

Writing Strategies

A STUDENT-CENTERED APPROACH

BOOK TWO: ADVANCED

TEACHER'S GUIDE



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About the Book and Course

Writing Strategies – Book Two: Advanced is your tool for carrying out a student-centered writing course. There are three sections in the text, described below:

Essays

This section provides the foundation for students' writing. Each of the first four units feature a **rhetorical mode**. Why focus on rhetorical modes? A substantial amount of research has shown that ESL students organize and connect ideas differently from the way native English speakers do. The modes (not only the organizational varieties that they represent but also the expressions that are particularly suited to each mode) provide tools that students can draw from in the future.

In addition, research has shown that what arouses a greater negative reaction among English speakers toward writing done by ESL students is not a student's level of fluency but rather inappropriate patterns of organization. Students who are unfamiliar with the culturally accepted conventions of academic prose could be at a disadvantage when enrolled in regular college courses—not only in English Composition but in other academic courses as well.

The focus of the final unit is on using a **source in an essay** and on using **multi-modes in an essay**. In many academic writing assignments, students are required to refer to source information. In the final unit, students are introduced to a common organizational format for doing this called “the sandwich technique”. For the “multi-mode essay,” the focus is on applying all the techniques that they have practiced with the various modes into one essay. Each paragraph of an essay is developed around one of the modes.

The careful sequences of activities leads the students from the initial step of focusing on the nature of the mode or type of essay, to choosing a topic and writing a first draft, to practicing specific strategies for improving a second draft, to writing a final draft.

The five units covered in this book are:

- Process
- Cause and Effect
- Extended Definition
- Argumentation
- Essay with a Source and Mix-Mode Essay

In *Writing Strategies—Book One: Intermediate*, the units are

- Description
- Narration
- Exposition
- Comparison and Contrast
- Expository Essay with a Source

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Writing Workshop Format

Many writing instructors would like to have more time to conference individually with students about their writing. Because of the inductive nature of the exercises, *Writing Strategies* makes this possible during class time through a “writing workshop” format. In brief, this format allows for a balance of small group/pair activities, individual work and teacher-student conferences. A typical class might include this sequence:

- Step 1:** The students, in groups of two, three or four, begin the class by checking their answers to previous assignments that clearly have right or wrong answers. Examples of this type of assignment would be in Unit 1, Exercises 1 and 2.
- Step 2:** The students hand in to you the exercises that do not have obvious right or wrong answers. In other words, each student’s answers might be different from the others’. Examples of this type of assignment would be in Unit 1, Exercise 6 and 10.
- Step 3:** You introduce the assignment that the student will work on during the class. Because of the inductive nature of the exercise in the book, you won’t need to give long lectures. For example, to introduce Unit 1, Exercise 5, you could briefly explain what chronological order is and perhaps give an example on a PowerPoint. Then you could assign Exercise 5, do one item with the whole class, and assign Exercise 6 to be written on a different piece of paper. However, students do not start doing these assignments until you have explained all the exercises for that day and completed Step 4.
- Step 4:** On some days, your students are likely to be doing a pair/group activity, for example, peer-editing, a Fluency Writing exercise (as in Section 2 of the book), or a grammar group-work exercise (as can be found in Section 3 of the book). If so, they would do those types of interactive activities in this step and then, as each pair/group finishes, students would transition into the individual work assigned in Step 3 above.
- Step 5:** While students are working on the individualized assignments from Step 3, you can use this time to conference with individual students about corrections/revisions that they have on previous assignments/essays that you have marked or on any other aspect of their writing that needs more attention.
- Step 6:** Those students who have not finished the assignments from Step 3 would finish them as homework.

In the back of this guide is a **sample five-day lesson plan**, starting with the first day of class.

Special Note

For the very first class on opening day, many teachers have found it useful to begin with *Fluency Writing, Assignment 1* for these reasons:

1. Because the students are not producing original or free writing, the first writing assignment is less threatening. They don't have to think up a topic, and they work with others to understand the topic. Therefore, they have a head start toward producing a piece of writing.
2. Because the students will work in small groups in a structured format, through this collaborative effort they will also become familiar and more comfortable with some of their classmates.
3. At the end of the first day of class you will have a sample of each student's writing. Because the students are all writing about the same topic, it is easier to compare and evaluate their work.

Suggestions, Check-Lists, and Evaluation Forms

On the following pages are some detailed suggestions that may be helpful to you as you implement the workshop. Additionally, there are check-lists and evaluation forms that you may photocopy and use. The check-lists are to be used when the students are ready to write their final essay. The evaluation form can be used to give the students feedback on their performance.

