# Teacher Resources

This section of the textbook provides additional support to teachers on how to use this text and support the learning at this proficiency level.

Here are some general tips for teaching writing at this proficiency level.

## Using Canvas

Here are some links to Canvas tutorials that may be helpful to you as you navigate using Canvas in your course.

### Creating Assignments

* Turnitin integration on Canvas explanation from the [Teacher Perspective](https://help.turnitin.com/integrity/instructor/canvas.htm)
* [Changing due dates/assignments for](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-assign-an-assignment-to-an-individual-student/ta-p/717)
* [Canvas new quizzes tutorial (Video, 47:05)](https://youtu.be/53Z49hhwfXI)

### Giving Feedback

* Uploading different types of feedback comments from the [Teacher Perspective](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-leave-feedback-comments-for-student-submissions-in/ta-p/764)
* Peer review set up from the [Teacher Perspective (Video 3:23)](https://www.youtube.com/watch?v=4ckuDuEy9vc)
* Setting up writing conferences or office hour appointments using [Canvas appointments (Video 2:53)](https://www.youtube.com/watch?v=YxrC9W8no8Y)

### Student View

* [Viewing feedback (Video 4:14)](https://www.youtube.com/watch?v=j7-qLFoiE4g)
* Using Turnitin on Canvas explanation from the [Student Perspective](https://help.turnitin.com/integrity/student/canvas.htm)
* Peer review explanation from the [Student Perspective (Video 3:10)](https://www.youtube.com/watch?v=wkgPvezGpX8)

## Additional Writing Resources

Here is a list of some external websites that may be helpful to you as you prepare for class. Some of these may also be useful to share with your students depending on their needs and comfort with navigating these sites.

[The BYU Research and Writing Center.](https://rwc.byu.edu/handouts/)

This link will take you to their handouts on a variety of topics. You are also welcome to reach out to try to schedule a visit to the RWC in the campus library with your students.

[The Purdue Online Writing Lab.](https://owl.purdue.edu/owl/english_as_a_second_language/esl_instructors_tutors/esl_instructors_and_students.html)

This is a very popular resource for writing teachers. The link will take you specifically to resources for ESL students, but it is worth taking a look at the other tabs as well.

[Magoosh TOEFL Resources.](https://magoosh.com/toefl/writing/)

Magoosh is a test prep website that has quite a few free resources available and some excellent overview videos if you are new to teaching the TOEFL.

[Corpus of Contemporary American English](https://www.english-corpora.org/coca/)

(COCA). The most common use of this website would be to look up example sentences of a word and to show students collocates (words commonly associated with the target word). Additionally, you can analyze texts for word frequency and other vocabulary information (this was formally a separate website known as "Word and Phrase" but is now built into the main COCA website.

[Applications Chapter from "Writing in the Social Sciences](https://edtechbooks.org/writing/professional_portfolio)

". This is a great chapter from another EdTech Book that could come in useful when teaching about personal statements.

[Discussing & Citing Sources from "Advanced Writing".](https://edtechbooks.org/advancedwriting/sources)

This is a great chapter from another EdTech Book that can help you to explain plagiarism and sources.

[How to Read like a Writer.](https://wac.colostate.edu/docs/books/writingspaces2/bunn--how-to-read.pdf)

This might be something you want to share with the reading teacher as a starting point for the discussion about how these two skills overlap.

[Style from "Writing in the Social Sciences"](https://openscholarspress.org/writing/style?book_nav=true&amp;nav_pos=199)

. Another good chapter talking about the fine-tuning of writing. This is not "style" in the sense of APA or MLA.

[Good Logic from "Rapid Academic Writing"](https://edtechbooks.org/rapidwriting/good_logic)

. If you're having a particularly difficult time with illogical arguments in the argumentative essay section of this class, it might be good for you to review this chapter. This is not for students, it's a bit too advanced for that. However, it could be a good review (or new information) for you to help you figure out how to address the issues with the thesis statement and supporting arguments.

