

# ELC Writing Teachers' Handbook

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# General Information for ELC Writing Teachers

**Teacher Training:** Please check the dates and times of teacher training opportunities during the semester and make sure that you can fulfill your commitment to attend. If you have a conflict, please inform the writing coordinator well in advance so that other arrangements can be made.

**Objectives:** The objectives for the ELC writing classes are constantly being updated. Please read through the whole objectives document so that you know how your class fits into the whole curriculum. The portfolio Level Achievement Test is designed to measure the achievement of these objectives, so please be aware of them as you teach. You can find the writing objectives for your level here on the ELC website. ([www.elc.byu.edu](http://www.elc.byu.edu) Teachers>Writing>Writing Handbook). Check under the Curriculum link.

**Syllabus and Course Calendar:** Answers to common questions about the syllabus and course calendar:

1. **Q:** When do I have to turn in my syllabus and course calendar to the writing coordinator?

**A:** Both the syllabus and course calendar are due on the Friday before ELC instruction.

2. **Q:** Why do I have to turn in a syllabus and course calendar to the writing coordinator?

**A:** The purpose of writing a syllabus and course calendar and giving it to the writing coordinator is so that the Executive Council knows two things: 1) that you have read the objectives for the course you will be teaching and have a long range vision of where your class is headed and 2) that your learning outcomes are aligned with your objectives, basic outline of events for your class, and your assigned essays. Plus, it helps us to create a database of sample syllabi that can help new teachers in future semesters. Failure to turn in your syllabus and calendar on time will result in additional tasks at the end of the semester.

3. **Q:** Do I have to give a copy of the syllabus and course calendar to my students?

**A:** Yes. One complaint that consistently comes from students who for one reason or another don't like a class at the ELC is that they never got a course calendar. Students want to know the same things about your teaching that the Executive Council wants to know (see question #2). It is also a good idea to revise your course calendar midway through the semester and redistribute it to your students in order to keep them informed.

4. **Q:** Since I turned in a course calendar to the writing coordinator, does that mean I have to stick to my original calendar?

**A:** Of course not. A good teacher is in tune with the needs of the students and adjusts the instruction accordingly. Your calendar will (and should) be in flux constantly in one way or another.

5. **Q:** Are there any examples of past syllabi and course calendars that I could use so I don't have to start from scratch?

**A:** Yes. If you need ideas for writing a syllabus or course calendar, look for them on TeacherXchange on the ELC computers (TeacherXchange→Teacher file swap→Sharing our resources→WRITING). The examples are left in their electronic form in order to make it easier for you to copy and follow the format.

5. **Q:** Do I have to write and administer major unit tests in my writing class?

**A:** No. The essays you assign are great assessment tools to determine if students met the objectives of the course. This means that your essay assignments must be well explained and carefully graded. However, you are welcome and encouraged to offer smaller assessments—such as spelling quizzes or timed essays as your students’ needs dictate.

**Writing Portfolios—the Level Achievement Test for Writing:** The ELC has adopted a portfolio format for the writing LAT. Please read through the information in this manual regarding the portfolio system. Every teacher should feel comfortable with the system and have a clear idea of what is expected of both teachers and students alike. So, if you have any questions, either before, during, or after reading the information, please ask.

**Computer Lab and Other Equipment:** You may sign up for a weekly lab hour or use of other computer technology and equipment. As a writing teacher, you have special permission to sign up for one lab hour (and up to two lab hours a week after the first week of class). Check with the Technology Coordinator for up-to-date lab policy and scheduling information. If you are signed up for the lab but will not be using it, please remove your name from the schedule so that other teachers may sign up and we can make full use of the computer lab.

**Diagnostic Testing:** Diagnostic assessments should take place during the first week of class. There are several methods for assessing your students’ learning needs including several standardized diagnostic assessments that you should use. For further information, look through the *Diagnostics* section of this manual.

**Writing Conferences:** The major addition to your schedule and justification for the extra pay you receive as a writing teacher will be the requirement to hold five regular writing conferences throughout the semester. Writing conferences should be short meetings (no more than 10 minute) with all members of your class individually. They should take place outside of class but at a time that is reasonably accessible to your students. Two conference sessions (start-of-semester and end-of-semester) should focus on goals and objectives of the students. The other three conference sessions should correspond to the three required papers in the semester and focus on offering helpful content and organization feedback to students on their writing. All told, a class of 16 students will spend approximately 160 minutes in conferences every other week. That translates to 13.5 hours of conferencing throughout the entire semester. Additional information on conferences is available through the online Writing Conference Handbook.

**Integrated Essays:** All writing teachers should schedule 5 timed integrated essays throughout the semester. These will be standardized tests that occur three times in the computer lab on Fridays, and two times as practice in class. Teachers should give valuable feedback on these assignments so that students can improve by the end of the semester. The first three integrated essays will be given a citizenship grade only, while the final two taken in the computer lab will be given a proficiency score as well. See TeacherXchange for all materials related to Integrated Writing.

**Textbooks:** The ELC has no designated writing textbook. Instead, each level has many resources that have been developed by fellow and former teachers. You are encouraged to upload all of your resources to the TeacherXchange server to further the store of resources. If you find a writing textbook that you like, you can recommend it to the writing coordinator who will discuss the text with you, and might suggest ways of making the text available to your students if need be. But, if you adopt a text after receiving approval, keep in mind that the goal is to meet the

objectives, not finish the book. Textbooks are a resource for both teachers and students. If you would like to use a textbook, they are available for checkout from the Teacher Resource Library (Joyce's office).

**Communication:** The best way to improve our writing program here at the ELC is to share ideas with each other and communicate openly about what is happening in our classes. Please feel free to talk to other teachers at your level, in your skill area, the writing coordinator, and other members of the Executive Council. Teachers are rewarded with praise and sometimes prizes for sharing their resources on the StudentXchange server and notifying the writing coordinator of such uploads.

**Budget:** The writing program has a small budget for class activities including writing competitions. If you need food items or other resources for valid classroom activities, discuss those needs with the writing coordinator several days in advance of the activity.

**Collaboration:** It is appropriate at the ELC to encourage students to collaborate on some essay assignments, especially during the early stages of brainstorming and initial drafting. This will help them develop the skills of process writing in a supportive atmosphere. Some student may resist collaboration, in which cases it should not be required. By the end of each essay, students who collaborated should still submit individual final essays that are fairly unique from one another.

**Workshop Style Teaching:** Essay assignments require a lot of time and thought to complete, so writing teachers rarely provide in-class time for students to work on their essays. However, it is helpful to have a day every once in a while dedicated to student writing where the teacher can help students with individual writing questions.

# Writing Program Objectives

## Part 1 – Skills Matrix

The teaching objectives for the ELC writing program are:

- Help students pass the Level Achievement Test (LAT) at the end of the semester, by:
  - Teaching students the required learning objectives for their level, and
  - Helping students write the required number of papers for their level.

Writing learning objectives can be categorized into six areas: skill objectives, fluency objectives, vocabulary objectives, grammar objectives, metacognitive objectives, and rhetorical objectives. Please note that these objectives are evolving; your feedback and suggestions are greatly appreciated and will be used as Executive Council reviews and updates the writing program objectives.

