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Acknowledgements

This handbook was the creation of Mark Wolfesberger, ELC Writing Skill Area Coordinator, 2002-2004. It has been updated each semester as needed. Thanks to all past ELC Writing Skill Area Coordinators for their contributions:

Mark Wolfesberger 2002-2004
Curtis Isaak 2004-2005
Nancy Tarawhiti 2005-2006
Robb McCollum 2006-present
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 Teachers>Writing>Writing Handbook)

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 fifth day of 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 you know how to achieve those objectives as demonstrated by a basic outline of events for your class. Plus, it helps us to create a database of sample syllabi that can help new teachers in future semesters.

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 the website under Teachers>Writing>Example Syllabi. The examples are left in their electronic form in order to make it easier for you to copy and follow the format.
**Writing Portfolios—the Level Achievement Test for Writing:** The ELC has adopted portfolios as the LAT for writing. 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 time or use of other computer technology and equipment. 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.

**Textbooks:** For some levels, the ELC has a designated writing textbook. However, note that the textbook is only a tool for meeting the objectives. The texts were not written to match our objectives. So while using a text, 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 decide not to use a textbook, the challenge will be creating materials and lessons, which can be time consuming. 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.
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 amount 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.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telling</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Describing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Narrating</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Defining</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Explaining</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Classifying</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Interpreting</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Summarizing</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Predicting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Comparing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Contrasting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Applying</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Analyzing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Evaluating</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Resolving</td>
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<td>✓</td>
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<td>✓</td>
</tr>
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<td>Defending opinion</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Synthesizing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Arguing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Hypothesizing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Proposing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

(for proposed definitions of these skills, see page 7)
<table>
<thead>
<tr>
<th>Objective cont’d</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FLUENCY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum* required major multi-draft papers</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Minimum number of pages per final draft</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Required words for 30-minute essays</td>
<td>200†</td>
<td>250†</td>
<td>200‡</td>
<td>250‡</td>
<td>300‡</td>
</tr>
<tr>
<td>Number of minimum words per minute (wpm) typing</td>
<td>22</td>
<td>24</td>
<td>26</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>see vocabulary lists from reading and listening/speaking (or content) classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRAMMAR</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>see grammar and editing objectives from grammar (or applied grammar) classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>METACOGNITIVE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>see metacognitive section of this handbook for ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RHETORICAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductions</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Conclusions</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Topic sentences</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Type of thesis statements</td>
<td>basic body</td>
<td>basic body</td>
<td>basic body</td>
<td>argumentative</td>
<td>argumentative</td>
</tr>
<tr>
<td>Number of Body paragraphs</td>
<td>minimum 3</td>
<td>minimum 3</td>
<td>more than 3</td>
<td>more than 5</td>
<td>more than 7</td>
</tr>
<tr>
<td>Sources</td>
<td>mostly personal knowledge</td>
<td>may include interviews, surveys</td>
<td>interviews &amp; some academic sources</td>
<td>start using APA academic sourcing</td>
<td>proper APA academic sourcing</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Possible Topics</th>
</tr>
</thead>
</table>
| **Level 1** | Different personal topics.  
- Family  
- Hobbies  
- Personal stories |
| **Level 2** | Different personal topics that mainly focus on personal opinions of non-academic topics and fictional stories.  
- Creative, original stories  
- Classmate or friend’s life and family  
- Personal goals  
- Native country’s and/or U.S. customs and culture  
- Favorite book, movie, or play  
- Write a new ending to a novel from reading class |
| **Level 3** | Different topics that mainly focus on personal opinion on societal issues, stories of historical figures, and information sharing.  
- Historically famous person’s life  
- Opinions on hot topics affecting society such as gangs, stress or crime  
- Current events  
- Academic subjects and topics |
| **Level 4** | Different topics that mainly focus on current events, controversial issues and academic topics.  
- Current events in society, politics, science, entertainment, etc.  
- Physical science, history, biology, psychology, geography, literature, education  
- Controversial issues such as gun control, cloning  
- Medicine disease, and human health |
| **Level 5** | Different topics that mainly focus on current events, controversial issues and academic topics.  
- Current events in society, politics, science, entertainment, etc.  
- Physical science, history, biology, psychology, geography, literature, education  
- Controversial issues such as gun control, cloning  
- Medicine disease, and human health  
- Topics related to the content courses |
Semester Timeline for Writing Teachers

This document is 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 a preliminary syllabus and course calendar.
- Read through the Writing Teacher’s Manual (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 in your diagnostic/level verification form and attend the Level Verification Breakfast.
- Turn in your syllabus and course calendar to the writing coordinator by the fifth day of class.
- Discuss the requirements for the writing portfolio with your class.