## Practice Activities

## The Writing Process

Word Clouds

Give the students a prompt and have them make a list of single words that it makes them think of and submit them on Canvas. You may choose to limit the number of words the students submit. Use an online generator such as

<https://www.wordclouds.com/>

View the word cloud created with the students' words and talk about the largest (most common) submissions. Use these to create an example outline.

Team Writing

You may start this with each group of students having the same outlines or comparable ones. Using the projector, walk through the general explanations of expanding on an outline as a class. After you demonstrate each step, give the groups time to apply the principles to their group writing. You can provide Google Doc links to the students to work on so you can monitor the progress of all groups from the front and diagnose any mis understanding before moving on to the next step.

Jamboard Questioning

Using a Google Jamboard, display a thesis or topic sentence. Have students add sticky notes with questions about the ideas in the sentence that could be used to develop the paragraphs.

Cut and Paste Essays

Give students essays (or paragraphs) that have been separated into sections. As students read and discuss as a group, they should decide on the logical order of the sections. For an added challenge, you can leave blanks in each section that the students then need to supply the missing piece for (ex. a missing topic sentence or transition).

Highlighter Revisions

Provide groups with multiple copies of the same section of text to revise and highlighters or colored pencils of various colors. Assign each copy of the text and color a revision purpose. For example, yellow might be for cohesion, orange for logical organization, blue for clarity, and green for word choice. Groups will evaluate the draft multiple times with a particular focus and then repeat.

Spot the Plagiarism

Give students a handout with multiple original sources. Allow them time to review the content of the handouts. Either project one paragraph at time for the whole class to view or pin various paragraphs around the room before class to get students up and out of their chairs. Students will read the paragraph and identify if there is an example of plagiarism by comparing the content.

## Essay Shape and Organization

Shape Comparisons

After students submit their first drafts, choose a few samples of essays. Black out the text to leave only the shape of the writing. Students should not be able to see any of the content of the essay, and therefore anonymity is assured. Discuss potential strengths or weaknesses to the essay based on shape alone.

Unity Check

Create a worksheet with paired sentences. They may be combinations of thesis statements and topic sentences, topic sentences and concluding sentences, thesis statements and conclusion restatements, or any other combination. Have students work with a partner to decide if the paired sentences are united in purpose, content, and tone. If there are any changes to be made, have them supply revisions.

Thesis Jumbles

As a class, write a few thesis statements on construction paper in large enough letters to be seen by the students. After the class is happy with their statements, use scissors to cut up the thesis statement into its components. Rearrange the pieces by taping them onto the board and using the chalk or whiteboard markers to change part of speech, add additional wording, or change word choice. This can be done at the class level, but you can also give students more control by doing this activity in groups and then having them share their original and revised statements with the whole class.

Tell Me More

Take one of the example essays from one of the previous levels of the ELC writing packets. Display it or print out copies for the students. As you go through the essay, have students propose questions wherever they think additional information could be included for more thorough development. After they have generated a list of questions, give the students time to investigate and write out additional paragraphs that would support the original essay.

## Using Sources

Source Search Demo

Before doing this activity, be sure to run through the process on your own. Decide on specific search terms for the students to use. Schedule time in the computer lab and a projector to use in the lab as well. Project your computer screen onto the whiteboard for the students to reference as they follow along. Show students how to use Google Scholar and the BYU Library search in its most basic settings. Ensure that students can ask a lot of questions as they explore the search engines along with you. Discuss how to recognize from abstracts if a source may be relevant or not.

Quote Introductions

For this practice, find a couple of examples from a recent General Conference or BYU Devotional/Forum. Find examples of quotes within the text. Discuss the different forms of attribution that you see and how the source is integrated into the speaker's own ideas. Although this is spoken, the talks are all written in advance and therefore follow writing standards more than natural speaking patterns.

What Did They Say?

Print out some original sources to give to the students. You may collaborate with the reading teacher in your track or find random level-appropriate sources on your own. Give the student time to read the original and create a summary on a piece of paper. Then have the students share their different summaries to their classmates. After they share the summaries, they can share the original with the partner and explain how they decided to create the summary.