About the strategies: Some teachers may decide not to assign all the units in the book. If a teacher does skip a unit, they may want to be aware that many of the strategies are not mode-specific. In other words, they can be used with other modes.

Generic strategies from Essay Unit 1, Process, that could be used with other essays:

- p. 13, Make your thesis statement sound more advanced.
- p. 16, Write a dramatic introduction.
- p. 20, Make your ideas clearer by giving examples.
- p. 22, Write a clear introduction to your paragraph with a topic sentence.
- p. 26, Get a reaction from a classmate (peer editing).
- p. 29, Improve your sentence style using more advanced vocabulary, combining sentences and changing the beginnings of sentences.

Generic strategies from Essay Unit 2, Cause and Effect, that could be used with other essays:

- p. 39, Add details to make your ideas clearer and more interesting.
- p. 43, Write an advanced-style thesis statement.
- p. 46, Make your ideas clearer with summary statements.
- p. 48, Make your style more advanced by avoiding overgeneralizations.
- p. 50, Write an interesting introduction (seven techniques).
- p. 53, Write an interesting conclusion (five techniques).
- p. 57, Make your ideas clearer with hypothetical situations.
- p. 61, Listen to your partner read your essay to you (peer editing).

Generic strategies from Essay Unit 3, Extended Definition, that could be used with other essays:

- p. 80, Use a variety of sentence styles.

Generic strategies from Essay Unit 4: Argumentation, that could be used with other essays:

- p. 106, Use an academic style.

Essay One: Process

Part 1: Focusing on the unique features.

As an introduction to the Process mode, it can be helpful to juxtapose the sequential/chronological nature of a process essay with the structure of a basic expository essay, which is not ordered chronologically. For example:

Topic: How to make a new friend

Process: (chronological)

- 1st:** We should go to a party where we can meet new people.
- 2nd:** We should look at someone and smile.
- 3rd:** We should ask them a question.
- 4th:** We should ask follow-up questions about their answer.

Expository: (not chronological)

- We should try to have a positive attitude around other people.
- When we are with people, we should be good listeners.
- We should not immediately start talking about sensitive subjects, such as politics.
- We should always look clean and neat.

Avoid “you” and imperatives to improve academic style (p. 4):

The purpose of exercises like this one is to show students how to sound more sophisticated. In process essays, for example, students in general are tempted to structure their sentences either in the imperative (with no subject) or with “you” as the subject. As a result, they produce essays with informal sentences such as this one explaining how to escape from prison, “Next, you need to ask your friend to bring you a cake with a saw in it.” This exercise introduces alternative ways to structure sentences so that “you” and the imperative form can be avoided.

After working with these techniques (i.e. avoiding “you” and the imperative form), students have at their command ways of making future essays (and not only those in the process mode) sound less informal.

Chronological order (p. 7):

The purpose of this exercise is to juxtapose the chronological-order structure of a process essay with other modes that may not need that type of organization. A problem some students have with the process mode arises when they choose a topic which does not logically lend itself to chronological order. Their essays then become a basic expository essay. For example, a student once chose “*How to be happy*” as the topic of his “process” essay. He then listed his main points as “*First, we need a good attitude. Also, we need to have good health. Third, we need friends.*” However, these factors don’t lend themselves to

any sensible chronological order. This exercise helps students avoid choosing topics that are not suitable to the process mode.

Part 2: Preparing the first draft

List of main ideas (p. 9):

As an initial step toward beginning to write an essay, a mere listing of main ideas can be more user-friendly for students than a formal outline. Furthermore, by having students write a general list before beginning work on a first draft, potential problems can be circumvented (e.g. awkward organization, a deviation from the intentions laid out in their thesis statement, etc.).

However, some students prefer to discover their ideas as they write, rather than list them in advance. For those students, drawing up a list *after* writing their first draft may make more sense; this can be especially useful for those having problems with organization. On the other hand, instructors may occasionally find a student for whom a list is not necessary at all.

First draft (p. 9):

In the first draft of their process essays, students need not feel pressure to write more than just a few details in support of their main points—as is shown in this sample first draft (p. 8). This is because, after writing the first draft, subsequent strategies show them how to expand and improve on the second draft. (See the next section below, “Part 3: Writing the second draft.”) One way in which instructors might approach students’ first drafts is to read them over briefly to make sure that the students are using an academic style (e.g. avoiding “you”) and that they are following chronological order. It can also be useful to point out to individuals places in their essays where they could explain in more detail how to do some part of the process. For example, a student who was writing about “How to plan a trip,” wrote, “*First, choose someone to travel with. After that, together decide where to go.*” The instructor suggested that he explain what factors should be considered in choosing a traveling companion.

Part 3: Writing the second draft

All instructors hope that their students will write interesting essays that incorporate a variety of sentence styles. In this section, students are introduced to specific strategies that can be used to improve a second and subsequent drafts.

