

LeVeL

6

writing

teacher guide

(3rd edition)

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Table of Contents

Introduction to Level 6 Writing Guides	1
Explanation of Assignments and Grading.....	2
Essay Assignments.....	2
Research Paper.....	6
Case Study	11
Final Exam	13
Class Contribution and Homework.....	14
Editing and Proofreading Practice	15
Sample Weekly Schedule	16
Week 1	16
Week 2.....	19
Week 3.....	21
Week 4.....	23
Week 5.....	25
Week 6.....	27
Week 7.....	28
Week 8.....	30
Week 9.....	31
Week 10	32
Bibliography.....	33

Introduction to Level 6 Writing Guides

The first Level 6 Writing guides were a compilation of six teachers' experience over six years of teaching Writing in Slovakia without textbooks or detailed syllabi. Thanks to Di Chenoweth, John Graham, Dave Griffin, Carolyn Smith, and Christy Staggs for handing over all their material and giving suggestions. And thanks to Lynn DeRose, Chris Eley, Carey Kelley, Mark Tait, and Miles White for suggestions on improvements in this latest edition.

Before you start teaching, make sure you have the Student Guide, Research and APA Style Guide 2010, Teacher Guide, and Handouts.

Students are required to have the first two resources, while the second two are for instructors.

The **student guide** is a collection of explanations and exercises (handouts in a former life). It goes through academic writing in English, research papers, and case studies and then has a section of practice editing/proofreading.

Because every teacher has a different style and methods, the student book does not detail a course schedule nor give much instruction on how to use the material. It is a reference for students (and you). You can use the pages you like and ignore those you don't. There's more than enough to cover anyway, so you will have to choose what is most useful for your students.

Do whatever is best to get the students to meet the course objectives (writing academic essays, *researching*, *evaluating sources*, *making an argument*, using source material *effectively*, using APA style, revising, editing, and proofreading) and complete the assignments (essay, position paper, case study, final exam) successfully.

The **Research and APA Style Guide 2010** is the APA style guide adopted by City University of Seattle in Europe (because the APA manual used in the U.S. was too expensive and confusing for our students). It contains sections on doing research, using source material in writing, formatting, reference lists, and in-text citations. Students who continue into the BSBA program will find that this is a required resource in every class.

The **teacher guide** (this guide) was written so that a teacher with little experience could successfully teach this class in Slovakia. It has "Explanations of Assignments and Grading" and a "Sample Weekly Schedule."

Teachers with more experience, more resources, and/or a different location should not feel obligated to follow the weekly guide, but should read the explanations of assignments. These explain the purpose of assignments, the requirements (if any), and the grading criteria.

The weekly schedule gives ideas, suggestions, and sometimes even lesson plans to fill each week. A lot of it is taken from my past lesson plans for this class, so the guide is organized as I would teach the class (which may not be how you would teach the class). Each week lists the pages from the student book and *Research and APA Style Guide* (underlined) and handouts (in bold) that can be used and talks a little about how to use them.

And that brings up the last part of the course – **handouts**. These are all Word documents on a CD which you can check out of the library. There are more handouts than you could possibly use, so choose what works best for your class. They are not in the student book so that you can change them or not use them at all.

Explanation of Assignments and Grading

The assignments in this class, as stated on the syllabus, are

- Essay Assignments 20%
- Research Paper 30%
- Case Study 20%
- Final Examination 20%
- Class Contribution and Homework 10%

Can the assignments be changed? There is some flexibility regarding the details of the assignments, but the basic assignment names need to remain.

Can the grade weights be changed? Yes. Depending on how you decide to do an assignment, you may want to lower or increase its weight (particularly the essay assignments). However, keep in mind that the research paper should have the most weight in the course, and the final exam should be at least 20% in order to be significant for students. If you want to change the grade weights, please let the IEP manager know what you want to change and why.

Essay Assignments

It's important that students write a few essays with different purposes so they learn how to respond appropriately to different essay questions. However, there are several ways of accomplishing this, so the syllabus description for this assignment is quite generic so that instructors can decide what to do with it. I describe three alternatives below.

In all cases, students should write and submit an essay in the first week of the class so that you can assess their writing and ensure that students who tested into the program are in the right level. This essay could be done in-class or at home, and any type of essay is acceptable. Call it the Assessment Essay.

And whichever alternative you choose, you will need to go over Chapter 1: Academic Writing in English with the students in the first week of the term. However, do not spend a lot of class time covering how to write an academic essay. Students who moved up from Level 5 will (should) know how to write an essay. Those new to Level 6 will soon catch up by writing an essay every week and getting your feedback. The only essay to work on together in class is the first one, when you review the writing process.

There are handouts for each of 10 types of essays (Cause, Contrast, Effect, Expository, Narrative, Persuasive, Process, Response, Solution, and Source Analysis). Students won't write 10 essays in the class. Four is probably enough, and you can choose which four based on your students' needs. A few comments about each type:

- **Cause** – gets students analyzing, easy to organize, good to start with.
- **Contrast** – tough to write, but students who passed Level 4 wrote this type of essay in that level.
- **Effect** – also requires analysis, but hasn't been as successful as the Cause essay.
- **Expository** – a good essay to start with if you have many students who have never written an essay before.
- **Narrative** – the only one that doesn't follow the principles of academic writing. Only assign this one if students are comfortable with academic writing and need a fun break.

- **Persuasive** – a good one to help them prepare for the research paper. Students who passed Level 5 wrote a persuasive essay in that level though.
- **Process** – focuses more on clarity of writing rather than depth of thought. Often a rather short essay.
- **Response** – Responding to a quote. Tough for students to write, but a lot of essay exams use this form. Assign it as a later essay.
- **Solution** – Requires students to describe one solution in depth (they have the tendency to want to cover three solutions instead). Tough to organize.
- **Source Analysis** – a great one to assign because it corresponds to one of the course learning goals – evaluating Internet sources. It may not be very interesting, but it requires students to analyze sources and use a lot of specific details.

Each handout contains directions for writing the essay according to the writing process (covered in Level 5 and in Chapter 2 of the Student Guide). At the end of each handout, there are lists of questions for each essay; you will need to choose a few for your students and put them on the handout.

You can also find **Essay_GradeSheet** in the handouts. It's general enough that it could be used to grade any of the above essay styles. The same goes for the **Essay_PeerReview** and **Essay_OnlinePeerReview**, which are good for all the essays except the narrative one. For that, there is **Essay_NarrativePeerReview**. The peer reviews are not necessary, but can be used if students are struggling with essay writing.

The three alternatives I have for this assignment are as follows:

1. Portfolio, with final essay re-write

This is the original assignment from previous years. Each week for 4 weeks, students write an essay in a different style (so they have a writing portfolio). The Assessment Essay counts as Essay #1, due in the first week. After that, essays are assigned at the end of a week and due at the end of the next week (so assign Essay #2 at the end of Week 1, and it is due at the end of Week 2).

The essays are turned in, but graded only on following the directions, writing 500 words or more, using thought and effort, and being on time. Then, at the end of the course, the student will choose one essay to re-write for a substantial grade. You can determine how to weight each of the essays – perhaps the 4 essays of the portfolio could constitute 10% of the course and the final re-write also 10%.

This assignment was created (by Dave Griffin) because students need to practice writing all of these different types of assignments, but teachers don't have time to grade them all. Instead, this allows the teacher to give feedback on the content without going over every mistake and it allows the student to focus on writing, not on every mistake.

If you choose to do this assignment, you can use the handout **Essay_Portfolio Assignment** in the first week of class to explain it to the students. You will need to add details to the handout, making it clear what you expect from each essay each week and how strictly you will grade them. For example, some instructors accept handwritten responses and others don't. Some want students to turn in outlines with the essays. Some are very strict about following directions, while others lower grades if the thesis is not supported well. Some refuse to accept papers with too many English errors. Some will just give 100 for turning in anything.... Decide how you want to grade these weekly essays and put that on the handout.

Here are some tips for grading these essays quickly and efficiently:

- Read the essay once. Determine its major strengths and weaknesses, and focus any comments on those. Don't make too many comments; don't rewrite the essay for them (they may choose this one to rewrite at the end of the term, so it shouldn't be too easy).
- If you have new students, for whom this is their first essay ever in English, then comment more and show them what they need to work on in their next essay. Usually they will have problems staying on topic (not supporting the thesis or having too many ideas in one body paragraph), writing topic sentences, and being specific (too many general and unsupported statements).
- Don't focus on grammar unless a student has made the same mistake repeatedly in the essay or if you notice the same mistake made by a majority of students. Then you could bring it up in class.
- Most students should get 100% unless they turned it in late (follow your late paper policy), didn't complete the assignment (too short or unfinished), or if they didn't follow the specific directions (didn't write a cause essay). On the handout to students, there is also the "showing thought and effort" clause which could be invoked in extreme cases when it's obvious that a student just sat down and scribbled something before class began. Give a zero if the assignment is not turned in.
- It may help to take notes about the students' weaknesses/major grammar problems so that you remember them in future weeks and can see if they are improving.

So students write four different essays in the first four weeks. You could assign more, but students will put much less effort into the essays in Week 5 when they start writing their research papers. In Week 6 or 7, use the handout **Essay_Portfolio Final Essay** to assign the essay re-write. Change the handout as necessary to fit your requirements. The final essay should be due in Week 9. You can use **Essay_GradeSheet** to grade it (grading tips are below).

2. Portfolio, with final essay exam

This is similar to the above alternative (so follow the directions above) except for how it ends. Each week for 4 weeks, students write an essay in a different style (so they have a writing portfolio). The Assessment Essay counts as Essay #1, due in the first week. After that, essays are assigned at the end of a week and due at the end of the next week (so assign Essay #2 at the end of Week 1, and it is due at the end of Week 2).