The table below summarizes the writing objectives that students in each level should be able to achieve at the end of the semester. Detailed explanations of these objectives can be found on the following pages. Teachers should select writing activities that practice and assess these writing objectives.

Objectives	Academic A	Academic B	Academic C
SKILL*			
Telling	✓	✓	✓
Describing	✓	✓	✓
Narrating	✓	✓	✓
Defining	✓	✓	✓
Explaining	✓	✓	✓
Classifying	✓	✓	✓
Interpreting	✓	✓	✓
Summarizing	✓	✓	✓
Predicting	✓	✓	✓
Comparing	✓	✓	✓
Contrasting	✓	✓	✓
Applying		✓	✓
Analyzing		✓	✓
Evaluating		✓	✓
Resolving		✓	✓
Defending opinion			✓
Synthesizing			✓
Arguing			✓
Hypothesizing			✓
Proposing			✓

\*For proposed definitions of these skills, see page 7.

*Objectives are continued on next page.*

<b>Objectives cont'd</b>	<b>Academic A</b>	<b>Academic B</b>	<b>Academic C</b>
<b>FLUENCY</b>			
Minimum* required major multi-draft papers	4	3	3
Minimum number of pages per final draft	2	4	6
Required words for 30-minute essays	200‡	250‡	300‡
Required words for integrated essays§	150	225	250
Minimum number of words per minute (wpm) typing	30	35	40
<b>VOCABULARY</b>			
<b>GRAMMAR</b>			
<b>METACOGNITIVE</b>			
<b>RHETORICAL</b>			
Introductions	√	√	√
Conclusions	√	√	√
Topic sentences	√	√	√
Type of thesis statements	basic body	argument-ative	argument-ative
Number of body paragraphs	4+	6+	9+
Sources and research	interviews & some academic sources	start using APA academic sourcing	proper APA academic sourcing

\*In addition to smaller writing projects that may or may not involve multiple drafts

†On a personal sphere topic (family, friends, hobbies, daily life)

‡On a TOEFL topic

§iBT guidelines suggest a target of 150-225 words

<b>Part Two – Definitions for Writing Skill Objectives</b>
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<b>Writing Skill</b>	<b>Definition</b>
Telling	Inform the audience about something, or give instructions
Describing	Provide concrete details – sights, sounds, textures, smells, and tastes – to involve the reader in the situation
Narrating	Tell a story, often organized by a logical sequence of events
Defining	Explain the meaning and use of an idea or term
Explaining	Expand on an idea providing more details and examples
Classifying	Arrange into a group or category based in characteristics
Interpreting	Restate the meaning in order to discover the reasons or intent
Summarizing	Restate important ideas in a shortened form
Predicting	Infer or estimate ideas or events based on existing information
Comparing	Highlight the similarities between ideas
Contrasting	Highlight the differences between ideas
Applying	Suggest or put ideas and concepts into practical use
Analyzing	Investigate the relationships among and effectiveness of ideas
Evaluating	Judge the value of an idea
Resolving	Draw a conclusion or solution, and make a firm decision
Synthesizing	Combine ideas through summary, evaluation, comparison, and discussion of the relationship among ideas
Defending opinion	Represent and support an idea or point of view
Arguing	Persuade an audience by providing reasons and evidence
Hypothesizing	Form a theory based on missing or uncertain evidence
Proposing	Suggest an idea based on an understanding of the situation

**Part Three – Paper Topics**

All levels: Students will produce a least three drafts of major assignments.

	<b>Possible Topics</b>
<b>Academic A</b>	Different topics that mainly focus on personal opinion on societal issues, stories of historical figures, and information sharing. <ul style="list-style-type: none"><li>• Historically famous person’s life</li><li>• Opinions on hot topics affecting society such as gangs, stress or crime</li><li>• Current events</li><li>• Academic subjects and topics</li></ul>
<b>Academic B</b>	Different topics that mainly focus on current events, controversial issues and academic topics. <ul style="list-style-type: none"><li>• Current events in society, politics, science, entertainment, etc.</li><li>• Physical science, history, biology, psychology, geography, literature, education</li><li>• Controversial issues such as gun control, cloning</li><li>• Medicine disease, and human health</li></ul>
<b>Academic C</b>	Different topics that mainly focus on current events, controversial issues and academic topics. <ul style="list-style-type: none"><li>• Current events in society, politics, science, entertainment, etc.</li><li>• Physical science, history, biology, psychology, geography, literature, education</li><li>• Controversial issues such as gun control, cloning</li><li>• Medicine disease, and human health</li><li>• Topics related to the content courses</li></ul>

# Semester Timeline for Writing Teachers

This document is meant to help you get a feel for what you should be doing as the semester progresses. For detailed information about individual items in the timeline, see the appropriate section in this manual.

## Before the Semester

- ❑ Attend the first writing teacher training meeting.
- ❑ Write and submit a syllabus and course calendar. Course calendar should include five writing conference sessions.
- ❑ Read through the *ELC Writing Teachers' Handbook* (available online).
- ❑ Check the dates and times of training meetings and other teacher responsibilities (such as student activities) that will be held during the semester and report any scheduling conflicts to the writing coordinator.

## The First Week

- ❑ Complete the diagnostic assessment for your writing class.
- ❑ Complete and submit your diagnostic/ level verification form.
- ❑ Discuss the requirements for the writing portfolio with your class.
- ❑ Discuss student conferencing with your students.

## During the Semester

- ❑ Constantly remind students about the requirements for the writing portfolio.
- ❑ Discuss and do metacognitive activities throughout the semester to help students become more aware of their writing strategies, skills, and progress.
- ❑ Continually remind your students to save ALL of their papers and drafts or keep them yourself.
- ❑ Assign integrated essays on selected Fridays through the ELC testing center.

## The Last Week

- ❑ Help your students choose two papers to include in their portfolio that best represent their ability to meet the level writing objectives (including two well-written, but fairly simple papers could hurt a student who, as a result, will not be able to demonstrate their mastery of more advanced writing skills). In addition, help your students go through the portfolio checklist and assemble their portfolios.
- ❑ Make sure your students know when to take the timed 30-minute and integrated essays during the week of LATs (Level Achievement Tests).
- ❑ Turn in your students' portfolios to room #103 by 5:00 PM on Monday, the second to last day of classes.
- ❑ Assign each student an estimated grade for his or her portfolio and include a paragraph that qualitatively assesses their portfolio writing.
- ❑ Attend the appropriate LAT calibration meeting (you will not necessarily be rating writing LATs).

## Final Exams

- ❑ Make sure your students know when they need to take the 30-minute essay during exam week.
- ❑ Calculate and turn in grades to the office by the deadline.

# Suggested Schedule for the First Week ELC Writing Classes

The following schedule is a suggested first week lesson plan for writing teachers. A general adherence to this plan will help teachers be prepared for the level verification meeting at the end of the first week of classes. Although the level verification meeting only requires a 5-point rating scale, teachers may wish to more closely evaluate student writing according to the writing tutor rubric (included in this handbook). This rubric includes the same criteria that are used in final exam portfolio assessment and it can help teachers diagnose their students' greatest needs.