## Personal Statements

Pecha Kucha Presentation

[Pecha Kucha](https://www.pechakucha.com/) is a style of presentation (present 20 images, each for 20 seconds). The design is meant to give a powerful "show and tell" about a person or a topic they are passionate about. To help students get started with their general personal statement, have them create a written Pecha Kucha. Students should choose 20 images and write 20 words about each. Emphasize choosing the best words since the space is limited. This can be adjusted to be a collaborative assignment with the listening speaking teacher in the track as well.

Interview Prep

In groups, have students choose a potential career and list the experience, qualities, and skills that they have as a group that would qualify them for this job. As a class, make a list of potential questions or information that a future employer would ask or look for in an interview. The group will then work together to create a cover letter that highlights their collective abilities as if they were one person. This activity can also be used collaboratively with the listening and track's spekaing teacher by providing them with written support and a list of questions to do mock interviews.

Elevator Pitch

This is a writing twist on the idea that you find yourself in an elevator with someone who has the ability to give you the opportunity you want. You have only the short elevator ride to convince that person to offer you that opportunity. In the written version, students have a limited number of words they can use and should have a specific audience in mind as they write their pitch.

Anecdotal Support

Give the students an opportunity to practice developing meaningful anecdotes to use in personal statements. Make a list of qualities and/or experiences on the board that would be desirable in work, educational, or personal goal contexts. From there, make a list of personal "plots" that may demonstrate these anecdotes. For example, an experience winning a soccer championship may highlight determination, teamwork, and leadership skills. Develop one of these example anecdotes as a class to show how the story could be used to shape a personal statement. Students should then create their own short personal statement anecdote. If this activity requires extra support, you may collaborate with the reading teacher to review some fables or other classic stories with heavy morals so that students can practice seeing how a story can represent ideals.

## Comparison Essays

Product Reviews

Use this in combination with the genre writing product review chapter. Have the students pick a product and different versions of the item to compare (like a listicle: Top 10 books of 2022!). Depending on how thoroughly you want the students to compare characteristics/aspects of the product, you can adjust how many versions they compare. Be sure to show and evaluate example product reviews. Have students read reviews and mark how many points are compared, how the review is organized, and how (or if) the writer presents an opinion.

Outdoor Comparisons

This assignment will work particually well in the summer. Have your students choose two outdoor objects to compare. This could be places (ex. the apartment complex pool and neighborhood park), activities (ex. intermural soccer games and hiking the Y), things (ex. a tree outside of the ELC and a tree in Provo Canyon). Assign a certain amount of time that the students need to observe/participate and make notes about each outdoor "object." Then have the students create a 3-5 slide presentation comparing the objects. Each slide should have one comparison point and be well-written. They can present in class or on a Canvas discussion board.

Book Analysis

For this activity, be sure that the book students are reading (or just finished) for their reading skill area class is relevant to this writing prompt. Students will identify the problem in the book (ex. The Alchemist: finding the treasure). They will then write out the different solutions in the story or suggest solutions that they believe would have been more effective. Alternatively, this activity could be done with a popular movie that the students are familiar with.

## Argumentative Essays

Daily Universe Op-Ed

Either collaborate with the track's reading teacher to preview in class or assign previewing

[the Daily Universe](https://universe.byu.edu/)

as homework the night before this activity. Students should look through the articles in the Daily Universe, especially anything in the

[Opinion Section](https://universe.byu.edu/category/opinion/)

. As a class, write a short Op-Ed article (2-3 paragraphs) in response to one of the existing opinions. Students can then choose their own Op-Ed to respond to, either to disagree or provide additional support.

This or That Integrated

For this activity, choose a low-stakes debate topic (such as cats vs dogs). Physically divide the room into the two different opinions. All students must choose one side of the room, even if they don't have a strong opinion on the topic. Once divided, students should brainstorm a list of reasons and examples to support their opinion. As the two groups present their reasons and examples, the opposing team should listen for the strongest argument that they will respond to. Give students time to create a more thorough outline. You can then watch an example debate on the topic (ex.