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.
- Find some time to practice writing 30-minute essays. However, do not overemphasize this in your class. The multi-draft papers carry more weight in the portfolio than the 30-minute essay.

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 30-minute essay during the week of LATs (Level Achievement Tests).
- Turn in your students’ portfolios in room #103 immediately after your last class. Make sure that your students know that no late work will be accepted after 5:00pm on the final day of actual classes.

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 diagnostic assignment (20-25 mins)
   Use assignment description sheet

Thirty-minute timed essay (30-35 mins)
   **Level One suggested topic:** Introduce the people in your family. Give as much information as possible.
   **Level Two:** What is your favorite book or movie? Describe it and tell why you like it.
   **Level Three:** 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.
   **Level Four:** 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.
   **Level Five:** 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:** write first draft
- **Teacher:** read 30min essay and make initial placement

Day Two: Tuesday

Collect student first drafts of diagnostic assignment at the beginning of class

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: none unless teacher sees fit
• Teacher: read first draft and give global feedback, review placement

---

Day Three: Wednesday

Review first draft
Highlight common strengths and weaknesses and explain feedback

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: write second draft based on teacher feedback
• Teacher: none

---

Day Four: Thursday

Collect student second and first drafts at the beginning of class

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: none unless teacher sees fit
• Teacher: red second drafts and verify placement. Bring completed form to the verification meeting on Friday morning.
Introducing Yourself as a Writer
The First Writing Assignment
Writing Level 1

**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\textsuperscript{st} day of class: Talk about the paper and write a first draft for homework.

2\textsuperscript{nd} day of class: Turn in your first draft to the teacher in class. The teacher will read your paper and give you comments and questions for revision the next day.

3\textsuperscript{rd} day of class: Use the comments and questions from your teacher to rewrite the paper for homework.

4\textsuperscript{th} day of class: Turn in your finished paper and your first draft to the teacher. You are done!

**Assignment:** Write the answer to the following questions about your experience and feelings as a writer. Give as much information as you can.

**First Language Writing Experience**
- What is the best thing you have ever written? Why was it the best?
- How often do you write? What do you like to write?
- What kinds of writing have you done in your native language?

**English Writing Experience**
- What kinds of writing have you done in English?
- 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 would you like to learn in this class?
- What are your goals for writing?
- Why do you want to write in English?
Introducing Yourself as a Writer
The First Writing Assignment
Writing Level 2

**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. **1st day of class:** Talk about the paper and write a first draft for homework.

2. **2nd day of class:** Turn in your first draft to the teacher in class. The teacher will read your paper and give you comments and questions for revision the next day.

3. **3rd day of class:** Use the comments and questions from your teacher to rewrite the paper for homework.

4. **4th day of class:** Turn in your finished paper and your first draft to the teacher. You are done!

**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?

**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
The First Writing Assignment
Writing Level 3

**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. **1st day of class:** Talk about the paper and write a first draft for homework.

2. **2nd day of class:** Turn in your first draft to the teacher in class. The teacher will read your paper and give you comments and questions for revision the next day.

3. **3rd day of class:** Use the comments and questions from your teacher to rewrite the paper for homework.

4. **4th day of class:** Turn in your finished paper and your first draft to the teacher. You are done!

**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
The First Writing Assignment
Writing Level 4

**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:
- **1st day of class:** Talk about the paper and write a first draft for homework.
- **2nd day of class:** Turn in your first draft to the teacher in class. The teacher will read your paper and give you comments and questions for revision the next day.
- **3rd day of class:** Use the comments and questions from your teacher to rewrite the paper for homework.
- **4th day of class:** Turn in your finished paper and your first draft to the teacher. You are done!

**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
The First Writing Assignment
Writing Level 5

**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:

- **1st day of class:** Talk about the paper and write a first draft for homework.

- **2nd day of class:** Turn in your first draft to the teacher in class. The teacher will read your paper and give you comments and questions for revision the next day.

- **3rd day of class:** Use the comments and questions from your teacher to rewrite the paper for homework.

- **4th day of class:** Turn in your finished paper and your first draft to the teacher. You are done!