## Day One: Monday

Brief introductions (5-10 mins)

Introduce Non-Timed diagnostic writing assignment (20-25 mins)  
Use assignment description sheet

Thirty-minute timed essay (30-35 mins)

**Academic A:** Some people prefer to spend most of their time alone. Others like to be with friends most of the time. Do you prefer to spend your time alone or with friends? Use specific reasons to support your answer.

**Academic B:** Do you agree or disagree with the following statement? Teachers should be paid according to how much their students learn. Give specific reasons and examples to support your opinion.

**Academic C:** Many parts of the world are losing important natural resources, such as forests, animals, or clean water. Choose one resource that is disappearing and explain why it needs to be saved. Use specific reasons and examples to support your opinion.

Homework

- Student: Begin work on non-timed writing assignment
- Teacher: Read 30min essay and make initial placement

## Day Two: Tuesday

Suggested activities

- Discuss class expectations
- Write a letter to friends/family back home
- Discuss syllabus and calendar
- Explain final exam grading by portfolio
- Have more detailed introductions

Homework

- Student: Continue to work on non-timed writing assignment
- Teacher: None

## Day Three: Wednesday

Collect Non-Timed diagnostic writing assignment

Suggested activities

- Review basic sentence structure and paragraph formation
- Explain writing processes
- Introduce types of papers to be written during semester
- Discuss writing strategies

Homework

- Student: None unless teacher sees fit
- Teacher: Read non-timed writing assignment and verify placement. Take completed form to the verification meeting on Thursday.

Day Four: Thursday
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Introduce the first major essay assignment

Suggested activities

- Practice writing introductions and conclusions
- Identify topic sentences in reading and try writing some
- Discuss course objectives and student goals
- Share some useful writing websites
- Introduce writing journals
- Do any of the previous days' suggested activities
- Do any other writing activities as you deem appropriate

Homework

- Student: Begin working on first major essay
- Teacher: Prepare for the following week

# Introducing Yourself as a Writer

## Non-Timed diagnostic writing assignment

### Writing Academic A

**Topic:** In this essay, you will write about your experience writing in your first language and in English.

**Length:** You decide how long this paper should be. There is no length requirement.

**Schedule:** Here is the schedule for writing this paper:

1<sup>st</sup> day of class: Talk about the paper and begin writing it as homework.

2<sup>nd</sup> day of class: Ask questions about your homework. Continue to work on your paper so that you can turn it in the next day.

3<sup>rd</sup> day of class: Turn your finished paper in to the teacher. You are done with the assignment!

4<sup>th</sup> day of class: Start working on your first major assignment.

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**Assignment:** In an essay, tell about your experience and feelings as a writer. Give as much information as you can. Use the following questions to guide your writing. *You do NOT have to answer all of the questions. Just tell about your experiences as a writer.*

#### First Language Writing Experience

- What is the best thing you have ever written? Why was it the best?
- How do you feel about your ability to write in your native language? What are your strengths as a writer in your native language? What do you feel you need to work on the most?
- How did you learn to write? What techniques help you the most?

#### English Writing Experience

- What kinds of writing have you done in English? Who did you write for? What was the purpose of your writing?
- How do you feel about your ability to write in English? What are your strengths as a writer in English? What are your weaknesses as a writer in English?
- Do you use the computer to write in English? How good are your typing skills in English?

#### Personal Goals and Expectations About This Class

- What kinds of English writing do you think you will do in the future? What are your future goals as a writer of English? How do you think English writing skills will help you in the future?

# Introducing Yourself as a Writer

## Non-Timed diagnostic writing assignment Writing Academic B

**Topic:** In this essay, you will write about your experience writing in your first language and in English.

**Length:** You decide how long this paper should be. There is no length requirement.

**Schedule:** Here is the schedule for writing this paper:

1<sup>st</sup> day of class: Talk about the paper and begin writing it as homework.

2<sup>nd</sup> day of class: Ask questions about your homework. Continue to work on your paper so that you can turn it in the next day.

3<sup>rd</sup> day of class: Turn your finished paper in to the teacher. You are done with the assignment!

4<sup>th</sup> day of class: Start working on your first major assignment.

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**Assignment:** In an essay, tell about your experience and feelings as a writer. Give as much information as you can. Use the following questions to guide your writing. *You do NOT have to answer all of the questions. Just tell about your experiences as a writer.*

### First Language Writing Experience

- What is the best thing you have ever written? Why was it the best?
- How do you feel about your ability to write in your native language? What are your strengths as a writer in your native language? What do you feel you need to work on the most?
- How did you learn to write? What techniques help you the most?

### English Writing Experience

- What kinds of writing have you done in English? Who did you write for? What was the purpose of your writing?
- How do you feel about your ability to write in English? What are your strengths as a writer in English? What are your weaknesses as a writer in English?
- Do you use the computer to write in English? How good are your typing skills in English?

### Personal Goals and Expectations About This Class

- What kinds of English writing do you think you will do in the future? What are your future goals as a writer of English? How do you think English writing skills will help you in the future?

# Introducing Yourself as a Writer

## Non-Timed diagnostic writing assignment Writing Academic C

**Topic:** In this essay, you will write about your experience writing in your first language and in English.

**Length:** You decide how long this paper should be. There is no length requirement.

**Schedule:** Here is the schedule for writing this paper:

1<sup>st</sup> day of class: Talk about the paper and begin writing it as homework.

2<sup>nd</sup> day of class: Ask questions about your homework. Continue to work on your paper so that you can turn it in the next day.

3<sup>rd</sup> day of class: Turn your finished paper in to the teacher. You are done with the assignment!

4<sup>th</sup> day of class: Start working on your first major assignment.

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**Assignment:** In an essay, tell about your experience and feelings as a writer. Give as much information as you can. Use the following questions to guide your writing. *You do NOT have to answer all of the questions. Just tell about your experiences as a writer.*

### First Language Writing Experience

- What is the best thing you have ever written? Why was it the best?
- How do you feel about your ability to write in your native language? What are your strengths as a writer in your native language? What do you feel you need to work on the most?
- How did you learn to write? What techniques help you the most?

### English Writing Experience

- What kinds of writing have you done in English? Who did you write for? What was the purpose of your writing?
- How do you feel about your ability to write in English? What are your strengths as a writer in English? What are your weaknesses as a writer in English?
- Do you use the computer to write in English? How good are your typing skills in English?

### Personal Goals and Expectations About This Class

- What kinds of English writing do you think you will do in the future? What are your future goals as a writer of English? What will you do this semester to meet these goals? How do you think English writing skills will help you in the future?

# Responding to and Grading Student Writing

## Introduction:

Writing teachers have the special opportunity to get to know their students on a more personal level due to their role as reader of their students' writing. Many students feel more comfortable expressing in writing what they hesitate to say in speech. As a writing teacher you will learn wonderful things about students, and you have the opportunity to respond to that writing in such a way as to help your students to progress. You also have the hefty responsibility of grading writing.

## Responding at appropriate stages:

Here at the ELC we take this following approach to responding to writing. In the predrafting stage (brainstorming and outlining), we help students to:

- ❑ understand the purpose of the assignment
- ❑ select a level-appropriate topic,
- ❑ make use of effective sources, and
- ❑ evaluate the effectiveness of their outline to accomplish the task.