[Good Mythical Morning has a series called Debate-O-Rama](https://www.youtube.com/watch?v=79I7_vkwaeg&amp;list=PLJ0OOdfUhM9CA2e2MQL5_5ginY2Ey9U88)

with fun debate topics). Students can use the supporting arguments from the example video to strengthen their own arguments. The activity can be expanded by printing anonymized responses and pairing them for students to vote on using stickers. Make sure students are ok with this expansion before planning it. This could also turn into development for a debate in the listening and speaking class.

Devil's Advocate

With student permission, display a handful of thesis statements on the board. As a class, create opposing arguments for each thesis statement. Students should mirror the structure of the original thesis statement in their new versions. Students can either self-select an opposing thesis, the teacher can assign groups for each example, or all students could work with the same one. They would then create an outline, introduction, body paragraph etc depending on the stage of writing students are in with their own essays.

## Other Genres of Writing

Timed Writing Revision

At the beginning of the activity, pass out strips of paper to each student with a writing assignment. The writing assignments should divide the class into two different thesis statements with a paragraph assignment for each student. On the paper should be a thesis statement and a section of the essay to write (ex. THESIS, body paragraph 1). Give students 10 minutes to write the paragraph that matches their assignment in a Canvas timed quiz. Once all paragraphs have been submitted, compile them into two complete essays in separate Google Docs (or a printed document). Divide the class into two groups, one group for each essay. Give the group the essay with the thesis statement they did not work with. Students should revise the essay from the other group for unity, cohesion, and word choice within the time limit you set as a teacher.

Skill Area Integration

Coordinate with the reading and listening/speaking teachers for this practice. Students should read a passage on a topic in the reading class and take notes along with the usual comprehension checks. Students should also listen to a short lecture (also taking notes) and discuss it in the listening and speaking class. In the next writing class after students complete these preparatory tasks, they should write a synthesis paragraph about the two sources. For full inclusion of skill areas, this paragraph can be sent to the Linguistic Accuracy teacher for grammar feedback.

Prompt and Rubric Analysis

Provide the students with an example prompt and rubric (if available) for a university level assessment. Use the board to visually break down the prompt into its components. Discuss how the rubric would influence the use of time on this essay.

Forced Time Schedule

Create a quiz module on Canvas with a timed survey (grade for completion, not for accuracy) for each section of the essay. Set the time for each section according to a reasonable time schedule (example provided in the timed writing section of the textbook). Students should use a piece of paper for their thesis and topic sentences (outline) to use as a reference throughout the quiz. After students have been prompted through the writing of each section, they should write their revision/edit notes on the other side of their outline paper. This activity can be expanded with a graded reflection on the experience.

## More Prompts

* [501 Writing Prompts (Persuasive, Expository, Narrtive, Literary)](https://www.misd.net/languageart/grammarinaction/501writingprompts.pdf) by The Learning Express Skill Builder in Focus Writing Team
* [401 Prompts for Argumentative Writing](https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-prompts-for-argumentative-writing.html) by The New York Times
* [650 Prompts for Narrative and Personal Writing](https://www.nytimes.com/2016/10/20/learning/lesson-plans/650-prompts-for-narrative-and-personal-writing.html) by The New York Times
* [Grammar Focused Writing Prompts](https://www.englishclub.com/efl/category/writing-prompts/) by EnglishClub
* [Tense-Specific ESL Writing Prompts](https://owlcation.com/academia/Writing-Tenses-Tense-specific-writing-prompts-for-EFL-learners) by Owlcation
* [100 Problem Solution Essay Topics with Sample Essays](https://owlcation.com/humanities/100-Problem-Solution-Essay-Topics-with-Sample-Essays) by Owlcation
* [101 Compare and Contrast Essay Topics](https://www.thoughtco.com/compare-and-contrast-essay-topics-7822) by ThoughtCo.

## Managing Feedback

Giving feedback is an important part of the learning process for both teachers and students. It helps the students know what needs improvement and it gives teachers insight into how much the students understand and learn; it can guide your teaching and their learning. Regardless of what group you are in, feedback can be overwhelming and a little difficult to handle at times. Below you will find some suggestions on how teachers can give feedback while reducing burnout and helping their students improve their writing skills.