**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?
Making Effective Use of Writing Tutors

In order to supplement classroom instruction at the ELC, there is a variety of tutor options available to students. Writing teachers should help students make use of these sources. 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.

Writing teachers will help their students prepare for and make the most of tutor sessions. When preparing students for a tutor visit:

- Encourage them to sign-up for two tutoring slots rather than just one if they need help with anything beyond simple proofreading and grammar checks.
- 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.

If you want your students to receive feedback on a particular element of writing (i.e., organization, thesis statement, or punctuation), tell your students to ask the tutor for that specific type of help. Otherwise, tutors tend to provide global feedback on first drafts and local feedback on later drafts. Teachers can even send students to the tutor with a teacher-made checklist that relates specifically to a classroom assignment. If this is the case, please make sure that the checklist is self-explanatory and brief so that the tutor does not need to spend a lot of time reading the checklist before using it.

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

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

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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.
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/](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:**
- For submissions: [http://www.harktheherald.com/extras/contact/contact.phtml](http://www.harktheherald.com/extras/contact/contact.phtml)

**Deseret News:**
- Opinion page: [http://deseretnews.com/dn/edt/0,1555,3,00.html](http://deseretnews.com/dn/edt/0,1555,3,00.html)
- Email address for submissions: 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

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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 levels 4 and 5 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 do writing contests that are between the whole ELC or 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.

**Computer Lab and 2nd 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, or you can talk to Kazu.

**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.
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 to help your students 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.

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

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- 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
30-minute Essays in the ELC Writing Classroom

Introduction:
30-minute essays provide two valuable insights into students’ writing proficiency: 1) it gives a measure of the students’ fluency and ability to produce English quickly; and 2) it provides an indication of the students’ ability independent of other sources. Although the 30-minute essay is not the most important, nor possibly the most accurate, measure of student writing ability, it is one component of the LAT. Teachers should help students practice 30-minute essay writing, not only in preparation for the LAT, but also because 30-minute essay practice builds students’ ability to write more quickly and be more efficient at all writing activities.

Hand-written versus Typed:
Teachers can choose whether to have their students handwrite or type 30-minute essays. When making this decision, teachers should be aware of the following factors.
- Students in Levels 1 and 2 can choose to handwrite or type their 30-minute essays for the LAT; however, students in Levels 3, 4, and 5 must type their 30-minute essays for the LAT.
- Access to the computer lab is limited, especially in high-enrollment semesters; teachers may want to practice 30-minute essays in class a few times each semester in addition to a few times practicing in the lab on the computers.

Metacognition and the 30-minute essay:
Take time to help students evaluate their 30-minute essay proficiency. The following handout created by Carrie Thompson can be used to teach students how to gauge their own progress. The handout can also easily be adapted for peer review purposes.
30-minute Essay Self-Evaluation

Originally created by Carrie Thompson, 2004

Name: _____________________________ What grade would you give yourself? _____

Answer the following questions and then give yourself a grade.

1. How many words does your essay have? (Ask your teacher for the minimum length for your level.)

2. Describe the organization of your essay.
   Do you have an introductory paragraph?
   Do you have at least 3 supporting body paragraphs?
   Do you have a concluding paragraph?
   Do you have a thesis statement?
   Are your supporting paragraphs in logical order?

3. Describe the organization of your paragraphs.
   Does each supporting paragraph have a topic sentence?
   Do you have strong ideas to support your opinion?
   Do you have enough ideas to support your opinion?
   Are the sentences in your supporting paragraphs in logical order?

4. Does your concluding paragraph summarize your ideas and restate your thesis?

5. Did you take a few minutes to brainstorm before writing your essay?
   Did you write a simple outline before writing?
   Did you read over your essay when you finished to make sure that you did not repeat the same ideas over and over again?
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.

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.

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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 low-pass or 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 no-pass 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.
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.

Students who are missing portfolio components (such as only one essay instead of two, failing to write the 30-minutes essay during exam week, or missing one or more drafts of either essay) will receive a Low-Pass grade at best. 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
On or 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 2nd draft, then 1st 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 will 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 last day of class before 5:00pm so that we can put the 30-minute essays into them and 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 in Levels 1, 2, and 3 will have the option to either hand write their essay or type on the computer. Levels 4 and 5 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.