In the early draft stage, we help students to:

- ❑ improve their organization,
- ❑ include good examples and support for their ideas, and
- ❑ improve other global essay issues.

In the later draft stage, we help students to:

- ❑ select the most appropriate vocabulary words,
- ❑ correct editing (grammar, punctuation, formatting, etc.), and
- ❑ improve other local essay issues.

This general approach will help students to focus on major issues in the planning stages of writing, and then to hone in on more local issues once major issues have been addressed. This approach will save teachers and students time since local issues will only have to be readdressed every time major aspects of the paper are revised. It should also reduce frustration in students who work hard to edit portions of their paper only to find out that they have to revise major sections or already polished writing.

## Feedback to students:

Students vary in the degree to which they appreciate and use feedback. Some students only want to hear what a teacher likes about their writing. Other students get frustrated if their teacher does not explain what to fix. In general, it is helpful to make a short list of the most common mistakes a student makes and balance it with positive feedback. If a student does not understand written feedback, offer to meet with the student one-on-one to clarify your suggestions or address these issues in a scheduled conference.

## Avoiding Burnout:

It is impossible to provide all the useful feedback that all of your students need all at once. Here are some strategies for avoiding burnout while responding to drafts and grading essays:

- ❑ keep track of common errors across all students; address these in class rather than on every single students' draft
- ❑ make use of writing tutors to respond to certain drafts; for example, some teachers review their students' first drafts, but require them to visit a tutor for subsequent drafts before submitting their final draft

- ❑ keep a timer as you evaluate essays; once the time is up, move onto the next draft
- ❑ make use of sample essays (anonymous) or student essays (with their permission) to discuss elements of good or less effective writing
- ❑ teach your students to be good peer reviewers and to evaluate each other's essays; although ESL students may initially dislike peer review, if taught properly and given manageable assignments as peer reviewers, they can learn a lot from one another; this may also help them to become more effective self-reviewers
- ❑ grade essays promptly and return them to students; you will feel better and your students will appreciate the timely feedback

# Making Effective Use of Writing Tutors

In order to supplement classroom instruction at the ELC, there are a variety of tutor options available to students. Writing teachers should help students make use of these resources. Tutoring opportunities include the ELC tutors in the SASC (paid teachers and BYU students), volunteer tutors in the SASC (both BYU students and community members), and even the BYU Reading and Writing Center (in the JFSB). Different tutors will have varying experience and opinions, so keep this in mind when sending your students to tutors.

## Student-initiated Tutoring

Students will frequently volunteer to visit a tutor because they need or want help or because their teacher suggests it. As a teacher, be sure to help students prepare well for these sessions so that they are helpful to the student.

When preparing students for a tutor visit:

- Encourage them to sign-up for tutoring assistance any time during the semester.
- Teach them that tutors give one point of view on an essay, not a perfect judgment; students should decide how they will apply the tutor's advice to revising their paper.
- Teach them how to make a revision plan during the tutoring session so that they will know how to apply the tutor's advice once they leave the tutoring session.
- Be aware that students cannot sign up for more than 30 minutes at a time.

## Teacher-assigned Tutoring

Many writing teachers require their students to visit a tutor during the drafting stages of an essay in order to get official feedback. In such classes, this is a graded assignment. If you assign your students to visit a tutor, you must send them with a completed **SASC Tutor Request Form** so that they can receive feedback on a few particular elements of writing (i.e., organization, thesis statement, or punctuation). Simply print enough of these forms for each student prior to sending them to the tutor. Forms can be found in this handbook, from any tutor, the writing coordinator, or from Joyce's office.

Please be aware that tutors are not trained nor expected to give content specific or course-specific feedback to your students. They are trained to provide feedback based on general composition theory. It is the responsibility of writing teachers to comment on course-specific elements, which may include, but are not limited to, such things as course-specific content, course-specific organization, special genres, audience awareness, style, resources for finding research materials, etc...

The ELC tutors follow the general rubric on the next page as they help students to evaluate their papers. Teachers should help students become familiar with the vocabulary in the rubric so they can understand the concepts tutors talk about.

# ELC Tutor Writing Rubric

This is a general guide for evaluating student writing. Descriptions indicate expected proficiency at end of semester per level.

Check all papers for PLAGIARISM – Check all papers for PLAGIARISM – Check all papers for PLAGIARISM

Criteria↓ Level→	1	2	3	4	5
<b>O</b> Organization	Purpose is obvious from outset; ideas flow within paragraphs; understandable with little distraction or effort	Purpose is obvious from outset; ideas flow within and between paragraphs; understandable with little distraction or effort	Purpose is obvious from outset; ideas flow within and between paragraphs; understandable with little distraction or effort	Purpose is obvious from outset; ideas flow within and between paragraphs; understandable with little distraction or effort	Purpose is obvious from outset; ideas flow within and between paragraphs; understandable with little distraction or effort
<b>C</b> Content/Topic	Any topic is acceptable; length and details show depth of thought	Beyond personal sphere (classmate info, native country, recipe, narrative); length and details show depth of thought; has 1+ pages	Beyond personal sphere (biography, opinion, historical narrative); depth of thought; multiple pages; uses outside info	Well beyond personal sphere (argument, non-fiction, hist/current events); research; shows depth in discussion and explanation	Academic focus (argument, analysis, synthesis, social/world issues, content class topics); thorough research and discussion
<b>V</b> Vocabulary	Variety; non-repetitive; correct usage	Variety; non-repetitive; correct usage; string knowledge of basic vocabulary; appropriate and specific	Appropriate and specific to topic; strong base vocabulary; growing knowledge of academic words	Appropriate and specific to task and topic; Strong base vocabulary; sound knowledge of academic words	Appropriate and specific to task and topic; Strong base vocabulary; strong knowledge of academic words
<b>G</b> Grammar	Comprehensible; complete sentences; adjectives; articles; SVO structures	Non-distracting; past, present, and future tenses; time expressions; pronouns, adjectives; adverbs; compound structures	Non-distracting; past, present, and future tenses; time expressions; pronouns, adjectives; adverbs; compound structures	Uses with confidence: complex and subordinate clauses; conditionals; modals; gerunds/infinitives	Uses with confidence: complex and subordinate clauses; conditionals; modals; gerunds/infinitives; adj/adv/noun clauses; passive voice
<b>E</b> Editing	Paragraph formatting, punctuation, spelling correct; not distracting to meaning	Paragraph formatting, punctuation, spelling correct; not distracting to meaning	Paragraph formatting, punctuation, spelling correct; not distracting to meaning	Paragraph formatting, punctuation, spelling correct; not distracting to meaning	Paragraph formatting, punctuation, spelling correct; not distracting to meaning

# SASC Tutor Request Form

(Mandatory for teacher-assigned tutor sessions)