1. Have a clear purpose in mind

* Many students struggle to understand how exactly they are supposed to use the feedback they receive from you. Having an open and clear discussion with your students at the beginning of the semester to communicate how your feedback will be useful to their progress as well as what the expectations are and how you will follow through will be beneficial to creating a relationship of trust from the beginning.
* Demonstrate to the students how they are supposed to use the feedback from you. One way to do this is by showing them a paragraph with some comments from you. Go through each comment one by one and show them how to make the necessary changes. If possible, first have a discussion about how they would handle the feedback and give additional suggestions.
* Don't forget to continue having short reminders throughout the semester about what feedback is and how it should be used.

2. Decide on the amount of time you want to spend on feedback

* Set a timer: Decide on the amount of time that you would like to spend giving feedback (it can be different each time).
* Setting a goal and taking a break when that goal is reached may increase your productivity and help you not feel overwhelemed. For example, your goal might be to give feedback for 30 minutes and have a 5 minute break after that.

3. Communicate to students how to use the feedback

* It is important for the students to know where to find the feedback, what format it will have , and what it means. Perhaps having a discussion at the beginning of the semester with an example of a paragraph with feedback that clearly shows what it would look like might help put the students at ease from the beginning. As the semester progresses, similar discussions might be useful and needed. Frequent reminders and opportunities to receive help will decrease burn-out and overwhelm.
* In addition to knowing where they can find the feedback, the students need to know what to do with it once they receive it. How are they supposed to make those changes and what does that entail? Similar to the point above, discussing this with your students and showing them an example early on will give them insight in what to expect and what is expected of them.

4. Give feedback on one section/task at a time

* You might choose to focus on specific parts of the assignment for each student (thesis statement, introduction paragraph, conclusion paragraph, etc.) For example, you can give feedback on the same paragraph of an essay for everyone and then move to the next paragraph. Similarly, you might decide to give feedback on the topic sentence of a paragraph to every student, then on the supporting sentences, then on the concluding sentence, and so on. Make sure you have clear instructions for each assignment.

5. Narrow the focus of each assignment

* As teachers give feedback on writing assignments, it is really important that they really think about what they want their students to know and practice. Once the focus of each assignment is established, teachers should clearly communicate it to their students, preferably at the beginning of the assignment. For example, teachers can say somehting like, "The focus of this assignment is to practice paragraph organization. My feedback will reflect that."
* Providing fewer comments and markings would be more beneficial for the students, than commenting on all of their mistakes. For example, instead of marking all of the spelling mistakes, a teacher could mention that the student needs to check the spelling throughout the paragraph.

6. Ensure professionalism and eliminate favoritism

* One way to ensure professionalism and eliminate favoritism is to hide the names as you are giving feedback. You can print all of the paragraphs without the names and then match them to the student. If you are using Canvas, click on the assignment and then on Speed Grader. In the top left corner you will see a Setting gear. Once you click on that, you can select whether you'd like to hide students' names or grade by question (still in the beta phase of the development).
* Another option is to decide on a random start, meaning that you will not automatically start with the first student in your list. Rather, you will randomly select students from your list. You may decide to start with the last student or somewhere in the middle.

7. Give constructive feedback and praise

* Students respond well to positive feedback. The key for teachers is to find ways to give constructive feedback in positive ways. You might consider using statements like, 'I like this idea. Is there a way you could elaborate more on this?', 'What made you think of this idea? Can you give some examples?,' What could you add to your introduction paragraph to make it easier for the reader to understand?','Can you think of a different word to use here?,' etc.
* Make sure to mention what you liked about their writing as well. For example, you could something like, 'It's very easy to understand your topic sentence,' 'I like the academic words you used in this paragraph,' etc.

8. Timely feedback

* Feedback can be very useful when it is given in a timely manner. If students receive feedback two weeks after the assignment was due, they might have a difficult time remembering the assignment or staying motivated to continue working on it.