The essays are turned in, but graded only on following the directions, writing 500 words or more, using thought and effort, and being on time. Then, at the end of the course, the student will choose one essay to re-write for a substantial grade ON THE FINAL EXAM. In this case, since the final exam is already worth 20% of the grade, you will probably want to revise the grade weights in the class, perhaps moving some of the Essay Assignment weight to the research paper.

Again, use the handout **Essay_Portfolio Assignment** in the first week of class to explain it to the students. Then in Week 8 or 9, use the handout **Final Exam_Portfolio Essay** to assign the essay re-write. What makes the re-write more challenging than the Portfolio with final essay option is that students are now required to use research in their essays (which was not required in the original essay). So they will have to spend time finding research to support their ideas as well. Change the handout as necessary to fit your requirements. To grade the final exam, use **Final_GradeSheet** because it contains criteria for using research.

3. Separate Essay Assignments

A third option is to treat each essay as a separate, graded assignment. In this case, the Assessment Essay is not graded; it's just an assessment. Give students a lot of feedback about it so they are prepared to write a good next essay.

Assign one essay each week for the next 3 weeks, using the **Essay_** handout, but adding requirements and grading criteria to it. You could even try a timed, in-class essay if you wanted.

Grade each essay using **Essay_Grade Sheet**. Determine how you want to weight each essay (each is 1/3 of 20%, or maybe the first essay is worth less and the last essay worth more?). Grading tips are below.

Grading Tips for Final Portfolio Essay and Separate Essay Assignments

First, make sure the students are aware of the grading criteria (especially how strict you will be with grammar) before they turn in their essays.

Read the essay once without marking it to get an idea of its strengths and weaknesses. With this essay, the students should prove 1) they can write an "essay," 2) they can stay focused on the topic, 3) they can support their thesis, and 4) they can revise, edit, and proofread their own work to create a polished piece.

The checklist format of **Essay_GradeSheet** means you don't have to write so many comments – check what they did well, and leave blanks or circles by what they are missing. However, there are a lot of items on the checklist – you could remove some if you wanted.

Here are some comments about the grading criteria:

- **Clear objective and thesis; Topic appropriate to assignment** – most students should get 10/10 here, but students who don't follow the assignment, lack a thesis statement, or cannot stay on topic should lose a lot of points.
- **Development** – Be tough in this category – this is really where the paper's grade is made. If there's nothing more to add to the essay, if it leaves you with no "why?how?what?" questions, then it's good. Consider depth here as well to guard against simplistic papers with simple sentences getting very high grades.
- **Organization** – This should also be an easy 10 points for most students – if they have learned anything in Levels 4-6, it's definitely organization. So if they are still having trouble putting their ideas in order, take points off.
- **Writing style** – Here is where their editing comes in. Don't consider the ideas; don't think too much of the grammar (unless it's so bad that it obscures clarity). It should be clear that the student worked on every sentence – the writing is clear, concise, and unique.
- **Format** – Another easy 5 points if they can follow instructions. And if they can't, a zero is warranted.
- **Grammar, spelling, punctuation** – Basically the grammar grade. Do not be afraid to give low grades if the grammar is bad. They were supposed to spend time editing and proofreading.

Grade the whole essay for grammar (they should be pretty short, but if some essays are a lot longer, it may seem unfair to those students, so find a compromise). It was common practice in Trencin to take off ½ point for each error in Level 5, and **one point for each error** in Level 6. Take off points for real errors, not for stylistic choices (the grammar is right, but you think it would

sound better another way). Some instructors take off more points for unclear phrases or sentences. You could also not take off points for the same specific error if it repeats (i.e. using a that-clause after "cause") or for errors made when using advanced English. Some instructors set a limit on points taken off for articles or give extra points for having good articles. I usually give students a 5-point cushion (so 5 errors do not count). *Whatever your strategy, make sure it's clear to them before they turn in their papers.*

It's also a good idea to photocopy the paper and mark the grammar separately so the paper is not covered with marks. And instead of correcting errors, circle them and mark them with correction symbols to let the students correct them and learn from their mistakes. You could use the **Correction symbols** handout or use your own.

Research Paper

This is the important assignment of this course. The goal of the course is to get each student to write a good paper. The pace of the course is sometimes fast, but that makes it a good exercise in time management too. Unfortunately, the students cannot master research paper writing and APA style in one term, but they can produce a good paper if they go through the process step-by-step with guidance. This will give them a good base to go into ENG 211 in the bachelor's degree program.

The research paper should be introduced in the first week of class, as you review academic essay writing with the students. It helps to present a research paper as a longer form of an essay that uses research to support the thesis.

Requirements

The requirements for the paper as stated on the syllabus are that it is "an argumentative research paper that presents a definite point of view and uses sound logic and source material to defend that position and refute objections to it." The paper should be at least 1000 words long, citing at least 4 professional or academic sources in English, using APA format and reference methods. You can require more words and sources if you would like, but it's important to keep the paper argumentative because students will not write for this purpose in ENG 211 so they need some practice in Level 6.

Students often ask about using sources in other languages. For some topics, they are good, especially in topics related to Slovakia. However, this is an English course, so they also need to work with English sources. I usually allow sources in other languages if the topic is appropriate and only if they also have the required number in English.

This is the course where students learn how to do research, evaluate sources, make a reference page, and use in-text citations. So you will have to spend time on these things in class as students are going through the research paper writing process, using the *Research and APA Style Guide (RASG)* as well as the exercises in the Level 6 Student Guide (pp. 21-28).

Doing the Research Paper

Chapter 2 of the Student Guide has a section on each step of the paper writing process. Students will cover this entire chapter as they write their papers, and they will also need to use the sections on research, using sources effectively, format, reference list, and in-text citations in the *RASG*.

The handouts called **Research Paper Assignments** generally correspond to the steps of the writing process and will lead students through the process. The handouts all

contain directions, grading criteria, and even grade sheets. The assignments count as part of the students' homework grade, but it's up to you how you want to grade them. The feedback you give is ultimately more important for the students' learning than the grade. So you could just give them 100 for completing each assignment; however, I find that giving a number grade based on strict criteria is also useful for some of the assignments (reference list, outlines, paragraphs) because it lets the students really see the quality level of their work. Anyway, feel free to use or change the grading criteria for each assignment. Also don't feel like you have to use all the RPA handouts though. Each time I teach the course I use different ones, depending on the students and the pace.

A good pattern for the class is to assign a reading; lecture on and/or discuss it, do exercises if available, and/or look at examples in class; and then give the research paper assignment related to the reading.

Pay attention to the students' progress early so that you can help them move in the right direction before it's too late. Don't let them move on to the next step until they have satisfactorily completed the previous one. This may mean re-writing a research question or basic outline three times, but that's better than failing the research paper in the end.

So, here is how the research paper writing process works:

Choosing a Topic

There is section in the Student Guide, and **RPA1_ChoosingATopic** pushes students to come up with their own research question, which I think is important for them to learn. But students often have trouble coming up with ideas for topics. Instead of providing them with example research paper questions, you can give them example research paper topics (see the handout **RP_PossibleTopics**). Then they still have a chance to develop their own question. Don't let students continue with the other assignments until they have a good research question.

Thinking.

There is a very short section in the Student Guide, and **RPA2_Thinking** just asks students to write as much as they can about their topic, without research. This helps remind students that their paper should include their own ideas, not just information from sources.

Doing Research. There is a short section in the Student Guide, which actually just tells students to go read the research section in *RASG*. Once students have chosen their research paper topics, they should read this section, and a mini-lecture on planning and doing research, as well as one on evaluating sources (both based on *RASG*) could be followed by an in-class research session and/or an evaluating sources workshop. The handout **RP_EvaluatingSourcesWorkshop** contains ideas about this.

Then there are several research paper assignments that take students through the research process:

- **RPA3_PlanningResearch** follows the Planning Research section in the *RASG*. It's a good assignment to start in class. I like to do group brainstorming sessions of questions about each research paper topic. It helps students see what their audience already knows about their topic and what their audience needs and wants to know about the topic.
- **RPA4_FindingGoodSourcesontheInternet** – students have to find 4 good sources using the advanced search option of a general search engine. You could grade for completion or grade based on the quality of sources found and the accuracy of students' answers about the sources.
- **RPA5_UsingAcademicSearchEnginesandDatabases** – students have to find 3 good sources using one of the academic search tools from the *RASG*. You could

grade for completion or grade based on the quality of sources found and the accuracy of students' answers about the sources.

- **RPA6_Sources** – This just asks students to bring their sources to class, for a session on evaluating sources and/or making a reference list.

You will have to teach students how to make a reference list. Instead of showing them how to do it, make them take out their *RASG* (pp. 31-57) and show them how to use the guide to do it. Then you can do a workshop (see **RP_ReferenceListWorkshop**), using sources that you provide or sources they have found for their research paper. Assign **RPA7_Reference List** to give students a head-start on their research paper reference list. They have to make a reference list using 10 sources they have found. I usually give a real grade for this one (not a completion grade), being very tough about getting the source entries right.

Thesis Statement

There is no assignment for this, just a section in the Student Guide. You could ask students to share their thesis statements soon or just wait for the basic outline. It's useful to write students' thesis statements on the board and have the class evaluate them based on the criteria in the guide. Of course, keep reminding them that their thesis can change.

Planning – Basic Outline

This is tough for students, so in addition to the reading, the Student Guide has some exercises and example outlines. In **RPA8_BasicOutline**, students should make the preliminary outline of their paper. Give a lot of feedback on this one and require students to have a good outline before moving on to the detailed outline.