Teacher's Name: \_\_\_\_\_ Student's Name: \_\_\_\_\_

**Please describe the essay type and specifications:**

**Check areas the teacher would like the tutor to examine (please choose just three):**

- |   |   |
|---|---|
| <input type="checkbox"/> Brainstorming techniques                                   | <input type="checkbox"/> General paragraph organization   |
| <input type="checkbox"/> Research skills  | <input type="checkbox"/> General soundness of ideas (not a critique of how those ideas match the assignment)          |
| <input type="checkbox"/> Summarizing, paraphrasing, and quoting of existing sources | <input type="checkbox"/> Specific word usage  |
| <input type="checkbox"/> Topic sentences  | <input type="checkbox"/> Logical flow of ideas throughout essay   |
| <input type="checkbox"/> Thesis statements  | <input type="checkbox"/> APA formatting   |
| <input type="checkbox"/> Connection between thesis statements and topic sentences   | <input type="checkbox"/> Specific elements of grammar. Please indicate three areas (ie, verb tense, s/v agreement...) |
| <input type="checkbox"/> Concrete details   | •   |
| <input type="checkbox"/> Concrete commentary  | •   |
| <input type="checkbox"/> Transition words and phrases                               | •   |
| <input type="checkbox"/> Introduction organization                                  |   |
| <input type="checkbox"/> Conclusion organization                                    |   |

**Please check your feedback preference (please just choose one):**

- Tutor, thank you for your time—I do not need this paper back. Do with it as you will.
- Tutor, please sign that you met with my student and place this form in my box
- Tutor, please summarize the tutoring session below and give this paper back to the student
- Tutor, please summarize the tutoring session below and place this form in my box
- Other instructions:

Tutor Comments (if requested; continue on back as needed):

# Timed-Essay: Integrated Writing Assessments

Integrated Essays are new assessment techniques in the TOEFL iBT. They are called *integrated* because the essay requires students to read a passage and then listen to a similar passage. The essay is essentially an academic summary of the two sources.

As a writing teacher, you should have students practice this assignment at least five times within a semester. Although the skills are very important to master in an academic curriculum, they are slightly less important for non-academic and lower-level classes. Currently the ELC includes an integrated writing assessment in the LAT's, but the assignment is not rated and does not contribute to a student's final proficiency grade. In the future, this will change. For now, teachers should acquaint students with the format and expectations of the integrated writing assignments by engaging in them and assigning a citizenship score for the first three, while teachers assigning proficiency grades for skill in completing them the final two.

Here is the procedure written for teachers:

1. Students will read a passage for 3 minutes.
2. The passage will be removed and students will listen to an audio file on the same topic for about 3 minutes.
3. The reading passage will be available again, and students will use the reading passage and their listening notes to write a 20-minute response that summarizing the two sources and shows how they agree/disagree on at least three sub-topics.
4. Note-taking is allowed and encouraged during all stages of this task.

Here is the procedure written for students:

“You will have *three minutes* to read the first article. You are welcome to take notes on the reading. You will then need to listen to the corresponding listening passage on the computer. It will take about *two minutes*. You can take notes on the listening passage. After you have listened to the passage, and during the writing session, you may review the reading passage as much as you would like. You may not listen to the lecture again. You will be given 20 minutes to write on this topic: **‘Summarize the points from the lecture and explain how they support or cast doubt on the points made in the reading.’**”

Here are some ideas to help teach integrated skills in class:

*Note-taking.* Teachers should demonstrate how to take notes from the reading and listening sources. One method involves creating a T graphic organizer (a page with two columns, one for the reading sources and the other for the listening source). Students should identify the main topic of the reading at the top of the page, and then list the subtopics as they read the text. Since there is usually sufficient time, students should read the text a second time and refine or clarify their list of subtopics.

Then, students are better prepared to take notes from the listening source. As they listen, students should list the subtopics from the listening, pairing them (when possible) with the subtopics from the reading, and including details and examples.

Once the listening is finished, the 20-minute timer will begin. Students can then return to the reading and finish taking notes. At this point, students should be looking for 2 or 3 subtopics that were discussed by both the reading and the lecture. Students should highlight

these, and list details that indicate whether the two sources agree or disagree on these subtopics. At this point, students are then ready to begin writing.

*Writing the response.* Teachers should instruct students to use this task to demonstrate their ability to summarize and compare sources; students should not express their own opinions on the topic. As such, students need to make it clear to their audience where the ideas come from. In other words, student should be taught to use referencing phrases such as “According to the reading passage...” or “The lecturer suggests that...”

The writing response should take the following format:

1. Short introduction
  - a. Identify main topic
  - b. Explain whether the sources agree/disagree
  - c. Outline subtopics
2. Subtopic 1
  - a. Identify subtopic
  - b. Summarize reading
  - c. Summarize lecture
  - d. Indicate whether and how the sources agree/disagree
3. Subtopic 2
  - a. Follow the same pattern as subtopic 1
4. Subtopic 3
  - a. Follow the same pattern as subtopic 1
5. Conclusion
  - a. Restate main topic and whether the sources agree/disagree

**For information on where to get listening and reading passages and prompts, and how to grade these essays, please see the materials on TeacherXchange.**

# Metacognition in the Writing Classroom

## Introduction to metacognition:

Metacognition in writing classes at the ELC is often referred to as “Thinking about your writing.” It is one of the objectives of the writing program to help all students become more aware of their writing strategies, approaches, and processes. As teachers take time to include metacognition reflection and analysis into their writing classroom, students will become more empowered to make informed choices about their writing.

## Ideas for metacognition:

There are a variety of ways to make metacognition a regular part of your writing classroom. The following are a short list of suggestions.

- ❑ *Metacognitive journals*: regularly ask your students to write about their writing process using prompts you provide.
- ❑ *Metacognitive discussions*: as you introduce or review new writing strategies and approaches, talk about them as a class and encourage your students to critically evaluate the usefulness of those strategies and approaches.
- ❑ *Metacognitive essays*: upon submission of final drafts, ask your students to write a short essay in which they describe what went well in their essay and what they would improve if they had to do it over again.
- ❑ *Modeling*: before asking your students to do anything, show them how to do it, both as a class but also share your own personal writing strategies, successes, and failures; you can make the writing process real by sharing your approach.
- ❑ *Goal setting and tracking*: help your students to set goals for their writing progress (typing wpm, total words per 30-minutes essay, etc.) and to keep charts or graphs that allow them to see their progress.
- ❑ *Group or pair review*: there are a variety of ways to approach the metacognitive benefits to peer review; you can lead critical analysis of a model essay with the whole class, or you can teach the students to analyze their partner’s essays.
- ❑ *Tutor session debriefing*: prepare your students for effective tutor sessions and then talk about those session afterwards; help them to see what was good about the tutor session and what they would do differently next time, as well as what their plan for revision is.

# End-of-Semester Information For Writing Teachers

## Preparing Writing Portfolios, Getting Ratings, and Assigning Grades

### **During the last week**

You will need to do two things in class with your students during the last week of classes: 1) help each student select the two papers that they will include in their portfolio, and 2) help student go through the portfolio checklist.

In order to help students with the process of selecting papers, remind them of the course objectives. You should help guide your students in selecting the papers that will receive the highest rating in the portfolio and will showcase their writing ability across all skill objectives for that level. Ultimately, the student makes the final decision, but you can provide valuable insight as to which papers represent a student's best work in relation to the writing objectives and portfolio scoring rubric. Draft one and two should contain teacher comments; however, the final draft of each essay must be clean of teacher and tutor comments. Additionally, no grading information should be included on any final drafts. Furthermore, there should be no identifying information on drafts such as the teacher's name, student's name, or level. On the other hand, each draft MUST have the draft number and student ID number.