Strategy 2: Explain why your ideas are important. (p.11)

The format for Exercise 1 is a common one for this book. The teacher may wish to make sure students understand that the words for the blanks are provided in the box at the top; students don’t have to generate their own words for this fill-in-the-blank exercise.

Strategy 3: Make your thesis statement sound more advanced (p. 13)

Among ESL and other college instructors, opinions differ over whether, in the final draft of an essay, it is acceptable to use explicit thesis statements such as “*In this essay, I will describe...*” or “*the purpose of this paper is to....*”

Please note:

In this book, an explicit thesis statement is referred to as a “working thesis statement.” In interviews that the authors conducted with 35 college instructors (including ten English 101 Composition instructors) at three different colleges and universities, only one English composition instructor said explicit thesis statements would *not* be acceptable—even for students entering her course. Other composition instructors indicated that, as part of their courses, they teach students other styles of statements. In other courses, e.g. history or sociology, where straight-forward clarity appears to have a higher priority than elegance, the above-mentioned interviews revealed that the students are often *encouraged* to use explicit thesis statements.

Interestingly, Robin Scarcella, in her research on thesis statements, found that, among 30 native and 80 non-native English speakers at U.C. Santa Barbara, 83% of the native speakers used explicit statements in their essays while only 26% of the non-native speakers did. (*TESOL Quarterly*, Dec. 1984, p. 679).

At any rate, for instructors who prefer the more implicit-style thesis statements, the strategy “Advanced-style thesis statements” has been included. Needless to say, instructors and/or programs will make their own decisions on whether explicit or implicit thesis statements are more suitable for the students.

Strategy 4: Write an interesting (dramatic) introduction (p.16)

This type of narrative-hook can be applied to all the other types of essay in the book. The concept of a two-paragraph introduction may be new for some students. However, once they have completed the critical thinking exercises on p. 16-19, most students are able to meet the challenge of writing these in very creative ways.

Part 3: Writing the second draft

Strategy 8: Get a reaction from a peer (in which the writer asks questions)

Part I (sample exercise) p.26; Part II (preparing to write the final draft) p. 28. .

The type of peer-editing activity introduced here is intended to be more interactive, focused and user-friendly for students – as well as less threatening – than the traditional type, in which students read and comment on their classmates’ papers.

This exercise introduces specific questions which writers can ask to get help with their essays. After doing the exercise, students then apply the technique to their own essays and work with a classmate. After experiencing this peer-editing technique with a peer, students tend to also begin to use their teachers and each other more effectively on a regular basis. Instead of asking the oft-beard “Can you read this? Is it OK?”, they begin asking *more focused and specific questions* about their essays.

On page 73, students have another opportunity to practice with this type of peer editing. Like many of the concepts introduced, this one can be applied to other modes.

Common dilemma

What is an optimum use of class time when students are working on their final drafts? Beginning the next mode before students have completed the last one can cause confusion. A solution to this can be to do a Fluency Writing (in Section 2) and/or some of the Grammar Exercises (in Section 3) at this point.

In-class essay topics (not in students’ texts)

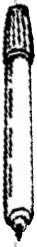
A number of ESL programs require students to write essays with a time limit and with no help or advance knowledge of the topic. Below are some possible topic suggestions for an in-class process essay. These are not included in the students’ texts.

In-class Process Essay Topics

Explain how to:

- learn a foreign language
- survive a plane crash
- be a good guest at a party
- find someone to marry
- organize a party
- make friends with an American
- overcome culture shock
- make a perfect house
- train a pet (e.g. a dog)
- make a lot of money
- become good in tennis/basketball/other sport
- explain how a foreigner visiting your country can make friends with someone.
- explain how to choose a good video game

The Check-list and Evaluation Form for this mode, which are photocopyable, are on the next two pages.



Name _____

Process Essay Check-list

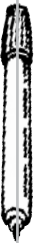
Before turning in your essay, answer these questions:

1. Did you use a “Dramatic Introduction”? (See p. 16) _____
2. Did you use an “Advanced-style” thesis statement? (p. 13) _____
3. Did you underline your thesis statement on your paper? _____
4. Are the steps in chronological order? (p. 7) _____
5. Did you avoid using the imperative and “you” as a subject? (p. 4) _____
6. Did you use “expressions for explaining a reason” at least three times (e.g. so that I in order to I because/ By doing that)? (p. 11) _____
7. Did you circle these expressions for explaining a reason on your paper? _____
8. Did you use examples? (p. 20) _____ How many? _____
9. Did you describe experiences to make your ideas clearer? (p. 24) _____
How many? _____
10. Before you print your essay, put a check mark ✓ in the “Typing Form” boxes:

Typing Form

- You should use “12 font.”
- Your margins should be about 1 inch.
- You should have about 18-20 lines on each page.
- You should double space.
- You should put page numbers after page one on your essay.
Do not put a page number on page one, but put one on every page after page one.
You can print or handwrite the page numbers.