Planning – Taking Notes

There is no assignment here, just a reading section. This is also something to discuss in class – what should they be looking for in their sources and how should they keep the information organized? Now's the time to discuss how to support points effectively with source material.

Planning – Detailed Outline

Another tough step for students, so go through the reading with them and look at the example outlines in the guide. Show them how the outlines compare to the written papers (one outline is for the example paper in *RASG* and the other outline is for the example paper in the Student Guide). **RPA9_DetailedOutline** asks students to make a detailed outline of their paper, including the source material that they will use to support each point. This usually needs to be re-done (often more than ones) until it is complete and logical.

Using Research Effectively

The next section in the Student Guide is *Writing the First Draft*, but students are not ready for that yet. As students are working on their detailed outlines, it's time to pause and cover *Using Source Material*, pp. 21-28 in the Student Guide, and *Using Research Effectively*, pp. 13-26 in *RASG*. It may also help students to read *Body Paragraphs* in the Student Guide now too.

Students who took Level 5 will be familiar with quoting, paraphrasing, summarizing, and sandwiching source material as they practiced these skills and wrote a critical analysis of an article in Level 5. However, review of these skills, particularly sandwiching (integrating source material) will be necessary. Use the exercises in the two guides as needed. It is also very useful to keep turning to the example research papers in the two guides to show students how those writers used research.

As for in-text citations, they will be new to all of your students. Go over with them when (pp.15-16 RASG) and how (pp. 58-60 RASG) to use in-text citations. Once again, show them how to use the guide to do this. There are also in-text citation exercises in the Student Guide.

From here, you can lead the class into writing body paragraphs.

Body Paragraphs.

Now students can start writing their first drafts, beginning with their body paragraphs. **RPA10_BodyParagraphs** asks students to write a body paragraph. This should actually be more than one assignment – try to assign as many body paragraphs as you have time for. I've done up to six, with two due each day. The assignment asks students to put each paragraph on a separate piece of paper. Then during class, you can read and comment on one set of paragraphs while students do peer reviews on the second set. I usually grade one of the paragraphs for completion (100) and use the grading criteria for the second paragraph, so the students can see how they are doing.

Introduction and Conclusion

In **RPA11_IntroductionConclusion**, students write the introduction and conclusion of their paper. There are readings in the Student Guide, although the information won't be new to students. You can assign these two paragraphs at the same time you assign the body paragraphs (in case some students want to write them immediately) but collect them later. I usually grade the introduction using the grade sheet on the handout, but give 100 for completing the conclusion, which students peer review.

Peer Review of Body Paragraphs and Conclusion

So, for about two weeks of the course, students are just writing and submitting parts of their research paper. It's important to give them a lot of feedback at this time. The instructor, however, cannot do all the work. The students can and should learn from each other through peer reviews. So, while you can collect and give feedback on some paragraphs, leave other paragraphs up to the students.

In a peer review, students read and comment on their peers' paragraphs. It's useful to have 2-3 different students review one paragraph. I usually had the first reviewer only respond to questions on the peer review form and then collected it. The second and/or third reviewer could fill out a review form and also write on the writer's paper. This prevented the second and third reviewers from just copying the remarks of the first reviewer. Here are the handouts available for peer reviews:

- **RP_BodyParagraphPeerReview1** is a comprehensive peer review that is good if there is only time for one reviewer.
- **RP_BodyParagraph Peer Review2** is good for a first review.
- **RP_BodyParagraph Peer Review3** is good for a second review.
- **RP_BodyParagraph Peer Review4** is good for a first review.
- **RP_BodyParagraph Peer Review5** is good for a second review.
- **RP_BodyParagraphPeerReviewOnline** can be done as homework. On your Bulletin Board, set up a folder for each student. The student should upload his/her body paragraph in the folder. Then assign 2 other students to review the body paragraph, put comments on the paragraph, and re-attach the paragraph with a message in the folder.
- **RP_BodyParagraphPeerReviewWorst** can be used if you ask students to bring in their worst body paragraph.
- **RP_ConclusionPeerReview** is a review sheet for the conclusion.

Sometimes I let students choose their review partner(s), sometimes it was random, and sometimes I assigned the pairs/groups. You will soon learn who the good writers and/or

reviewers are and should try to make sure that struggling writers see good writing and good reviewers comment on poor paragraphs. However, you also don't want to shortchange the good writers so they should get good reviewers sometimes.

Revising

Students should read *Connection between Ideas and Revising*. Instead of asking quickly for a first draft, you can ask students to revise one or more of the body paragraphs they have already received feedback about, particularly the paragraphs that they are unhappy with. **RPA11_RevisedBodyParagraphs** does this. Then give them feedback and/or do peer reviews again.

A week before the paper is due, **RPA12_WholeRevisedDraft** should be brought to class for a peer review session.

Peer Review of the Whole Draft

When students bring in their whole drafts, there are several peer review forms to use. You could have at least 4 readers for each paragraph, following this order of the handouts:

- **RP_PaperFeedback1_AudienceResponse**
- **RP_PaperFeedback2_FocOrgCoh**
- **RP_PaperFeedback3_UseofSources**
- **RP_PaperFeedback4_Clarify**

Alternatively, you could do other types of peer review where students talk to each other about their papers in groups, following a list of questions or tasks.

Editing and Proofreading

You may have time to do some of this in class, or you may not. But it's important to stress these steps to the students. Do the last peer reviews/revising in the week before the paper is due and then emphasize to students that they need to spend the remaining time working on their clarity, writing style, grammar, spelling, punctuation, APA style, and format. If you have class time for this, there is one handout related to editing (**RP_PaperEditing**) and one to proofreading format/APA (**RP_PaperProofreading_FormatRefs**). Students could work on their own papers or their classmates' papers.

Grading the Research Paper

Make sure the students are aware of the grading criteria before turning in the paper. They should know that there is a great emphasis on their English skills and APA style. Because of all the work and feedback, the first 50 points should be well-done. It's the last 50 that can hurt them. They need to prove that they can write clearly and that they understand APA style (maybe not perfectly, but close). These are both important in the bachelor's degree program – they are expected to have excellent English and a knowledge of how to use sources when they enter).

The **RP_Gradesheet** handout can be used to grade the papers. It contains the grading criteria in a checklist form. Here are some comments about them:

- **Clear objective and thesis** – Most students should have no problems with this if they have done all their work during the term. There may be some with one or two paragraphs that don't relate to the thesis. In the case of someone whose paper is completely off track, grade low.
- **Development** – Development includes organization now too. The introduction/conclusion should be a minor part of the grade unless there is something horribly wrong. The main focus here is whether the paper made an effective, well-supported, logical, organized argument. I usually put an X by a concept if it was done well, and if not, I put the number of the body paragraph that has a problem.

- **Depth, Appropriateness, and Use of Research** – Depth and appropriateness refer to the sources they used – primary or not (not all need to be primary, but if it's possible to have one for the topic, the student should try)? High quality or not? Current or not? Enough? A variety? Use of research is the most important part. Were they able to incorporate the research into their paper effectively? Did they make good choices of whether to quote, paraphrase, or summarize? Did they introduce the source information and explain it? Was the source information chosen relevant, specific, deep, and supportive?
- **Proper Format and Reference Methods** – Be tough here. These 10 points is all about being able to follow directions. They have guides to formatting, in-text citations and reference lists. Remind them that if a student can't do these things, it shows an instructor that the student doesn't care. And it could also get them in trouble with scholastic honesty.

Choose 2-3 sources at random from a paper to check. Check the source entry, and most importantly, the use of the source in the paper. Unfortunately, this usually really lowers a student's grade because they have cited the wrong sources, copied words from the source, misunderstood the source, given the wrong author.... So really put emphasis on this before they turn their papers in.

- **Grammar, Spelling, Punctuation, Sentence Structure, Clarity** – Be tough here too.

I usually photocopy the paper and mark the grammar separately (so the paper is not covered with marks). Instead of correcting errors, circle them and mark them with correction symbols to let the students correct them and learn from their mistakes. Hand back the papers with **Correction symbols** (use the ones on the handout or your own) so that students know what is wrong.

Depending on the length of the paper, you could grade the grammar for one page, two pages, or the whole paper. (I usually do two-three pages). Take off one point for every error and subtract the amount from 25 (give a 5-error cushion if you feel nice). You can count every error that you find or give them a break for a specific repeated mistake (the same word spelled wrong three times), not count errors in advanced usage of English (give them credit for trying) or set a limit on the number of article errors to count. Some instructors take more points off when the grammar makes the idea unclear.

What about letting students rewrite the research paper?

In general, it's not recommended. You would have to grade it and return it fast to give them enough time. With all the time spent revising and editing, and all the feedback they get, they shouldn't need a rewrite. However, it is an option if you think it will help. Or there may be a student who would really benefit from rewriting just a paragraph rather than the whole paper. Or maybe a student who did everything well but had a horrible reference list, which he could rewrite.

Case Study

The last weeks of the course are devoted to the case study, and it is a break from the usual academic writing style that students have been following.

We usually do the case study as a group assignment – the thinking is a lot deeper that way, and the students enjoy it more. Of course, group work has its drawbacks and you'll need to encourage each group to work out its differences and make everyone participate equally. Groups of three tend to work best, but two and four are also possible.

There are many cases in the handouts or you can use your own cases. The **Mighty**

Engine, GoodSport, and Yummy Soup cases have been around for a while, so students may hear about them from former Level 6 students. They are also longer cases which focus on company problems. The other 7 cases are shorter and more focused on a manager's problem – they may be more manageable in the short amount of time available for the case study.