Students who are missing portfolio components (such as only one essay instead of two, or missing one or more drafts of either essay) will receive a No-Pass score. Students whose portfolios contain proven plagiarism will receive a "0" (zero) and could be subjected to disciplinary action.

### **Collecting portfolios on the last day of class**

Before the last day of class, have your students put the two papers they have chosen in a "folder" (11x17 paper folded in half that will be available in your teacher box near the end of the semester). Make sure the students put their two essays in reverse draft order (final on top, then 2<sup>nd</sup> draft, then 1<sup>st</sup> on bottom). Have the students fill out all the requested information on the outside of the folder. If any of the required essays or drafts are missing, do not accept the portfolio from the student and inform them that an incomplete portfolio will not be rated and could receive a No-Pass. Collect the folders and hand them in to the secretaries in room #103.

It is important that you turn in all of your students' portfolios on the second to last day of class before 5:00 PM so that we can organize them for rating. Also, please let your students know that these cannot be turned in late. There is a tight turn-around schedule for scoring the portfolios and getting feedback to the students, so late portfolios will not receive a score. Also inform your students that portfolios cannot be returned to students; if students want to keep their essays, they need to make copies before portfolios are submitted. Tell your students that they can expect to receive feedback and a grade for their portfolio when LAT scores are released (usually a week after LATs).

### **The 30-minute Essay Test**

Inform students that the writing component of the LAT is very similar to the writing test students took during placement exams. When students come to take the timed essay test, students are required to type. The decision to enforce typing in upper level courses stems from the fact that computer typing is a modern-day writing skill. Students in all levels should be encouraged to make use of the typing programs available in the computer lab throughout the semester in order

to improve their typing ability. When students are finished, the completed essays will be inserted into the students' portfolios, thus completing each student's portfolio.

**Assigning Estimated Grades and Qualitative Assessment of Portfolio Writing**

Assign each student an estimated grade for his or her portfolio and include a paragraph that qualitatively assesses their portfolio writing.

Here is an example of such a paragraph to Student C (a really weak student): “You made a lot of improvement over the semester, but there are still many areas you should work on to make your writing better. For example, focus on using English word order in your sentences and using thesis statements with topic sentences more carefully to improve your organization. You should focus on these items before working on other areas that are similarly weak.”

There is no length requirement (minimum or maximum) for your paragraphs, but please focus on offering suggestions for improvement rather than simply assessing skills and keep your advice simple. These paragraphs will be given to students as an assessment of their portfolio, so they should be written to sound like an objective evaluation instead of from their writing teacher; ie, leave out personal information or details about their class performance during the semester.

**Grades & Portfolio Ratings**

Citizenship and Proficiency grades are due to the office by 5:00pm on the Monday of the week of final exams. After the portfolios have been rated, you may see your students' ratings in Room 103. The following is the rating scale:

<b>4</b>				
<b>Ready to begin AA</b>				
<b>5</b>				
<b>Ready to begin AB</b>				
<b>6</b>				
<b>Ready to begin AC</b>				
<b>7</b>				
<b>Ready to begin university ESL courses</b>				
<b>8</b>				
<b>Ready to begin regular university classes</b>				

# An Introduction to ELC Writing Portfolios

## Information for Teachers

### Overview

A writing portfolio is a group of papers that provide a broader perspective on a writer's writing abilities. Writing portfolios are used as the standardized final exam for all ELC writing classes. There are two papers included in the portfolio—two student chosen final draft papers that are written during the semester, along with at least two accompanying drafts for each of those papers. They are assembled at the end of the semester and then scored for their degree of accomplishment of the writing objectives.

### Contents of the Writing Portfolio

Two student chosen papers – At the end of the semester, students will look back over the papers they wrote during the semester and select what they feel are their *two* best pieces of writing. They may choose any piece of writing from that semester; however, the two papers they choose must have at least three drafts (two previous drafts and a final draft). If they did not write three drafts of a paper, then they cannot include that paper in their portfolio. Students should be encouraged to select writing samples that demonstrate their ability to accomplish the range of writing objectives for that level. This also means that teachers should teach and provide opportunities for students to showcase those skills in various writing assignments throughout the semester.

### Rationale Behind the Portfolio Content

The essays in the portfolio provide both achievement and proficiency assessment. The two student-chosen essays provide information on the students' achievement of the objectives for their level. These papers demonstrate students' knowledge of key skills in writing. For example, first, the multiple drafts demonstrate the students' ability to apply the writing process in the development of their papers. Second, the papers demonstrate students' ability to adjust their writing to a specific audience as well as make the purpose of their writing clear to that audience. Third, the papers demonstrate the students' ability to address topics that are suitable for their English proficiency level as well as use vocabulary appropriate for the topics. Fourth, the papers demonstrate the students' ability to edit their papers for grammar, spelling, and punctuation.

### Other Writing Assessed During the LAT

Rather than measuring the achievement of level objectives, the 30-minute timed essay and integrated writing tasks provide two additional perspectives on the students' writing abilities (independent of receiving outside help as with the essays from class). First, they measure the students' general writing proficiency, which is why English proficiency tests such as the TOEFL and Michigan Test use timed writing. As students complete a level at the ELC, we hope that their general writing proficiency increases along with their knowledge of the writing process.

### During the Semester

Throughout the semester, there are several things that you as the teacher need to do in order to help the students be successful with their portfolios.

First, open the dialogue channel early. Begin talking about the portfolios during the first week of class. Make your students aware of what will happen at the end of the semester so that they can prepare for it. Tell them what will go into their portfolios and what will be expected of them as writers in order to receive a good score on their portfolio. When you respond to

student papers during the semester, if you come across a particularly good paper from a student, you can suggest that they consider including it in their portfolio at the end of the semester.

Second, collect and save all of your students' drafts and papers throughout the semester.

The easiest way to do this is to have your students include all previous drafts along with the draft for you to respond to when they turn anything in. This will prevent any papers that students might want to include in their portfolio from getting lost. Then when it is time to assemble the portfolios at the end of the semester, you can hand back each student all of their papers from the semester and they can choose the two papers to include in their portfolio.

Third, have your students regularly respond to the questions for metacognitive reflection.

After each final draft your students turn in and throughout the semester, have students respond to all or part of the questions for the metacognitive reflection. This will increase their writing skills and strategies, and your students will feel more confident and be better prepared to assemble their portfolios.

### **Portfolio Scoring**

Each portfolio will receive a holistic score that represents how well the portfolio accomplished the objectives for its level. The scores are assigned based on the criteria presented in the portfolio rating sheets for each level (which can be found on the ELC website under Teachers>Writing>Writing Calibration). Make sure that both you and your students are familiar with these criteria at the beginning of the semester so that the expectations for your writing class are clear.

# Assembling Your Writing Portfolio

## Student Directions

### What goes in my writing portfolio?

Your writing portfolio will have three papers. You will choose two of your best papers from this semester and put them in your portfolio. You will also write two other essays during final exams week: A 30-minute timed essay and an integrated writing essay. These grades will be separate from your portfolio, however.