Name _____



Process Essay Check-list

I. Content (Your ideas)

- | | | |
|--|----------------------|------------|
| A Introduction | | 4 |
| 1. Used <i>dramatic introduction</i> | (Yes / No) | ___ |
| 2. Used <i>advanced-style thesis statement</i> | (Yes / No) | ___ |
| B. In the body of the composition, you <i>explain your ideas</i> | Clearly | 4 |
| | Usually clearly | ___ |
| | Not very clearly | ___ |
| C. Steps in a <i>chronological order</i> | (Yes / No) | 3 |
| D. <i>Imperative</i> or “you” as subjects are avoided | (Yes / No) | 3 |
| E. You have ___ details and examples in the body | Enough | 4 |
| | Almost enough | ___ |
| | Too few | ___ |
| F. In your conclusion, the thesis is restated in different words | (Yes / Good) | 2 |
| | Weak | ___ |
| | No | ___ |
| | Content score | /20 |

II. Style

- | | | |
|---|---|------------|
| A. You used <i>expressions for explaining reasons</i> at least three times | | Yes 3 |
| | | No ___ |
| B. Sentence Variety | Nice variety | 6 |
| | <i>Good effort at variety, but grammar caused some problems</i> | ___ |
| | <i>Too many simple sentences</i> | ___ |
| C. Grammar | Very good grammar | 9 |
| | <i>Good effort but you had several mistakes</i> | ___ |
| | <i>Some problems</i> | ___ |
| | <i>Many problems</i> | ___ |
| D. Vocabulary | <i>Good effort at using advanced vocabulary</i> | 4 |
| | Average | ___ |
| | <i>You used rather simple words.</i> | ___ |
| E. Transitional expressions (First, In addition, Finally, etc ...) | <i>You used enough.</i> | 3 |
| | <i>You needed to use more.</i> | ___ |
| | <i>You used almost none.</i> | ___ |
| | Style score | /25 |

<i>Grades</i>			
Content:	_____/20 = ____%	List of ideas:	OK Not OK None
Style:	_____/20 = ____%	Typing form:	OK Not OK

Essay Two: Cause and Effect

For some students, the terms “cause” and “effect” are not very clearly understood. Another way to explain them is:

- cause = the reason(s) why something happens/happened
- effect = the result(s) of something that happens/happened

Part 1: Focusing on the unique features

Organization patterns for Cause and Effect Essays (p. 32)

Three sample patterns of cause and effect essays are given here. There are two reasons why these samples are short:

1. The purpose is to get students to focus on the patterns as effectively as possible.
2. These are considered first drafts, in which the writer is merely getting started.

Part 2: Preparing the first draft

Writing a Cause and Effect Essay first draft (p. 36)

Here, students are assigned their first drafts. They can write brief ones, like those on p. 34, or longer ones. Subsequent exercises will show them how to add details when they write their second draft.

Part 3: Improving the second draft

Exercises/Activities on specific ways to improve the second draft

The strategies introduced here provide students with concrete and clearly-defined ways to improve their second drafts.

Strategy 4: Writing good thesis statements (p. 43)

This activity recycles the concept that students worked with on p. 13. However, in this activity, students also consider the differences between weak thesis statements and better ones. In order to help students grasp the difference between weak and acceptable thesis statements, the exercise occasionally asks them to write a weak one. Like many of the strategies listed here, this could be applied to other modes, too.

Strategy 5: Summing up the main point of a paragraph (p. 46)

Students are probably familiar with this concept when concluding their essay, but they may not realize that it can be a useful one to use at the end of a paragraph as well. This is especially true of paragraphs that include many details or complex ideas.

Strategy 7: Introductions (p. 50)

This activity presents seven types of introductions. Before doing Exercise 20 (p. 50), the following additional information about each of the seven types could be explained by the instructor:

- *Quotation*: It is impressive if the writer can use a quote from a famous person, but a quote from anyone is an easy way to get started. For the sake of practice, the writer can even make up an imaginary quote that a friend or relative said.
- *Surprising idea*: This type can be unique and fun to read.
- *Statistic*: This can sound academic. It may even be permissible for students practicing this type of introduction in class to make up an imaginary statistic. However, it should be emphasized that statistics used for other classes must be real.
- *Dramatic introduction*: Students practiced this type in Mode 1. It can be relatively easy to write but, probably best of all, it can be fun to read.
- *News*: This sounds impressive and academic.
- *Telling your experience with the topic*: This type is easy to write.
- *Common knowledge*: This is perhaps the most common type for students to write. It is often less interesting than the others, but it can be easy to write. (It may be a good one to use in order to get started on a first draft.)