Chapter 3 of the Student Guide has a detailed explanation of a case study, an example case and case study, and a step-by-step guide to planning a case study. Every school, even every instructor, has a different idea of how to write one; what you'll see in the student guide is City University of Seattle's basic idea of a case study. However, the steps are simplified, since Level 6 students don't have the business knowledge or course material to go in depth.

So the goals of this assignment, besides introducing students to the concept of a case study, are to improve analytical skills, to organize ideas, and to write clearly and convincingly. Their business knowledge is not being graded. To avoid completely illogical ideas, check the progress of students after each step and push them in the right direction.

Introduce the case study by going through the example case and case study. You can do a mini-lecture about how to write it before or after the students get their cases and do the Case Study Steps in the Student Guide. Everything about writing a case study is in the Student Guide.

Students should work on the case study steps and have you check each one before they move on to the next step. Challenge them to find the real problem, to come up with creative and workable solutions, and to cover all the strengths, weaknesses, opportunities, and threats.

Once students have completed the Steps, they should start writing. It's up to them how they divide the work. Remind them that the case study should read as one piece, not 3 separate parts/styles.

Try to give students time to revise, edit, and proofread the case study as we want these three skills ingrained in students who move on to the bachelor's degree program. I usually ask for a complete draft and then give them the **CaseStudy_Revising** handout, which asks them to review their own work. I only read and comment on the first section – Problem Definition and Justification. Or you could do some peer review – there's a handout for peer review of the first section **CaseStudy_ProbDefJustPeerReview**, and the **CaseStudy_Revising** handout could be re-written as a peer review.

If there's time to bring a second draft to class and edit, then there's the **CaseStudy_Editing** handout. There's also a **CaseStudy_Proofreading** handout which reminds them how to check for errors.

Grading the Case Study

Make sure students are aware of the grading criteria before turning in the case study.

Everyone in the case study group gets the same grade. This may cause problems if students divided the work by sections and one section gets a really bad grade. But that's a lesson about group work – always check everyone else's work.

Read the paper quickly first without a pen in your hand and think about its strengths and weaknesses. This will prevent you from putting too many comments all over the paper. Then just focus on a few key points in your comments rather than pointing out everything that's wrong. Make sure you always compliment what has been done well

(but be careful about complimenting bad papers too much – if the students later don't pass the course, they will not understand why).

The grading criteria are in the **CaseStudy_GradeSheet** handout. Unlike other assignments, the grading is divided by section (so organization, writing style, etc. are graded in each section rather than as a whole). It's up to you how to determine the grade for each section – all the requirements are there, but you have to decide how much each is worth.

Remember that 75% is passing, so if the students have not met the assignment objectives, the grade should be below that. Don't be afraid to be a tough grader. Pay attention to the objectives of the assignment – in this case, complete analysis and explanation, clarity, organization, and style. Don't be too harsh about their solutions – they aren't business students yet – but if something is clearly illogical or they have missed important things in their SWOT analyses, it should be pointed out.

Also don't be afraid to give low grades for grammar; students should graduate from the IEP with good English. Since they have had time to revise, edit, and proofread, and there are several heads in each group, there should not be too many mistakes.

You could photocopy the case study and do the grammar separately (so the paper is not covered with marks). Instead of correcting errors, circle them and mark them with correction symbols to let the students correct them and learn from their mistakes. Hand back the case studies with **Correction symbols** (use the ones on the handout or your own) so that students know what is wrong.

Depending on the length of the paper, you could grade the grammar for one page, two pages, or the whole paper. (I usually do two pages). Take off one point for every error and subtract the amount from 25 (give a 5-error cushion if you feel nice). You can count every error that you find or give them a break for a specific repeated mistake (the same word spelled wrong three times), not count errors in advanced usage of English (give them credit for trying) or set a limit on the number of article errors to count. Some instructors take more points off when the grammar makes the idea unclear.

Final Exam

The final exam for this course should be an in-class essay using source material. It's fine for students to be given the topic(s) and prepare outlines beforehand, but they should write the essay in a timed exam session.

Topic

In the past, we managed this by working together with Level 6 Listening and Speaking. For their debates, the students get a packet of sources about a current world issue (topics included Turkey and the EU, soft drink vending machines in high schools, whaling, sexual harassment China's one-child policy, trafficking in women in Eastern Europe, the land mine ban treaty, and CD piracy).

The Writing teacher created a few different essay questions about the topic, each a different essay type: persuasive, problem-solution, cause, response to quotation, etc. The students got the questions at the beginning of Week 10 and had time to make an outline of an essay (including support from at least three sources from their L&S source packet). The essay had to focus on their own ideas about the issue, but they had to use specific facts and examples from the sources to back them up. They then brought the detailed outline, their sources, and a typed reference list to the final exam, where they wrote the essay.

This worked very well and it showed whether a student has met the objectives of Level 6 Writing. However, it requires cooperation with the L&S instructor, and an effort to keep the topics and source packets up-to-date (most are hopelessly outdated now).

If you are interested in doing your final exam this way, discuss it early with the L&S teacher at your site. The handout **Final_DirectionsLSDebate** contains the directions to give to students as well as lists of questions for each topic.

If that's not possible, another way to do the final is for the instructor to choose a topic and provide students with a few sources at the beginning of Week 9. Of course, first assign the essay topic(s) so they can think of their own ideas, and then give them possible sources to use to support their opinion. Students could also do research on their own. This could be a lot of work, but again, it would really show what they have learned. If you are interested in this, use the handout **Final_DirectionsInstructorTopic**.

Another possibility is to have students re-write one of their portfolio essays for the final exam. And not just re-write, but also do research to find support to add to the essay. You could choose which essay the students had to re-write, or let students choose themselves. This would need to be assigned probably by the end of Week 8 to give them time to research and make a detailed outline. If you are interested in this, use the handout **Final_DirectionsPortfolioEssay**.

Honor Code

This is just something I do with students to keep them thinking about scholastic honesty. They are doing most of the work for the final exam outside of class, and so I have them sign an honor code that they will do their own work, to show them that the university is trusting them not to cheat. It can be found in **Final_HonorCode**

Grading the Final Exam

Don't spend too much time on the final exam. Most students won't pick it up. However, spend time on the exams of students who are on the pass/fail border.

The **Final_Gradesheet** makes it pretty easy to grade by just checking what they have. Because it's an in-class exam, grammar dropped from 25 to 20, and you may not want to be as tough as you were on their other assignments. The hardest part of in-class essays is often staying on topic, so really look at the thesis and development.

Also note that all the directions for the final exam warn students that they must answer the essay question in order to pass the final. That was part of the goal of the Essay Assignments – to get students to recognize and follow the purpose, so they should be able to stay on track when answering the final exam question.

Students also have to turn in their detailed outline, sources, and typed reference list as part of the criteria for passing the exam.

Class Contribution and Homework

This grade is to encourage and remind students that class participation and preparation are important parts of a CityU education. Do not take this as the “everyone gets 100” category. Keep records of student participation and homework so that you can give a fairly reasonable grade at the end of the term.

1/3 of this grade is based on students' contribution to class activities and discussions. Keep track of student participation in class – you could print off a second attendance sheet and give students a + for answering questions, asking questions, contributing well to peer reviews, etc.

2/3 of this grade is based on homework. Besides the Research Paper Assignments, other homework assignments could come from the editing and proofreading practice at the end of the student book. Or taking 10 of their own sentences and giving them as a handout to practice editing/proofreading is useful (the handouts have two examples of this – **proofreadingpractice1** and **proofreadingpractice2**). Students should also have to read some pages in the student book and *RASG* as homework (a good way to check this is to give a short, 3-question quiz the next day). Just keep a list of the grades for any homework assignments you give.

It's difficult to give an entirely objective grade in this area because it's hard to quantify class contribution. However, if you have records of student participation and homework, you can pretty well justify the grade you give.

It's also nice to provide students with at least one update during the term of how they are doing in participation and homework. Then their final grade in this category will not be a surprise.

Editing and Proofreading Practice

The last part of the Student Guide contains some explanations and exercises related to common mistakes made by Slovak students. There is no assignment related to these exercises, but they can be assigned as homework (and thus part of the homework grade) or done in class (and thus part of the class contribution grade). They can be done individually, in pairs, in small groups, or even as a class (use a projector).

These are good fillers when there's extra time in class. You don't have to use all of them, or any of them, if you have other ways to fill class time. However, you may notice many of your students making the same mistakes related to one of these concepts – Wordiness, Word Order, Punctuation, Gerunds and Infinitives, Conditionals, or Sentence Structure – so a review and practice could be helpful for them.

They have covered most of these things in their Grammar classes (except Wordiness), so you don't have to teach the grammar again. The problem students have is taking their grammar knowledge and applying it to their writing and proofreading.

Try a few of these exercises or even create your own using sentences from your students' essays.

Sample Weekly Schedule

Since Level 6 Writing is offered on both a 4-day per week schedule and 2-day per week schedule, the schedule below is not divided into days. It just lists all the possible things you could do during each week in the approximate order they could be done. Please remember that these are just suggestions; feel free to change the order, skip or change the handouts, skip some readings, and/or add your own material. What's important is that students meet the learning goals and complete the assignments successfully.

Week 1

Introduce students to the course. Assign the first academic essay as a writing assessment. Review academic writing and introduce the research paper.