### Directions for assembling your writing portfolio:

1. **REREAD** every paper you have written this semester in your writing class. You need to choose two papers to include in your portfolio. These two papers should represent your best writing this semester.
2. **CHOOSE** your two best papers. These two papers will be part of your portfolio. In addition to these two papers, you must include all previous drafts that you wrote for these papers. You must include at least two previous drafts for each of the two papers you chose.
3. **FIND ALL** the previous drafts you wrote for each of the two papers you chose for your writing portfolio.
4. **SHOW** the two papers and all previous drafts to your teacher. Your teacher must approve the two essays you have chosen. Your writing portfolio must contain writing that you have completed this semester in your writing class. Your teacher will make sure that you wrote the papers this semester and that the essays represent your own work.
5. **PUT** your name, your level, your teacher's name, and the draft number on the front of each essay and all the previous drafts. Make sure your final draft is typed and labeled "Final Draft".
6. **STACK** the final draft on top and the first draft on the bottom. For example, the order should be final draft, second draft, and then first draft. If you have more drafts, include them in order. Hand the portfolio in to your teacher.

# Assembling The Writing Portfolio

## Teacher Directions

### What should I know about writing portfolios?

Writing portfolios are a form of assessment that allows raters to examine a student's progress and final ability in his or her writing for a semester. It is a preferable method to on-the-spot testing of writing since it gives a holistic, naturalistic, fair, and more valid view of a student's writing ability.

The writing portfolio includes two multi-draft essays. At the end of the semester, you will receive enough *portfolio cover sheets* for your writing class. Carefully instruct students to compile the writing portfolio in exactly the manner described below. Do not vary from this format. Failure to follow these directions costs the writing coordinator and raters valuable time. Gross variances from the format can result in students losing an otherwise high portfolio score.

### Format for the writing portfolio:

1. **INCLUDE** two papers (with their accompanying 1<sup>st</sup> and 2<sup>nd</sup> drafts) in the portfolio.
2. **STACK** each multi-draft paper so that the final draft is on top and easily identified as the final draft. The second draft should come next, again clearly identified as the second draft. Then the first draft should be included, clearly identified as such.
3. **ORDER** the two papers (with their accompanying 1<sup>st</sup> and 2<sup>nd</sup> drafts) so that the oldest multi-draft paper is first in the portfolio and the newest multi-draft paper is second.
4. **REMOVE** all grades from final drafts. Check and double check that no grades are included on or attached to final drafts. Such grades bias the entire portfolio system and cause validity and reliability catastrophes. Grading information is acceptable on earlier drafts.
5. **CLEAN** all final drafts. Final drafts must be clear of all teacher and tutor comments. Final drafts should be clean copies. This may require students to reprint final drafts at the end of the semester. There should be **NO** identifying information on any draft: name of student or teacher or their level.
6. **ASSIGN** students to bring their two portfolio papers (with accompanying drafts) to class on the Thursday or Monday prior to the last day of class. Distribute portfolio cover sheets, and ensure that students assemble their portfolios and fill in the information on the portfolio cover sheet correctly. Additional cover sheets can be obtained in room 103 or through the writing coordinator.
7. **FILL IN** the *Final Verification Form* once you know who will submit their portfolio. This is done online in the computer lab. You should write a short paragraph about each student's writing (do not comment on their class performance or their personality—comment only on their writing assets and liabilities). This short paragraph will be given to each student with his or her final grades and will serve as a qualitative assessment of their overall writing ability, thus you should compose it as an objective evaluator of their work.
8. **TURN IN** your stack of portfolios and your final verification form by 5:00 PM on Monday, the second-to-last day of school (you have a grace period until Tuesday at noon in case you or a student needs some extra time). Turn portfolios in to room 103.
9. **DO NOT** turn in your portfolios later than Tuesday at noon. You must receive **verbal** permission from the writing coordinator to turn in any portfolio(s) after the Tuesday deadline.

# Ideas for Publishing Student Writing

Here are some ideas for getting your students' writing outside the classroom. Remember to approach the writing assignments by discussing audience, purpose, and topic first. Then decide which genres and skills you need to study to accomplish the writing task. If you can think of any other ways, large or small, to publish student writing, please tell the writing coordinator so it can be added to this list.

**Opinion Letters:** This is an easy way to get your students published. You can send their writing to any publication that prints opinions. Here are a few local ideas...

*BYU Daily Universe:*

Opinion page: <http://newsnet.byu.edu/section.cfm/opinion/>

Email address for submissions: look for it on the opinion page, which is published on Tuesdays and Thursdays.

*Provo Daily Herald:*

Opinion page: [http://www.harktheherald.com/?topic\\_section=opinions](http://www.harktheherald.com/?topic_section=opinions)

For submissions: <http://www.harktheherald.com/extras/contact/contact.phtml>

*Deseret News:*

Opinion page: <http://deseretnews.com/dn/edt/0,1555,3,00.html>

Email address for submissions: [letters@desnews.com](mailto:letters@desnews.com)

**Book Reviews:** This is a great assignment for students to do on books they read in reading class. This can work for any level at the ELC because students can publish a review even if they read a simplified version of the original. Both of these websites will publish most or all of the reviews they receive.

[www.amazon.com](http://www.amazon.com)

[www.bn.com](http://www.bn.com)

**Political Opinion Letters:** Find an issue in the news of local, national, or world concern. Then have your students write a letter expressing their views. You can mail letters to city councilmen, Utah state legislators, or Utah federal legislators. Their snail-mail and email addresses can be found on the Internet. If you wish to send them snail-mail, the ELC will pay the postage. Just use ELC envelopes and drop the letters in the mailbox in room #103. This way you can be sure that every letter gets mailed.

**Business Letters:** Similar to the political opinion letters, you can find issues related to business concerns such as product quality, customer service, pricing, or product availability. Most businesses have Internet sites with their contact information posted. Again, if you send the letter snail-mail, the ELC can pay the postage.

**General Fiction:** There are several websites that are for readers and writers of amateur writing. These websites post writing of all sorts of genres, age groups, and skill levels. One word of caution, however, some of these sites are a bit loose with their content standards. So, be sure to read the submission guidelines before you use an unfamiliar site. [www.lit.org](http://www.lit.org) only posts writing that is rated G for general audiences and is a perfectly safe place to post student writing and read the writing of others. The genres it covers are quite extensive and posts submissions regularly. It is a great place to familiarize your class with a particular genre before having them write it.

Check it out. It will be worth your time. If you are looking for other site of a similar nature, you can find links to them from lit.org.

**Application letters / essays for BYU:** This is a very real and important audience for students in Academic B and C who will be applying to BYU or any other university.

**Writing contests:** Previously, we have held essay contests. If you are interested in this, then talk to the Writing Coordinator to set something up. It is possible to hold writing contests among all ELC writing classes or just two classes. The contest could specify what kind of paper to write or allow writers to choose their own topics. Anything is possible for this, and the writing budget can support small prizes for winners.

**Computer Lab and 2<sup>nd</sup> Floor bulletin boards:** Put your students writing up on these bulletin boards. These are high traffic areas for students. Your students' writing would get a lot of exposure to students just walking by or standing around in these areas. An additional idea is to include a space on the bulletin board where readers could make comments. This would encourage communication through writing.