Strategy 8: Conclusions (p. 53)

Five conclusion techniques are introduced here.

For their essay, students could be asked to choose and identify the type of introduction and type of conclusion that they used. These will be recycled in the argumentation essay (p.103).

Strategy 11: Peer editing (in which the writer listens to his own work being read to him). (p. 61)

This is the second type of peer editing. (The first type was on p. 28.) When students try this technique for the first time, some may think that they have to give unsolicited advice about their partner's essay. However, this is not necessary. It seems to work best if the peer editor first merely reads the essay aloud (slowly) and responds only with advice that the writer asks for. If the writer seems to sincerely want additional help, the peer editor can then make more suggestions.

In most classes, a few pairs may complete this peer-editing process fairly quickly, making few or no changes on their essays; this is perfectly acceptable. Other pairs, on the other hand, may work together for an hour or more. For this reason, before starting this activity, a grammar exercise could be assigned in advance so that those who finish early have something to work on.

Please note:

This peer-editing technique seems to work best when students feel no pressure to either ask for advice or give unsolicited advice. Peer editors can even benefit from merely reading another student's essay aloud and seeing how someone else has approached the topic.

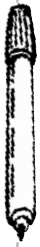
In-class essay topics (not in students' texts):

Following are some possible topic suggestions for an in-class cause and effect essay.

In-class Cause and Effect Essay Topics

- Explain the reasons why people lose a friend (or) the effects of losing a friend.(You should explain about people in general. Do not just explain why you lost a friend. However, you can use your experience as an example.
- Explain why some people choose not to carry a mobile device, for example a cell-phone or smartphone.
- Explain the reasons why some people stay single (or) the effects of staying single.
- Explain the reasons why you chose your major.
- Explain the effects of growing up in a single-parent home.
- Explain the results of winning a lottery (i.e. winning millions of dollars).
- Explain the reasons why some couples do not have children (or) the effects of not having any.
- Explain the effects of being a celebrity (i.e. a famous person).

The Check-list and Evaluation Form for this mode, which are photocopyable, are on the next two pages.



Cause and Effect Essay Check-list

Before turning in your essay, answer these questions:

1. Which pattern did you use (See p. 35) Choose
 - a. One general effect is due to several causes ____.
 - b. One general cause results in several effects. ____.
2. What introduction type did you use? (p. 50) _____
3. Did you underline your thesis statement on your paper? ____
4. What conclusion technique did you use? (p. 53) ____
5. Did you use "Expressions for Cause and Effect"? (p. 32-33) ____
6. Before you print your essay, put a check mark ✓ in the "Typing Form" boxes:

Typing Form

- You should use "12 font."
- Your margins should be about 1 inch.
- You should have about 18-20 lines on each page.
- You should double space.
- You should put page numbers after page one on your essay.
Do not put a page number on page one, but put one on every page after page one.
You can print or handwrite the page numbers.



Cause and Effect Essay Check-list

I. Content (Your ideas)		
A Introduction		5
1. Interesting enough details	<i>(Good / Average / Weak)</i>	___
2. Had an <i>advanced-style thesis sentence</i>	<i>(Clear / Not clear)</i>	___
B. In the body of the composition, you <i>explain your ideas</i>	<i>Clearly</i>	5
	<i>Usually clearly</i>	___
	<i>Not very clearly</i>	___
C. The information in your body	<i>Had enough details & examples)</i>	7
	<i>Needed more details</i>	___
	<i>Needed more examples</i>	___
	<i>Had unnecessary details</i>	___
	<i>Repeated information</i>	___
D. Conclusion	<i>(Yes / Good)</i>	3
	<i>Weak</i>	___
	<i>No Conclusion</i>	___
	Content score	/20
II. Style (Your grammar and sentence style)		
A. Avoided overgeneralizations:	<i>Yes</i>	2
	<i>No</i>	___
B. Sentence Variety	<i>Nice variety</i>	6
	<i>Good effort at variety, but grammar caused some problems</i>	___
	<i>Too many simple sentences</i>	___
C. Grammar	<i>Good grammar</i>	10
	<i>Good effort but you had several mistakes</i>	___
	<i>Some problems</i>	___
	<i>Many problems</i>	___
D. Vocabulary	<i>Good effort at using advanced vocabulary</i>	4
	<i>Average</i>	___
	<i>You used rather simple words.</i>	___
E. Transitional expressions (First, In addition, Finally, etc ...)	<i>You used enough.</i>	3
	<i>You needed to use more.</i>	___
	<i>You used almost none.</i>	___
	Style score	/25

Grades			
Content:	___/20 = ___%	List of ideas:	OK Not OK None
Style:	___/20 = ___%	Typing form:	OK Not OK

Essay Three: Extended Definition

After completing the entire writing course, students have remarked that extended definition was the most challenging mode. Yet, many point to their extended definition essay as their best work. Perhaps this is because it offered them great potential for creativity. When defining a word that they have chosen, their own unique perspectives and experiences are revealed so that each student's essay is engaging and enlightening, as well as completely different from everyone else's.