Week 1 Readings

SG: Academic Writing in English, pp. 1-2
SG: More about Purpose, pp. 3-5
SG: Academic Essays Review from L5, p. 6
SG: Academic Essay Checklist, p. 7
SG: Research Paper, Writing Process, p. 8
SG: Choosing/Narrowing Topic, pp. 8-10
SG: Example Research Paper, pp. 35-40

Week 1 Handouts

Welcome to Level 6
Syllabus
Essay_? (instructor choice)
Portfolio_Assignment (if necessary)
Level5_AcademicEssays (if necessary)
RP_PossibleTopics

Readings to assign for Week 2

SG: Thinking, p. 10
SG: Doing Research, p. 10
RASG: Planning Research, pp. 3-4
RASG: Searching on the Web, pp. 9-10
RASG: Evaluating Web Sources, pp. 10-12

Handouts as homework for Week 2

RPA1_ChoosingATopic
Essay_? (instructor choice)

1. Get introductory information from students through a form such as **Welcome to Level 6**.
2. Introduce yourself; learn students' names.
3. Go through the **Syllabus** with the students, especially discussing the attendance policy, the class contribution grade, your late paper policy (mine is -10% for every day late unless students have talked to me about their paper before the due date; another option is not accepting late work), and scholastic honesty.
4. Notice that the class is called "Academic writing."

What does that mean?

Why do students have to write essays/papers?

What are the characteristics of academic writing?

Briefly discuss the 10 principles from Academic Writing in English. They can read it at home (and review it often during their academic career).

5. Assign an essay for students to write and turn in by the end of the week as a writing assessment. Use one of the **Essay_** handouts, modified as necessary and with only a few topics chosen. It could be the first essay of the Portfolio, or just an assessment for no grade. But you should collect it by the end of the week to make sure that students have been placed in the right level. You may have completely new students in Level 6, who have never written an essay, so assure them that you just want to see how they write; you're not expecting perfect essay form if they have never written an essay before.

6. (If doing the Portfolio (concluding with either a final essay or the final exam), explain the Portfolio and give **Portfolio_Assignment** to your students. Modify this handout to include your requirements for the portfolio essays.)
7. Review the writing process with students, and as you review, let them start working on their first essay in class – up to the Outline step.
 - *Choose a topic* – how? something you're interested in, know a little about, have an opinion about, different than other students, new and exciting for readers. Which topics do they like and why? Ask students to make their initial choice.
 - *Purpose and audience.* If you know why you're writing and who you're writing for, it's easier to focus your essay. What's their purpose and who is their audience for the essay?
 - *Think* –write something down – it could be in any language, in any form, no one else will read it. Students who chose the same topic could discuss their ideas in small groups and then give them 7-10 minutes to write down ideas. Keep pushing them to keep writing; no stopping.
 - *Research* – Later, they will have to do research of written material to find support for their opinions. For this essay, doing research could be just talking to people who have knowledge about the subject. It can be done at any time during the writing process. And remember, if they talk to someone knowledgeable and use his or her ideas, they must say so in the essay.
 - *Discover thesis* – your opinion, answer to essay question, main idea of essay. So now, looking at their brainstorm, they should think about their answer to the essay question. Give students time to think and write their thesis statements. Then you could check each thesis individually or write them on the board and get suggestions from the class.

Start encouraging them now NOT to put all their paragraph ideas into their thesis statements. They become attached to this and it will become awkward and confusing when they have more complex or detailed topics. Work with them on expressing the main idea of their essay in a clear direct thesis and briefly introducing the main paragraph ideas before the thesis statement.

- *Plan (Outline)* – Many students don't like making outlines. OK, that's understandable. But outlines are a good learning tool not only to get essay organization but also to check support. When they are advanced writers, then they can follow the writing process however they want, but for now, they should make an outline before they write.

Here, if you have a lot of new students, you'll need to explain more about what an essay is (Academic Essays – Review from Level 5) and perhaps give them some handouts from Level 5 (**Level5_AcademicEssays**). Use returning students as much as possible to help the new students.

Usually for an outline, I ask for the thesis statement and topic sentences written as sentences (which can change later) and then lists of the supporting points and specific details. Push them to put as many specific details as possible in the outline. It's better to have too many than too few.

With a good outline, the next step, writing is very easy.

Depending on the set-up of your course, students can do the outline in class, do the outline at home and bring it to the next class, or do the outline at home and just turn it in with their essay.

- *Write* – the easiest part of the whole process. Follow your outline and write an essay. Don't worry about grammar; just put everything on the page. If having trouble, write 3 BPs first, then intro and conclusion. Here, you'll have to review

what goes in an introduction and conclusion. Again, with many new students, refer them to the Level 5 handout.

- *Revise* – fix the content. They can use Academic Essay Checklist on p. 7.
 - *Edit* – make the writing clear and concise
 - *Proofread* – check for errors in grammar, spelling, punctuation, and format
 - *Re-write* – The last part of the writing process involves revising the essay (fixing its content), editing the essay (making the writing clear and concise), and finally proofreading (a last check for errors in grammar, spelling, punctuation, and format).
8. If necessary, spend more time reviewing the basic structure of academic writing – introduction, thesis statement, body paragraphs, topic sentences, conclusion, especially with those who are new to Level 6. This could also be done in conjunction with introducing the research paper. You could use Example Research Paper to explain the parts of an essay (introduction, thesis, body paragraphs, topic sentences, conclusion).
 9. Talk about what a Research Paper is – basically a longer version of an essay, using sources. The paper answers a research question, has a point of view, and presents the information in an original way.
 10. Types of essays and research papers. Discuss “purpose” in academic writing. What was the purpose of the Example Research Paper? What was the research question? Cover More About Purpose and do Exercise 1 Exploring Purpose and Topic.
 11. Assign a second essay (**Essay_?**) and discuss its purpose and how to answer the essay question.
 12. Talk about Research Paper topics (Choosing and Narrowing a Topic). Go through some ideas from **RP_Possible Topics**, and assign **RPA1_Choosing a Topic**.
 13. Collect Essay #1 on the last day of Week 1 (it could be done in class, or you could ask students to email or upload the essay by Friday evening).
 14. Homework for Week 2:
 - RPA: Choosing a Topic – due on first day of Week 2.
 - Read SG Thinking and Doing Research p. 10 – due on the first day of Week 2.
 - Read RASG Planning Research, pp. 3-4, Searching on the Web and Evaluating Web Sources pp. 9-12 – due on the first day of Week 2.
 - Essay #2 due on the last day of Week 2.

Week 2

A week of research, evaluating sources, and learning how to make a reference list. Also give feedback on their first essay and assign a third essay.

Readings (homework from Week 1)

SG: Thinking, p. 10
SG: Doing Research, p. 10
RASG: Planning Research, pp. 3-4
RASG: Searching on the Web, pp. 9-10
RASG: Evaluating Web Sources, pp. 10-12

Week 2 Readings

RASG: APA Paper Format Guide, pp. 27-30
(don't read Abstract, Headings, Appendices)
RASG: Reference List Guide, pp. 31-32
RASG: FAQs about Source Entries, pp. 54-56
RASG: Ordering Source Entries on the Reference Page, p. 57

Readings to assign for Week 3

SG: Thesis Statement, pp. 10-11
SG: Planning-Basic Outline, pp. 11-13
SG: Planning-Taking Notes, p. 15

Week 2 Handouts

RPA2_Thinking
RPA3_PlanningResearch
RPA4_FindingGoodSourcesontheInternet
RPA5_UsingAcademicSearchEnginesandDatabases
RP_EvaluatingSources_Workshop
RPA6_Sources
RP_ReferenceList_Workshop

Handouts as homework for Week 3

Essay_? (Instructor Choice)
RPA7_ReferenceList

1. Collect **RPA 1**. Put research questions on the board to discuss based on criteria from SG pp. 9-10 and help students change their questions if necessary. They can continue to refine their questions as homework if necessary.
2. Hand out **RPA2_Thinking** to do in class or as homework.
3. Hand out **RPA3_Planning Research** and do it in class.
 - Ask about the purpose and audience of their research paper (persuade; teacher and classmates).
 - Ask students what they know about their classmates' topics.
 - Put a research question on the board and let the class brainstorm all the questions they have about the topic, so that the writer can put all the questions on the assignment.
 - Mini-lecture on doing research, based on homework readings (ask a lot of questions to check that they have done the reading). Then have students answer questions, with the help of you and their classmates.
 - Discuss Search Words. Perhaps show several searches based on different search words to see how they affect results. Let students work together to come up with good search words for their topics.
4. Assign **RPA4_Finding Good Sources on the Internet** and **RPA5_Using Academic Search Engines and Databases**. These could be due during the week or perhaps over the weekend (before the start of week 3).
5. Mini-lecture on evaluating sources, based on homework reading (ask a lot of questions to check that they have done the reading). Because IEP students do not have access to CityU's online databases, they will have to do their research on the Internet.
6. Source evaluation workshop. See **RP_EvaluatingSources_Workshop** for some ideas. Find a variety of sources to bring to class for students to evaluate, or ask them to bring in several sources they have found for their research papers, especially questionable ones.

Students may start reading the whole source to evaluate it, so remind them how to

evaluate the quality without reading it: Title; Abstract; Opening paragraphs; Closing paragraphs; Author credentials; Organization; Periodical; Date; Purpose; Graphics, pictures....

Discuss answers at the end.