**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 breakdown for converting the two ratings into percentages:

<table>
<thead>
<tr>
<th>Portfolio Grades</th>
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<tbody>
<tr>
<td>2 honors ratings = 100%</td>
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<tr>
<td>1 honors, 1 high pass = 96%</td>
</tr>
<tr>
<td>2 high pass ratings = 93%</td>
</tr>
<tr>
<td>1 high pass, 1 pass = 85%</td>
</tr>
<tr>
<td>2 pass ratings = 80%</td>
</tr>
<tr>
<td>1 pass, 1 low pass = 75%</td>
</tr>
<tr>
<td>2 low pass ratings = 70%</td>
</tr>
<tr>
<td>1 low pass, 1 no pass = 60%</td>
</tr>
<tr>
<td>2 no pass ratings = 50%</td>
</tr>
<tr>
<td>no pass rating for missing contents or plagiarism = 50% or lower</td>
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</table>

Occasionally, a third rater will need to rate a portfolio if the first two raters assigned very different ratings. If you have a portfolio that has been rated three times, the ratings should fall into one of two categories for purposes of converting the ratings into a percentage. First, the portfolio may have received three different ratings (e.g. high-pass, pass, and low-pass). In this case, take the average of the ratings. For example, if a portfolio received a high-pass, pass, and low-pass, then assume that the portfolio received two pass ratings. The percentage would then be 80%. Second, the portfolio may have received two ratings that are the same and one rating that is more than one rating apart (e.g. low-pass, low-pass, and high-pass). In this case, assume that the portfolio received two ratings at the rating that was doubled and assign a percentage accordingly (which, in the previous example, would be 70% for two low-pass ratings).
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 three papers included in the portfolio—two student chosen papers that are written during the semester, and a 30-minute timed essay. 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

Each portfolio contains three pieces of writing. They are described below.

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.

30-minute timed essay – This essay is a timed writing similar to the essay test included in the TOEFL. Each level receives a different topic and the topics are adjusted for each level’s writing abilities. This essay is administered in the computer lab during finals week. For more detailed information, see the document 30-minute Timed Essay Test: Teacher Information.

Rationale Behind the Portfolio Content

The four 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.

Rather than measuring the achievement of level objectives, the 30-minute timed essay provides two additional perspectives on the students’ writing abilities. First, it measures 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. Second, the timed essay provides a point of
comparison from which to measure the degree to which the two student-selected papers were written by the students themselves. This allows us to measure how much outside help the students received in writing the two student-selected papers and adjust their portfolio score accordingly.

**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 and write the 30-minute timed essay.

**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. The other essay you will write during final exams week. You will have 30 minutes to write an essay on an assigned topic.

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. When your teacher approves your essays, put your name, your level, and your teacher’s name on the front of each essay and all the previous drafts. Make sure your final draft is typed.
6. Staple all the drafts of each essay together. Put the final draft on top and the first draft on the bottom. For example, the order should be final draft, 2nd draft, and 1st draft. If you have more drafts, include them in order. Hand the folder in to your teacher.
7. During finals exams, you will write the 30-minute timed essay. When you finish this essay, the ELC workers will add your 30-minute essay to your folder for you. At this point, your portfolio is complete.
Writing LAT Rating Scale

The ELC uses a 13-point scale to rate writing portfolios (the same scale is used to rate L/S portfolios). Raters generally use a 5-point range of the scale per level. The five points are based on the previous scale’s rating categories:

- NP (No Pass)
- LP (Low Pass)
- P (Pass)
- HP (High Pass)
- H (Honors)

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<tr>
<th>Score</th>
<th>Level 1</th>
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<th>Level 4</th>
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What do the scores mean?

Score | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
-------|---------|---------|---------|---------|---------|
1      | Needs to repeat Level 1 | | | | |
1+     | | Will struggle in Level 2 | | | | |
2      | Ready for Level 2 | Needs to repeat Level 2 | | | | |
2+     | Will do very well in Level 2 | Will struggle in Level 3 | | | | |
3      | Possibly ready for Level 3 | Ready for Level 3 | Needs to repeat Level 3 | | | |
3+     | Will do very well in Level 3 | Will struggle in Level 3 | | | | |
4      | Possibly ready for Level 4 | Ready for Level 4 | Needs to repeat Level 4 | | | |
4+     | | Will do very well in Level 4 | | | | |
5      | Possibly ready for Level 5 | Ready for Level 5 | Needs to repeat Level 5 | | | |
5+     | | Will do very well in Level 5 | | | | |
6      | | Possibly ready for BYU coursework | | | | |
6+     | | | | | | |
7      | | | | | | |