In this unit, students will be introduced to the following three types of extended definition essays:

- Defining a common word in English (e.g. "intelligence"),
- Defining an English word that is difficult to translate into other languages (e.g. "fun"),
- Defining a foreign word that is difficult to translate directly into English (e.g. "salu"),

For their essay, they will choose one of those types.

Part 1: Focusing on the unique features

Strategies (pp.62-67).

This introduces students to five strategies that they can draw on to help define their word. When they write their essay, they may choose not to use all five, or they may decide to use some of them more than once.

Recommendation to the instructor: Students seem to be especially interested in reading a variety of sample essays of this type; thus, the instructor might save copies of some of the better student essays to share with future classes.

In-class essay topics (not in students' texts)

The definition essay seems to require a greater amount of time for generating ideas than other modes for some students. As a result, even outstanding student writers struggle when trying to write a definition essay under the time limit of an in-class essay. For that reason, we suggest giving students two types of topics to choose from: expository and definition.

In-class Expository Essay Topics
(for use with the Definition Essay unit)

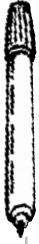
- Write about a fear that you have or that someone you know has.
- Write about the advantages and disadvantages of going to college in _____
rather than in your country. (name of country)
- Write about a social or political problem in your country.
- Explain the reasons why students drop out of school.
- Describe the roles of men and women in your culture.
- Explain what advice you would give to a student who is new to your school about how to be successful in your school..
- Think of a question that you would like someone to ask you. (E.g. “Why do you want to be an actor?” “Why do Americans frustrate you?”) Then write an essay to answer the question. (You should explain who asked you, e.g. your parents, an American, anyone etc.)

In-class Definition Essay Topics

Choose one of these words and write an extended definition about it:

- good video/computer game • good boss (good employer) • laziness
- success • modesty • honor • regret • anxiety
- good/bad coach • traitor • respect • good / bad school • fear

The Check-list and Evaluation Form for this mode, which are photocopyable, are on the next two pages.



Definition Essay Check-list

Before turning in your essay, answer these questions:

1. What introduction type did you use? (p. 50) _____
2. Did you write a thesis statement? _____
3. Did you write at least three different strategies to explain the word? (p, 62) _____

What strategies did you use?

4. What conclusion technique did you use? (p. 53) _____
5. Before you print your essay, put a check mark ✓ in the “Typing Form” boxes:

Typing Form

- You should use “12 font.”
- Your margins should be about 1 inch.
- You should have about 18-20 lines on each page.
- You should double space.
- You should put page numbers after page one on your essay.
Do not put a page number on page one, but put one on every page after page one.
You can print or handwrite the page numbers.

Name _____



Definition Essay Evaluation Form

I. Content (Your ideas & organization)

- A. **Introduction** 4
1. Interesting enough details (Good / OK / Weak) _____
2. You had a clear thesis sentence (Yes / No) _____
- B. In the **body** of your essay, you used three *strategies to explain the word*. Yes 3
No _____
- C. In the **body** of your essay, the word was explained... clearly 3
usually clearly _____
sometimes confusingly _____
- D. You explained the word... with enough details & examples 7
with some details, but you need some more details & examples _____
with few details; you need more details and examples _____
- E. **Conclusion** Good 3
Weak / None _____
- Content score /20**

II. Style (Your grammar and sentence style)

- A. **Sentence Variety:** You sentence style was: Advanced with few mistakes 10
Advanced with some mistakes _____
Not advanced _____
- B. **Grammar:** Your grammar: was very good with almost no mistakes 10
was good with only a few mistakes _____
was good with some mistakes _____
had many mistakes _____
had several mistakes including serious ones _____
- Style score /20**

Grades

Content: _____/20 = _____%

Style: _____/20 = _____%

Essay Four: Argumentation

To give an overview of the different parts of an argumentation essay, putting a chart such as this one on the board can help:

Argumentation Essay	
Parts of the essay	Example
1. Your opinion	Hawaii is the best place for a vacation
2. Support for your ideas	
Support A	The beaches are great.
Support B	There are a lot of hotels.
Support C	The islands are interesting.
3. The other side's opinion	Hawaii is not the best place for a vacation.
Support	Hawaii is too hot.
4. Refutation (response to the other side's support)	When you feel hot, you can cool off in the ocean, in a pool or in your air-conditioned room.