7. Assign readings about APA format and the Reference List. Assign **RPA6_Sources** if you want students to bring their sources to class to work on reference lists.
8. Go over student problems with APA format in their essays.
9. Reference List mini-lecture. What is a reference list, why there must be one, and why it must follow a certain format. Point out that making the reference list is not hard – it does not require a lot of thinking, just the ability to follow directions and pay attention to detail.
10. Show students reference list format by looking at the example paper in either guide. Especially point out:
 - One-inch margins
 - Don't justify right margin
 - Header
 - Hanging indent
 - Double-spacing (with no extra spacing)
 - Alphabetical order (don't "a/an/the")
 - No underlining/coloring of addresses
 - Filling a line with an address and then dividing it before a punctuation mark.
11. Teach students how to make a reference list by using the guide (follow directions on p. 31). Go through a few examples with the students.
 1. First decide what type of source you have.
 2. Go to the form for your source. Follow the directions, form, and example in the box to create your reference entry. Find the information about your source and write, punctuate, italicize, and capitalize it exactly as shown.
 3. Look at the examples under each form for more help. The examples show what to do in different situations that don't follow the simple form.
 4. If you need more help, turn to the "Frequently Asked Questions" on pp. 54-56.
 5. Put your reference entries in the correct order. See p. 57.
 6. Check the format.
12. Give students sources to practice with (**RP_ReferenceList_Workshop**), or let them start making a reference list using the sources they have found for their papers.
13. Assign **RPA7_ReferenceList** as homework for the weekend.
14. Give students feedback on their first essay, going over in class anything that a majority of students had trouble with.
15. Then assign a third essay (**Essay_?**). This is a good time for **Essay_Source Analysis**.
16. If there's any time, you could also do an editing or proofreading exercise from the Student Guide or handouts, or create your own, which focuses on a common problem.
17. Collect Essay #2 on the last day of Week 2 (it could be done in class, or you could ask students to email or upload the essay by Friday evening).

18. Homework for Week 3:

- RPA: Finding Good Sources on the Internet and RPA: Using Academic Search Engines and Databases if not already completed.
- Keep finding and reading sources for the research paper.
- RPA: Reference List – due at beginning of Week 3.
- Essay #3 – due on last day of Week 3.
- Read SG Thesis Statement pp. 10-11, Planning-Basic Outline pp. 11-13, and Planning-Taking Notes p. 15.

Week 3

Students start planning their research papers and begin learning how to use and cite source material in their writing. Give feedback on Essay #2 and assign a fourth essay.

Readings (homework from Week 2)

SG: Thesis Statement, pp. 10-11
SG: Planning-Basic Outline, pp. 11-13
SG: Planning-Taking Notes, p. 15

Week 3 Handouts

RPA8_BasicOutline
Essay_GradeSheet (if necessary)
Essay_PeerReview (if necessary)
Essay_OnlinePeerReview (if necessary)

Week 3 Readings

SG: Planning-Detailed Outline, pp. 16-17
SG: Using Source Material, p. 21
RASG: Using Research Effectively, pp. 13-22 (do not read "How to summarize an article")
RASG: In-text Citation Guide, pp. 58-60

Readings to assign for Week 4

RASG: Sandwiching Source Material, pp. 23-25
RASG: Avoiding Plagiarism, p. 26

Handouts as homework for Week 4

RPA9_DetailedOutline
Essay_? (instructor choice)

1. Thesis Statement. Students have good topics and a lot of sources, which they should be reading and thinking about. The next step is to plan, starting with a thesis statement, an answer to your research question.
 - Ask students what their thesis statement is at the moment. Other students could check whether the thesis meets the criteria from p. 11.
 - Remind students that there are no absolutes. As critical thinkers, they have to recognize that there are many sides and complexities to their topics. So the thesis may not end up being a simple yes or no statement. It may be more complex than that.
2. Planning-Basic Outline.
 - Review the homework reading about how to make a basic outline (ask questions).
 - Especially go over the idea of sections (How many paragraphs in each section? Depends on how much information there is).
 - Different ways to organize the outline:
 1. Thesis. Opposition. Main arguments.
 2. Thesis. Main arguments. Opposition.
 3. Thesis. Oppositions and refutations.
 4. Some topics may require a lot of background information. That could come in a longer introduction, or in a paragraph after the thesis.
 - Do Exercise 1 on pp. 13-14.

- Do Exercise 2 on p. 14.
 - Assign **RPA 8 Basic Outline**. It should be due in the next class session this week. Obviously, the paper can change after doing more research, but for now students should write down what they think their main arguments are. Then they should consider how much they have to say about each argument and think about whether it should be divided into shorter paragraphs. Because it's a argumentative paper, they should also discuss the opposing view and refute it.
3. Planning-Taking notes. When they have a basic outline, it is much easier to read sources and take notes because they will know what they need to support their ideas. Go over the homework reading (ask questions). They should have already started reading their sources and noting important information/ideas for their paper.
 4. Assign reading – Planning-Detailed Outline.
 5. Assign reading – RASG: Using Research Effectively (pp. 13-22). This covers citing, introducing the source, quoting, paraphrasing, and summarizing.
 6. Collect Basic Outlines and give a lot of feedback on the same day. Ask students to re-do them as necessary until they are ready to move on to the next step.
 7. Discuss how to make a detailed outline.
 - Look at the example on p. 17. Point out how the writer put the author of the source and the year in the outline.
 - Do Exercise 3 on p. 18.
 - Assign **RPA 9 Detailed Outline**. Students will probably have to do this several times, so it's good to set an early due date so they can get some feedback and then re-do it.
 8. Using source material – why and how. How you cover this will depend on how many of your students were in Level 5. If the majority passed Level 5, then don't spend much time on quoting, paraphrasing, and summarizing. Just review quickly and go straight to in-text citations and then sandwiching next week (you can review quoting, paraphrasing, and summarizing then). If most of your students are new, then you may want to use some of the readings and exercises in RASG to go over quoting, paraphrasing, and summarizing.
 - Why do you use source material in your paper?
 - Where should you use it and not use?
 - Quoting – when and how to do it. Mechanics. Brief review.
 - Paraphrasing – what it is and how to do it. Brief review.
 - Summarizing – what it is and how to do it. Brief review.
 9. Citing source material. This will be new to all students.
 - Go over RASG Citing the Source (pp. 15-16), especially when and why to cite.
 - Show students RASG In-Text Citation Guide (pp. 58-60) and show them how to use it to cite sources in a paper.
 - Do SG Exercise 4, p. 22.
 - Do SG Exercise 5, p. 23.
 - Do SG Exercise 9, p. 28. (the only thing students may not be able to do yet is "find and label the parts of the sandwich). It really helps students to see citations in action in a real paper.
 - Students can also look at their own reference lists and try to write the in-text citations.

- Remind students to put in-text citations in their detailed outlines.
10. Give students feedback on their second essay, going over in class anything that a majority of students had trouble with. If are grading each essay individually as a separate assignment, then use **Essay_GradeSheet**.
 11. If you feel that students are really struggling with essay writing, you could do some essay writing review and also do some peer feedback sessions with students' essays (making sure that struggling students read good papers, and good writers give feedback to struggling students). You can use **Essay_Peer Review** or **Essay_Online Peer Review** for these. It will help reinforce what they are learning about planning and outlining their research papers.
 12. Then assign a fourth and final essay (**Essay_?**).
 13. If there's any time (this week there actually could be), you could also do an editing or proofreading exercise from the Student Guide or handouts, or create your own, which focuses on a common problem.
 14. Collect Essay #3 on the last day of Week 3 (it could be done in class, or you could ask students to email or upload the essay by Friday evening).
 15. Homework for Week 4:
 - RPA: Basic Outline for students who need to re-write it should be due again as soon as possible so that they can then move on to the detailed outline.
 - RPA: Detailed Outline – due at the beginning of Week 4. Keep researching, reading, and taking notes as necessary to make a good detailed outline.
 - Essay #4 – due on last day of Week 4.
 - Read *RASG Sandwiching Source Material* pp. 23-25 and *Avoiding Plagiarism* p. 26.

Week 4

Students learn about integrating source material into their writing (sandwiching) and writing body paragraphs. Give feedback about the third essay.

Readings (homework from Week 3)

RASG: Sandwiching Source Material, pp. 23-25

RASG: Avoiding Plagiarism, p. 26

Week 4 Handouts

Essay_GradeSheet (if necessary)

Essay_PeerReview (if necessary)

Essay_OnlinePeerReview (if necessary)

Week 4 Readings

SG: Writing the First Draft, pp. 18-19

SG: Body Paragraphs, pp. 20-21

Readings to assign for Week 5

SG: The Introduction, pp. 19-20

SG: The Conclusion, p. 29

Handouts as homework for Week 5

RPA10_BodyParagraphs

1. Collect Basic and/or Detailed Outlines and give immediate feedback, particularly to Basic Outlines. Try to look at the detailed outlines and talk to each student individually (you can do this as students do Exercise 6 below). By the end of the week, they should all have a good detailed outline and be ready to write their paper.
2. Go over Sandwiching Source Material. This metaphor arose to stop students from throwing source material into their writing, especially quotations, without connecting it or explaining it.
 - Talk about what a sandwich is, from top to bottom, stressing what happens if the bottom bread is missing.
 - Bread – your point that needs support

- Sauce (mayo, mustard, ketchup) – connection
 - Vegetable – introduction to source information
 - Meat – source information
 - Cheese – in-text citation (could be on top of meat...)
 - Bread – explanation of the source information. How does it prove your point? What does it mean? Don't make the reader think, "and so what?"
 - Obviously, it's not always as simple as this. You can't sandwich every source like this or paragraphs will be too long and repetitive. And some ideas are so clear that they don't require more explanation. But in general, this approach has worked to get students to explain the source material. Just point out that there are exceptions, that each part of the sandwich is not a certain length. Sometimes it all could be one sentence; other times, each part could be a sentence. Sometimes need a lot of explanation, sometimes very little. Depends on your point and the information.
 - Look at the example sandwiches in *RASG* or in BP #3 and BP #4 of SG Example Research Paper.
 - How to write a sandwich.
 - Know what your point is.
 - Understand the source! Use a dictionary if necessary.
 - Decide whether to quote, paraphrase, or summarize.
 - Choose only necessary things. Stay focused, not too much irrelevant source info, not a really long quote.
 - Make the sandwich
 - Do SG: Exercise 7, pp. 26-27.
 - Do SG: Exercise 6 pp. 24-26. Do the first one together.
 - Read the first sentence of the passage so we understand what we're trying to prove.
 - Read the source.
 - Look up any words in a dictionary
 - Choose the most important info from the source to support the point.
 - Decide whether to quote, paraphrase, or summarize, or perhaps a combination.
 - Write the info as q/p/s, making sure to connect it and introduce it. When paraphrasing or summarizing, DO NOT LOOK AT ORIGINAL.
 - Cite the source
 - Explain specifically how the source information supports/proves the original point, making sure the sentences all connect.
 - Assign some of Exercise 6 as homework as well.
3. Assign readings from the SG: Writing the First Draft and Body Paragraphs.
 4. Collect and check students' sandwiches.
 5. Collect and check outlines again at next class session.
 6. Go over Body Paragraphs, pointing out that body paragraphs in a research paper are just like body paragraphs they write in their essays except that the support comes from sources (so they have to be aware of plagiarism).

