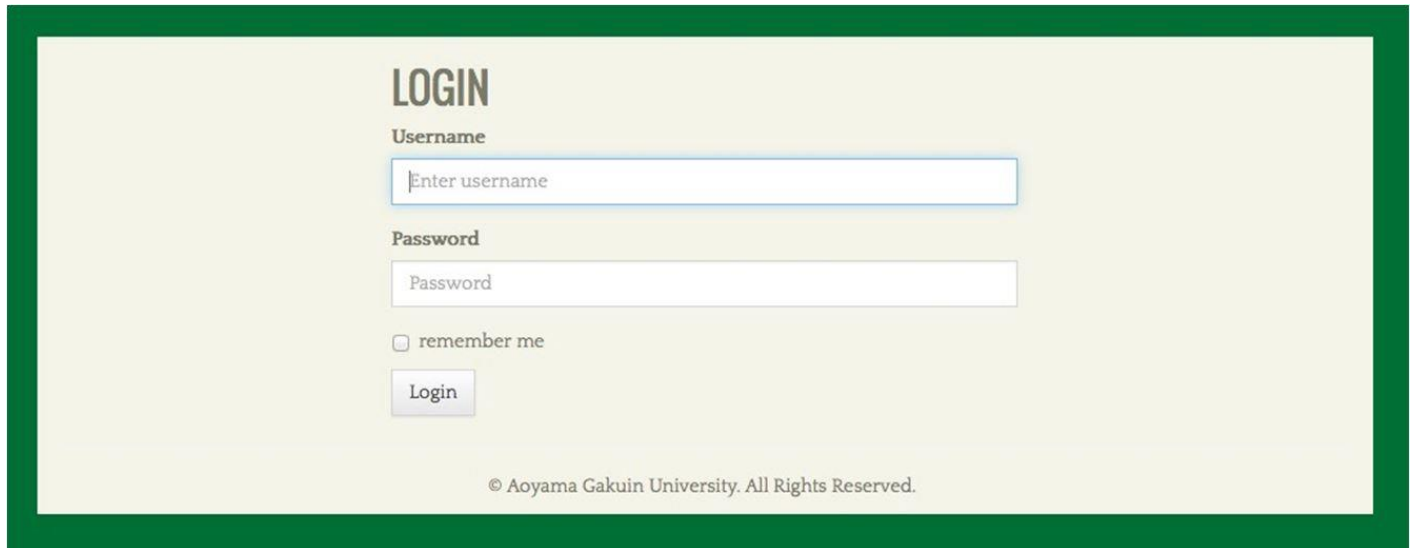
Fig. 4

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.]



LOGIN

Username

Password

☐ remember me

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Fig. 5

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 the next figure.

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)