Strategy 2 Other sides opinion and refutation (p. 94)

The other side's opinion and the refutation tend to be two of the more challenging concepts for students. The most common problem is that students will write the other side's opinion but will not write a direct refutation. Instead, they ignore the idea presented by the other side and merely add another (seemingly random) point of support for their own argument. For this reason, Exercise 9 (p. 96), in its simple multiple-choice format, is intended to make students aware of this potential problem. Instructors may wish to examine, fairly carefully, students' work on Exercise 10 (p. 97), where students produce their own refutations as it a good opportunity to alert those students who have not written a direct refutation that they need to do so.

Sample Argumentation Essay 2 (p. 98)

The purpose of this sample essay is to show students the varied types of support that can be used.

Strategy 3 Outline (p. 101)

Students fill in the outline for the sample essay. One purpose of this is to give students another opportunity to focus on the sample essay. Also, for their final draft, they have the option of writing a detailed outline like this.

Strategy 4 Interviews (p. 102)

Students write some interview questions about two topics that they have chosen and then interview two people on both topics. (Class time could be set aside to interview classmates, or this could be assigned for outside class.) These interviews can be helpful, since students can sometimes find some support for the other side's opinion and/or additional support for their own side .

Strategy 5 Argumentation thesis (p. 105)

This activity is designed to be of help to those students who find it difficult to directly state their own side of an argument in their thesis statement. In a thesis statement, we are looking for words like “should,” “should not,” “better than,” “the best,” or “worse than”. Also, the statement should be something that others can, in fact, disagree with. For example, if a student writes, “I prefer traveling in a group rather than alone,” how can anyone disagree?

Strategy 7 Writing in an academic style (p. 106)

This exercise can help students avoid the overuse of “I,” “I think,” and “I feel” in their essays.

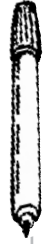
In-class essay topics (not in students’ books)

Below are some possible topic suggestions for an in-class argumentation essay. To repeat, these are **not** included in the students’ texts.

In-class Argumentation Essay Topics

- Is nuclear energy the best source of energy?
- Which is better: getting married or staying single?
- Before a couple gets married, should they live together or should they wait until after they are married to live together?
- In some cultures, parents choose a partner for their son or daughter to marry. This is called an arranged marriage. In other cultures, a man or woman choose the person they want to marry. This is called a love marriage. Which is better: an arranged marriage or love marriage?
- Should your country’s government change its policies about something?
- Should all young men be required to serve in the military for two years?
- What is the best job?
- Should people be allowed to talk on a cell phone while driving?
- Should the American government allow more immigrants to become American citizens?
- If someone is very ill, feels a lot of pain and has no chance of recovering, should doctors help that person die if s/he wants to die?
- Should high school students not be allowed to send and read text messages at school?
- Is it better for families to have a son or a daughter?

The Check-list and Evaluation Form for this mode, which are photocopyable, are on the next two pages .



Name _____

Argumentation Essay Check-list

Before turning in your essay, answer these questions:

1. What type of introduction did you use? (See p. 50) _____
2. Did you write a thesis statement that told clearly the side of the topic that you want the reader to agree with? (See p. 105) _____
3. Did you write at least three arguments to support your opinion? _____

What types of support did you use? (See p. 92)

4. Did you use an “Expression for Introducing the Other Side’s Opinion?” (See p. 94) _____
5. Did you use an “Expression for Refutation”? (See p. 94)
6. Before you print your essay, put a check mark ✓ in the “Typing Form” boxes:

Typing Form

- You should use “12 font.”
- Your margins should be about 1 inch.
- You should have about 18-20 lines on each page.
- You should double space.
- You should put page numbers after page one on your essay.
Do not put a page number on page one, but put one on every page after page one.
You can print or handwrite the page numbers.