- If you haven't done SG: [Exercise 7](#) or [Exercise 9](#), do them now.
 - You can also do SG: [Exercise 8](#) if there's time and students really need it. I prefer just to get them started on their own body paragraphs though. You can also analyze other body paragraphs in the example research papers from either the SG or RASG.
 - Assign **RPA 10 Body Paragraph**. Actually, make it several homework assignments (one assignment for each paragraph so they get a lot of credit for it). Don't make all paragraphs due on the same day; spread them out over the next week. Remind students that this is the first draft, so they should not be overly concerned about grammar, but more concerned about getting their ideas in writing. If a student still hasn't finished the detailed outline, she/he can still do the body paragraph assignment. Help her/him pick out the best developed paragraph from the outline which can be written.
7. Give students feedback on their third essay, going over in class anything that a majority of students had trouble with. If are grading each essay individually as a separate assignment, then use **Essay_GradeSheet**. Now that students are actually writing their research papers, you probably should not assign any more essay writing.
 8. If you feel that students are really struggling with essay writing, you could do some essay writing review and also do some peer feedback sessions with students' essays (making sure that struggling students read good papers, and good writers give feedback to struggling students). You can use **Essay_Peer Review** or **Essay_Online Peer Review** for these. It will help reinforce what they are learning about planning and outlining their research papers.
 9. If there's any time (this week there actually could be), you could also do an editing or proofreading exercise from the Student Guide or handouts, or create your own, which focuses on a common problem.
 10. Collect Essay #4 on the last day of Week 4 (it could be done in class, or you could ask students to email or upload the essay by Friday evening).
 11. Homework for Week 5:
 - RPA Detailed Outline for students who need to re-write it should be due again as soon as possible so that they can start writing body paragraphs.
 - RPA: Body Paragraphs– due throughout Week 5.
 - Read SG: [The Introduction](#) pp. 18-19 and [The Conclusion](#) p. 29.

Week 5

Students write their papers and give feedback on their classmates' paragraphs.

Readings (homework from Week 4)

SG: The Introduction, pp. 19-20

SG: The Conclusion, p. 29

Week 5 Readings

SG: Connection between Ideas, pp. 29-30

SG: Revising, pp. 30-31

Readings to assign for Week 6

SG: Research Paper Checklist, pp. 33-34

Week 5 Handouts

RP_BodyParagraphPeerReview1

RP_BodyParagraphPeerReview2

RP_BodyParagraphPeerReview3

RP_BodyParagraphPeerReview4

RP_BodyParagraphPeerReview5

RP_BodyParagraphPeerReview6_Online
Essay_GradeSheet (if necessary)

Handouts as homework for Week 6

RPA11_IntroductionandConclusion

RPA12_RevisedBodyParagraphs

RPA13_WholeRevisedDraft

1. Collect and check any detailed outlines that still haven't been approved.
2. Twice this week: Collect 2 body paragraphs from each student. Keep one paragraph to grade with the grade sheet (see **RPA10_BodyParagraphs** handout). Give the second paragraph 100% for completion and use it in the peer review. Try to grade all the body paragraphs as the students are doing a peer review.
3. Twice this week: Peer Review. Pass out the second paragraphs around the class and use 1-3 of the body paragraph peer review handouts for the peer review. More information about peer reviews is in the Research Paper section of this guide. The handouts are
 - **RP_Body Paragraph PeerReview 1** is a comprehensive peer review that is good if there is only time for one reviewer.
 - **RP_BodyParagraph Peer Review 2** is good for a first review.
 - **RP_BodyParagraph Peer Review 3** is good for a second review.
 - **RP_BodyParagraph Peer Review 4** is good for a first review.
 - **RP_BodyParagraph Peer Review 5** is good for a second review.
4. Assign readings SG: Connection between Ideas and Revising.
5. If there's time, collect more body paragraphs and do more peer review. Or you could have students turn in a body paragraph online on the Bulletin Board and assign them an online peer review, with **RP_Body Paragraph Peer Review 6_Online**.
6. The Introduction. Briefly review how to write an introduction – be interesting, enough background information, section ideas, thesis...it should be familiar to them. Talk about whether and when to use sources and whether to have a two-paragraph introduction. Look at the introduction in Example Research Paper.
7. The Conclusion. Briefly discuss how to write a conclusion... summarize, show why the topic is important, connect to the introduction (maybe), leave the reader saying "wow!" Look at the conclusion in Example Research Paper.
8. Assign **RPA 11_Introduction and Conclusion**. Make it two assignments – one for the introduction and one for the conclusion, but due on the same day, at the beginning of next week.
9. Go over Connection between Ideas and Revising.
 - Really stress that big changes can and should occur when revising. Students shouldn't become too attached to what they've written so far.
 - By the end of this week, they should have feedback on at least 5 body paragraphs. Assign **RPA12_Revised Body Paragraphs**, as one assignment (one paragraph) or more. They should revise the paragraph(s) and bring them to class next week.
 - Also assign **RPA13_Whole Revised Draft** this week. It should be due at the end of Week 6. Some students, however, may choose to do all the revising over the weekend rather than wait until the middle of the week.
10. This is also a good time to set up mandatory office hours if you feel like you haven't had enough of a chance to talk to each student individually about his/her paper.
11. Give students feedback on their fourth essay, going over in class anything that a majority of students had trouble with. If are grading each essay individually as a separate assignment, then use **Essay_GradeSheet**.
12. If there's any time, you could also do an editing or proofreading exercise from the Student Guide or handouts, or create your own, which focuses on a common problem.

13. Homework for Week 6:

- RPA: Introduction – due at beginning of Week 6.
- RPA: Conclusion – due at beginning of Week 6.
- RPA: Revised Body Paragraph(s) – due at beginning of Week 6.
- RPA: Whole Revised Draft – due at end of Week 6.
- Read SG: Research Paper Checklist, pp. 33-34. Students should use this when they are preparing their drafts.

Week 6

Students revise their papers and give feedback on their classmates' papers.

Readings (homework from Week 5)

SG: Research Paper Checklist, pp. 33-34

Week 6 Readings

SG: Editing, pp. 31-32

SG: Proofreading, p. 33

Week 6 Handouts

RP_ConclusionPeerReview

RP_BodyParagraphPeerReview_Worst

RP_PaperFeedback1_AudienceResponse

RP_PaperFeedback2_FocOrgCoh

RP_PaperFeedback3_UseofSources

RP_PaperFeedback4_Clarify

Handouts as homework for Week 7

Essay_PortfolioFinalEssay (if necessary)

1. Collect introductions and conclusions. Grade the introductions with the grade sheet from **RPA11** while students do a peer review of the conclusions using **RP_Conclusion Peer Review**.
2. Collect the revised body paragraphs. You could grade them using the grade sheet from **RPA 12**, or have students grade them using the gradesheet, or do more peer review (**RP_Body Paragraph Peer Review_Worst** is an option), or just give students feedback.
3. Go over with students how to put their whole paper together, reminding them of APA format and connections between paragraphs.
4. Assign readings from the SG: Editing and Proofreading. If there's any time, you could also do an editing or proofreading exercise from the Student Guide or handouts, or create your own, which focuses on a common problem.
5. When students bring in their whole drafts, there are several peer review forms to use. You could have at least 4 readers for each paragraph, following this order of the handouts:

- **RP_PaperFeedback1_AudienceResponse**
- **RP_PaperFeedback2_FocOrgCoh**
- **RP_PaperFeedback3_UseofSources**
- **RP_PaperFeedback4_Clarify**

You could do other types of peer review where students talk to each other about their papers in groups, following a list of questions or tasks. Or students could review each other's papers by using the Research Paper Checklist in the Student Guide.

6. Students now have one week in which to fix their papers. They will need to revise based on their reviewers' comments, edit, and then proofread. Discuss editing and proofreading with them.
7. You could ask students to bring in a second draft of their paper at the beginning of

Week 7 for an in-class editing/proofreading session, or you could let them do all the editing and proofreading on their own.