9. Be specific

* Avoid statements like, "Fix your grammar." Rather, try to use statements like, "pay attention to the subject-verb agreement." This will eliminate any confusion on the students' part as to what 'grammar' is and it will make grading go faster for the teacher as well since he/she will know what to look for specifically.

10. Avoid giving feedback when you are distracted

* Try not to give feedback when you are hungry, upset, sad, etc.
* Find out what kind of environment works best for you and try to eliminate any distractions as you give feedback. For example, do you work better with music in the background or do you prefer quietness? Are you more efficient when you are surrounded by people or when you are by yourself?

11. Create a rubric for each assignment

* Having a clear rubric with all of the requirements for each assignment will make it easier for the students to be more engaged and focused. It can guide their writing and set clear expectations. Make sure you share it with and explain it to your students when you first introduce the assignment.
* Make sure to follow the rubric as you grade and give feedback

12. Collaborate with your peers

* Collaboration between teachers (in the same track or not) is very beneficial for both teachers and students. Teachers can help each other with ideas, and students will be able to sense the consistency between their teachers and classes.
* The writing teacher can collaborate with the listening/speaking teacher on creating assignments on the same topic so students can practice and develop both productive skills.
* The writing teacher can also collaborate with the grammar teacher. For example, students might write a paragraph or an essay in the writing class, and the grammar teacher can choose to give them grammar feedback, while the writing teacher gives them feedback on organization using the same paragraph/essay.

## Teaching Peer Review

The writing process consists of several parts and each of those parts are equally important. We often start with brainstorming and end with peer review. However, it is often difficult for students to see the benefits of peer review because they often feel overwhelmed and unwilling to give feedback to or receive feedback from their peers as they see it as less beneficial than receiving feedback directly from their teacher. In addition, most of the students are confused as to what peer review entails and how it should be used because they do not receive enough guidance and direction to make it a successful experience.

Despite all of the above-mentioned concerns, research has shown the many benefits peer review can have on students:

* Students can get faster feedback from diverse sources (Cho and Schunn, 2007)
* Student learning improves when they have to give feedback (Lie et al., 2010, 2012; Topping et al., 2013)
* Facilitates active learning (Liu and Carless, 2006; Cartney, 2010; Nicol, 2011)
* Improves metacognition and increases independence (Nicol, Thomson, ad Breslin, 2014)
* Students become self-reflective (Baker, 2016; Cho and Cho, 2011; MacArthur, 2010)

Below you will find some suggestions that could help eliminate some of the above-mentioned concerns:

* Directly address your students' concerns at the beginning of the semester.
* Provide clear examples and explanations of what they need to look for as they edit their peers' drafts. If they are editing topic sentences, provide a model topic sentence for them.
* Model it for your students and walk them through your thought process early on in the semester and then again with each assignment.
* Use peer review rotations, meaning that 3-4 students review each other's assignments, but each student focuses on a different aspect. For example, one focuses on the topic sentence, another one gives feedback on the concluding sentence, etc. This helps eliminate feelings of overwhelm since one student is not responsible to give feedback on the entire paragraph or essay.
* A variation of the above-mentioned point is limiting the scope of the student review. For example, you can have them only look at each other's topic sentences, thesis statements, transition words, etc. as opposed to the whole essay. That way you are emphasizing what they should also have in their own essays or paragraphs. This encourages reflection on their own work as well as on other's and it is not overwhelming.
* Provide checklists or rubrics for students to follow as they are peer reviewing and ask them to specifically identify the items on the rubric. This helps solidify their mental (or written) image of what something needs to look like.
* Define and model what clear feedback should look like. For example, instruct your students to say "do you an example to support this idea?' rather than just saying, 'write more.' Encourage your students to provide actionable feedback (Make sure you model it first).
* Instruct your students to provide praise and positive constructive feedback. (See the Providing Feedback section of this book for more details about this.)
* If students are not comfortable having other students look at their drafts, you can bring anonymous drafts to class and have them work on those.
* Encourage students to be open-minded about the feedback they receive while still keeping ownership of their drafts. Teach them how to be selective in how they handle the feedback they receive.

Read this online at <https://open.byu.edu/up_writing_summer/teacher_resources>