**Pen Pals:** This can be great for creating multiple exchanges with a real person. This type of writing is more informal and probably better suited to lower level writing classes.

**Web Bulletin board / forum:** The ELC has created a web bulletin board where the students in your class can have discussions with each other on the Internet. You can find a link to the page from the ELC homepage.

**Create a Website:** Creating a website is not a difficult as you might imagine. The ELC has some great tools for simplifying this process as well as space on the Web server to create a website with your students' writing. After you create a website, you can advertise it by submitting the URL to Yahoo! and other search engines.

**Swap papers with another class:** This is a fast and easy way to get your students' writing out of the classroom. Trade papers with another class and read them. Students can comment on what they think about the papers (what they like or do not like). You can create awards for the other students such as: most shocking problem, most romantic story, best description in a report, etc.

**Wikipedia submission:** Encourage your students to add to the wikipedia.org free, online encyclopedia. Students can create new submissions or amend and correct existing submissions. This is a great opportunity to highlight the idea of collaborative writing on a global scale.

# ELC Policy on Plagiarism

Because the ELC is a part of BYU, the BYU Honor Code and Academic Honesty Policy fully apply to all of our academic endeavors at the ELC. This is true regardless of English proficiency or ELC level. In addition to BYU's policy on plagiarism, this policy contains information on how the BYU Academic Honesty Policy applies here at the ELC.

However, it should be remembered that culture plays an important role in how teachers go about teaching students how to avoid plagiarism. In some Asian cultures, for instance, great works by important authors are so well known that citations are considered wholly unnecessary even by major educational institutions. When a teacher in America asks students to cite their sources, some students legitimately believe that some sources do not require citations. As teachers, we must never allow culture to be an excuse for academic misconduct, but we should allow it to guide us in how we prevent plagiarism.

## BYU Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to "be honest." Students come to the University not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6.) It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Plagiarism**

Intentional plagiarism is a form of intellectual theft that is in violation of the Honor Code and may subject the student to appropriate disciplinary action administered through the University Honor Code Office, in addition to academic sanctions which may be applied by an instructor. Inadvertent plagiarism, while not in violation of the Honor Code, is nevertheless a form of intellectual carelessness which is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the University are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

### Intentional Plagiarism

Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference or footnote.

### Inadvertent Plagiarism

Inadvertent plagiarism involves the inappropriate, but non-deliberate use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose

appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

*Direct Plagiarism:* The verbatim copying of an original source without acknowledging the source.

*Paraphrased Plagiarism:* The use of another's ideas by paraphrasing them in your own words without acknowledgement of the original source.

*Plagiarism Mosaic:* The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.

*Insufficient Acknowledgement:* The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## ELC Addendum

We are committed to teaching the international students who study English at the ELC about academic honesty and its role here at BYU as well as the larger English speaking academic community.

### What to teach about plagiarism

The burden of teaching students about plagiarism falls upon ELC writing teachers. With an understanding of the various cultural views and definitions of plagiarism and academic honesty, writing teachers should teach students about BYU's academic honesty policy.

Teachers should help students to understand both intentional and inadvertent plagiarism and teach students strategies for avoiding plagiarism in their own papers. As required by individual assignments, teachers should teach students the skills of paraphrasing and documentation as needed in order to avoid plagiarism in the final drafts of the paper.

Any student that uses exact wording taken from another paper must cite the original source and use appropriate conventions that show which words are not the student's own words. It should be clear to the reader (which includes the portfolio rater) through the student's use of appropriate conventions which words are the student's and which words are not.

Any student that uses reading as a method of information gathering for an expository paper should minimally cite the information sources at the end of the paper. The purpose of this is twofold. First, it is a good way to teach our students about documentation methods. Second, it ensures that students are not representing ideas inappropriately as their own. Citations are required to give credit to the authors of specific, original ideas that have shaped an area of thought. For example, a student might write a paper on ESL writing teachers and the dichotomy between being a writing teacher versus being a language teacher. This idea would need to be attributed to Vivian Zamel, the writing researcher who developed and extensively discussed this idea in the literature. Without citing Zamel, the student would represent the ideas in the paper as being wholly his or her own and this constitutes academic theft or plagiarism. It is important to note, however, that not all ideas presented in expository papers need documentation. General

facts such as the number of soldiers in a war, the names of the American presidents, the weather on a given day, and the location of an earthquake do not need citations.

### Dealing with plagiarism in the classroom

Teachers are to deal as they see fit with individual cases of plagiarism in their classrooms. There is a lot of latitude provided to teachers in dealing with plagiarism so that teachers can gear their instruction to best suit individuals and not feel constrained by program level requirements. The following are some suggested guidelines to help teachers as they deal with plagiarism in their classrooms.

When teachers encounter plagiarism as they read student drafts, it is important to think whether the plagiarism is a result of a gap in the students' understanding of plagiarism. If so, then more needs to be taught in order to complete the students' understanding of plagiarism. If the plagiarism is not the result of a gap in the students' understanding of plagiarism, then teachers should ask whether the plagiarism is a legitimate part of the drafting process. Copying chunks of text and information in order to create discourse level organization can be a legitimate part of the writing process. Teachers should not penalize students who use this strategy as part of their writing process. However, when teachers respond to writing that contains this kind of plagiarism, they should indicate to the student that this strategy can be an effective part of their writing process, but the text must be properly paraphrased and/or cited in order to avoid plagiarism in the final draft of the paper. Teachers should encourage students to cite sources in all drafts of a paper, not just in a final draft.

If a teacher receives a final draft that contains plagiarism, then the best course of action may be to give the student a 0% for the assignment. When the student receives this paper back, they will hopefully better understand the gravity of plagiarism. This should help students with plagiarism problems to avoid receiving a 0% for plagiarism on the final writing portfolio. And it is better that a student receive a 0% on one assignment rather than a 0% for the final writing portfolio.

### Dealing with plagiarism on the program level

On the program level, any writing portfolio containing on any final draft plagiarism that can be proven, whether intentional or inadvertent, will receive a rating with a 0% for the portfolio score. Proof means that the exact text is found, whether on the Internet or in a book, or that there was blatant disregard for citing other's ideas. This will invariably give students who plagiarize a failing proficiency grade in writing and seriously jeopardize their ability to change levels for the next semester.

Any portfolio that is suspected of containing plagiarism, but plagiarism cannot be conclusively proven, will receive, at the highest, a *low-pass* rating. This rating should be reserved for writing that is clearly and unquestionably not the student's, but plagiarism cannot be decisively proven. If there is a question, then it is better to error on giving the student too much credit rather than penalizing him or her for plagiarism, which he or she may or may not have done.

A student who is found to consistently plagiarize intentionally, especially without acknowledging fault and with an unwillingness to redo the assignments, should be referred to the writing skill area coordinator. If the student still denies fault and is unwilling to redo the assignment when proof of intentional plagiarism exists, then the skill area coordinator may refer the student the ELC academic director who may dismiss the student from the ELC and report the student to the Honor Code Office. This chain of command should always be used when serious cases of plagiarism exist: teacher to skill area coordinator to ELC director. A teacher should never report a student to the Honor Code Office directly.