8. Since you are discussing Revising/Editing/Proofreading, this is also a good time to assign the **Essay_Portfolio Final Essay** if you are doing the Portfolio assignment with a final essay. Of course, students won't start working on this until after their research papers are done, but it goes with the re-writing theme of this week. Students wrote 4 essays during the course, and now they need to choose one to rewrite (revise, edit, and proofread) for a larger grade. They should read the original assignment again and make sure that their essay meets the assignment requirements. Then they should follow all they have learned about revising, editing, and proofreading to fix their essay. They must work on it individually; they won't be guided through it like with the research paper. When they turn in their final essay, they should also turn in the original essay so you can see what changes they made.
9. At this point, you need to give them your rules about getting help – is it OK for them to get a native speaker to check their grammar? Is it OK for someone else to proofread their papers or should it all be their own work? Make it clear to students what they are and are not allowed to do. Some instructors encourage their students to get help – but ask that the proofreader only mark mistakes, not correct them; others want students to do the proofreading themselves. If you allow them to get help, the paper still needs to be their own work and their proofreader should not fix it for them (some instructors require the students to name those who gave them help).
10. Homework for Week 7:
 - Second draft of paper – due at beginning of week (if you wish).
 - Final research paper – due at the end of the week.

Week 7

Students finish their research papers and start the case study.

Week 7 Readings

The Jump Cola Case, p. 51

Week 7 Handouts

RP_PaperEditing

RP_PaperProofreading_FormatRefs

RP_GradeSheet

Case_ (choose one for each group)

Readings to assign for Week 8

Chapter 3: Case Studies, pp. 42-45

Example Case Study, pp. 52-57

1. If you choose to do an in-class editing and/or proofreading session (recommended), there are two handouts that could be used – **RP_Paper Editing** and **RP_Paper Proofreading_ Format Refs**. You could also just pass around the papers and write tasks on the board for each reader. Good things to focus on are Slovak-English writing, word order, fragments, run-ons, confusing sentences, and long sentences.
2. If you don't choose to do an in-class editing/proofreading session, then you can start the case study at the beginning of Week 7. Otherwise, the case study begins at the end of Week 7.
3. Read SG: The Jump Cola Case, p. 51.
4. What is a case study/case analysis? A company or manager has a problem or problems. Your job is to define the problem, find and evaluate many solutions to the problem, and recommend action. You are like an outside consultant hired to help. As an outsider, you can more objectively view the problem. You also have to present several solutions to show that you've really thought about the problem and its solution. And then you have to make specific recommendations about what to do, so

the company can easily follow your advice. In the BSBA program, you will use logic, your own experience, and research to do all this. In Level 6, no research.

5. Discuss the Jump Cola Case.

- Check students' understanding. Get them to use their dictionaries to look up words they are unsure of. Everything must be understood or they may make big mistake in their case study. Ask about "market share," "stipulates," Jump Cola's common philosophy, "stance," "prosper," "accomplish"
- Identify the name of company, its product, where it is located, how it acts in local markets, its common business philosophy.
- Name the key people and their jobs.
- Ask students: The company has asked you to solve a specific problem (the immediate problem). What has Jump Cola asked you to solve? This is the immediate problem [Peter took a bribe]
- Why is this a problem that must be dealt with? Let them answer, but make sure get all reasons. Why is Peter's bribery so wrong? (Is it?) What could happen to ... other employees, the firm's reputation, the products' quality...?
- But usually as you analyze the problem, you will find more problems – deeper root causes of the immediate problem. What is the cause of the immediate problem at Jump Cola? Why did Peter take a bribe? Question everything students say; push them to go deeper. Get them to question each other. Why is there bribery at JC? Is it acceptable? Whose fault is it? To stop bribery, will the company have to change "Slovak culture"? Is it possible for a company to do business in Slovakia without corruption?
- Write all their possible answers on the board. When all ideas are exhausted, discuss as a class or in groups to come up with what Jump Cola-Slovakia needs to change. Make sure they explain why they believe that is the root problem – use evidence from the case.
- If the company only deals with Peter, will it solve Jump Cola's problems? Why not? You take care of the symptom, but not the disease. You stop the pain with a drug, but not the cancer. So, you have to find the most important, urgent issue that must be fixed to make Jump Cola's business work well. And that is...? Yes, the root problem. (But as you solve the root cause, you will probably fix the immediate problem as well).
- Sometimes a case doesn't give a lot of information and you have to make assumptions. That reflects real life. You have to act on what you know and make assumptions about what you don't.
- After identifying the root problem, ask students to come up with a list of all the possible solutions they can think of. Encourage them to be creative and wild and write down everything they think of. Some possibilities:
 - Do nothing.
 - Hire 3 investigators to find the guilty ones and fire them.
 - Fire Peter.
 - Jump Cola leaves Slovakia and runs its Slovak operations from Austria.
 - Call the police.
 - Start an anti-corruption campaign in the company.
 - Transfer Peter to the U.S. for re-training.
 - Fire the top management and bring in American top managers.

- Change company policy to allow “transparent gift giving.”
 - Give Peter’s department more money and make him sign a “no bribery” contract.
- Can’t write about all solutions in case study (too long), so choose most reasonable ones. Which 3 would they choose?
 - Do a SWOT analysis of the 3 solutions so students can see how it’s done.
 - Which solution do they recommend? Why? What should the company do to implement the solution?
6. Put students in case study groups (groups of 3 are best) and give each group a case. (See the 10 handouts starting with **Case_**). If there’s time, they can get started on Step 1: Defining and Justifying the Problem this week.
 7. Collect the final research papers and use **RP_GradeSheet** to grade.
 8. Homework:
 - Final Portfolio Essay (if assigned) – keep revising
 - Read Chapter 3: Case Studies, pp. 42-45 and Example Case Study, pp. 52-57.
 - Read and think about your group’s case. Be prepared to discuss it.

Week 8

Students plan their case studies and start writing.

Readings (homework from Week 7)
 Chapter 3: Case Studies, pp. 42-45
 Example Case Study, pp. 52-57

Readings to assign for Week 9
 Case Study Checklist, p. 58

1. Students should follow Step 1, Step 2, Step 3, and Step 4 in their Student Guide to plan their case studies. Have them check with you after each step.
 - Step 1: Push them in the right direction about the root problem but don’t give them the right answer (there may not even be a right answer). Don’t let them continue to the next step until they have a logical problem definition.
 - Step 2: Push them to come up with a variety of creative solutions. Make sure each is clear and specific, and separate from the others.
 - Step 3: Check that they have chosen three reasonable, possible solutions to evaluate. Push them to be thorough with the SWOT analyses.
 - Step 4: Challenge their choice of solution so they can really defend it. Make sure the root problem is solved and it leads to the best outcome for the company. Push students to provide a lot of specifics about how the solution will work and be implemented. Remind them that there is no right answer. They have to convince the readers that their solution is appropriate.
2. Now the whole case study has been planned and all that's left is to write it. Review How to Write a Case Study pp. 42-44 and use the Example Case Study to discuss each section.
3. Give the students time in their groups to figure out how they are going to write the case study. All together? Divide it into sections? It's up to the group to decide how to do it. They will all get the same grade.
4. Any free class time this week can be used to write the case study, work on the Portfolio essay (if assigned), or do editing/proofreading exercises from the Student Guide.

5. If students will be doing the Portfolio Essay Final Exam, this may be a good time to assign it. Use **Final_DirectionsPortfolioEssay**.
6. Homework for Week 9:
 - Case Study draft – due beginning of Week 9
 - Read Case Study Checklist, p. 58
 - Final Portfolio Essay (if assigned) – due end of Week 9

Week 9

Students revise their case studies and prepare for the final exam.

Readings (homework from Week 8)
Case Study Checklist, p. 58

Week 9 handouts

CaseStudy_Revising
CaseStudy_ProbDefJustPeerReview (if wanted)
CaseStudy_Editing
CaseStudy_Proofreading
Final_DirectionsLSDebate *or*
Final_DirectionsPortfolioEssay *or*
Final_DirectionsInstructorTopic
Final_HonorCode
Essay_GradeSheet (if necessary)

1. Check that each group has a complete case study draft. Then keep them in their groups and hand out **Case Study_Revising**, which asks them to review their own work. There is an instructor review form for the first section – Problem Definition and Justification, but the rest of the handout asks students to review their own work.
 - Or you could do some peer review – there’s a handout for peer review of the first section **Case Study_ProbDefJust Peer Review**, and the **Case Study_Revising** handout could be re-written as a peer review.
2. If there’s time to bring a second draft to class and edit, then there’s the **Case Study_Editing** handout. There’s also a **Case Study_Proofreading** handout which reminds them how to check for errors. Editing and proofreading can be done in class, or the handouts can just be given to students to remind them of what they should be doing outside of class.
3. Students should also look at the Case Study Checklist to see what their case study does and doesn't do.
4. Final Exam. There are three different handouts for the final exam, depending on how you decide to do it. If you want to use the topics from the students’ Listening and Speaking debates, use **Final_Directions LS Debate**. If you want students to re-write a Portfolio essay for the final exam, including research, use **Final_Directions Portfolio Essay** (if not already assigned last week). If you have chosen your own topic and sources for students, use **Final_Directions Instructor Topic**.
 - Spend time in class going through the directions with students.
 - Let them discuss the essay questions and figure out the purpose of each question.
 - Put them in groups to discuss various answers to the essay questions.
 - Then you could have students sign the **Final_Honor Code** and promise to no longer speak to each other about the exam.
 - Remind students of your office hours. If they want any help with the final exam, they should talk to you and only you.

5. Collect the final portfolio essays, if you chose to do the Portfolio with a final essay at the end. Use **Essay_GradeSheet** to grade the essays.
6. Homework for Week 10:
 - Final case study is due.
 - Prepare for final exam.

Week 10

Students submit the case study and write the final exam.

Week 10 handouts

CaseStudy_GradeSheet

Final_GradeSheet

1. Collect the case study. It could be due before, after, or at the final exam. Use **Case Study_Grade Sheet** to grade.
2. At the final exam, collect students' outlines, sources, and reference lists, in addition to the essay which they write at the exam. Then grade the exam using **Final_Grade Sheet**.

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