Argumentation Essay Evaluation Form

I. Content (Your ideas & organization)

A Introduction

- 1. You used a dramatic introduction (*Good / OK / Weak*) 4
- 2. You had a clear advanced-style thesis statement (*Yes / No*) _____

B. In the **body of your essay, *you explained your three supports.***

- Clearly with enough details & examples* 2
- Clearly but you need some more details & examples* _____
- Sometimmes not clearly; you need some more details & examples* _____

C. In the **body of your essay, *you explained the other side's opinion with two supports***

- Clearly and with enough details & examples 3
- Clearly but you need some more details & examples _____
- Sometimes not clearly; you need more details and examples _____

D. In the **body of your essay, *you explained your refutatons with two supports***

- Clearly and with enough details & examples 3
- Clearly but you need some more details & examples _____
- Sometimes not clearly; you need more details and examples _____

E. Conclusion

- Good* 3
- Weak / None* _____
- Content score** /20

II. Style (Your grammar and sentence style)

A. Sentence Variety: Your sentence style was:

- advanced with few mistkes* 10
- advanced with some mistkes* _____
- not advanced* _____

B. Grammar: Your grammar:

- was very good with almost no mistakes* 10
- was good with some mistakes* _____
- was good with some mistakes* _____
- had many mistakes* _____
- had several mistakes including serious ones* _____

Style score /20

Grades			
Content:	_____ /20 = _____ %	Style:	_____ /20 = _____ %

Essay Five: Essay with a Source and Mix-Mode Essay

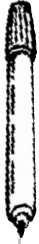
For many students, the organizational pattern of the sandwich technique will be new. The unit starts with a brief overview of the four main parts of this type of essay. In Exercise 4 (p. 110), students work with a model essay and identify these four parts in each paragraph of the body.

In Exercise 14 (pages 121-123), students, in groups of threes, discuss the article “Characteristics of Addiction,” which will be the source of their essay. During the discussion, students explore each other’s possible “non-serious” addictions, discuss the ideas in the article, and orally paraphrase parts. After the discussion, they seem to find it easier to find “an addition” to write about, to find quotes and to explain what the quotes mean.

In Exercise 16 (page 125), students start the process by writing only their thesis statement and just the first paragraph of the body. We have found that when students focus on just one paragraph of the body, the instructor can help them the circumvent mistakes that they might have repeatedly made had they written a draft of the entire essay. After they follow the check list in Exercise 16 and write the first paragraph, the instructor can look at these and individually indicate any item that needs to be improved upon before the students continue with the next paragraphs, which follow the same pattern as the first paragraph.

About an In-class Essay with a Source, students could be given an article prior to the day of the essay but not given a specific topic. For example, they could read an article about happiness. The in-class essay topic could be:

- Do you think that you are a happy person? Use the sandwich technique to analyze yourself using information from the article.
- Think of someone that you know (e.g. a friend, relative) who is a happy person. Use the sandwich technique to analyze yourself using information from the article.



Name _____

“Source Essay” Check-list

Before turning in your essay, answer these questions:

1. In the body of your essay, how many paragraphs have a quote?
a) 2 b) 3 c) more than 3
2. In the body of your essay, for each paragraph, did you start with a topic sentence that does not include the quote? _____
3. In the paragraphs with a quote, did you have a citation for the source? _____
4. In the citation, did you use the page number of the article? _____
5. At the end of your paper, did you write “Source Cited” and center it? _____
6. Did you write the complete source information under “Source Cited”? _____
7. Did you put page numbers on your essay? _____
8. Before you print your essay, put a check mark ✓ in the “Typing Form” boxes:

Typing Form

- You should use “12 font.”
- Your margins should be about 1 inch.
- You should have about 18-20 lines on each page.
- You should double space.
- You should put page numbers after page one on your essay.
Do not put a page number on page one, but put one on every page after page one.
You can print or handwrite the page numbers.



“Source Essay” Evaluation Form

Content (Your ideas & organization)

- 1) Your introduction and thesis statement were . . . _____/2 pts
 a) clear b) almost clear c) not clear

- 2) For each paragraph, you had a quote. _____/2 pts
 a) Yes b) No

- 3) You had a topic sentence that introduced the quote. _____/3 pts
 (I.e., the quote was not your topic sentence.)
 a) Yes b) No

- 4) You cited the source for the quotes correctly. _____/2 pts
 a) Yes b) No

- 5) For each paragraph, you explained what the author meant by the quote. _____/5 pts
 a) clearly with enough details b) almost enough details c) not enough details

- 6) You explained . . . _____/2 pts
 a) using your own words b) sometimes copying from the text c) often copying

- 7) For each paragraph, you related the quote to your topic sentence or thesis statement. _____/5 pts
 a) You did a good job of connecting information from the article to your topic/ thesis.
 b) You needed more details/examples
 c) Sometimes the connection was weak.
 d) You did not connect the source information to your thesis.

- 8) Your conclusion explained why the information was important, or what you learned, or gave a recommendation. _____/2 pts
 a) Yes b) No

- 9) You included “Sources Cited” at the end of the paper. _____/2 pts
 a) Yes, well done. b) Yes, but you made a mistake with the form c) No

Content _____/25 pts

Grammar

- 10) Your style was . . . _____/10 pts
 a) advanced with few mistakes b) advanced but with some mistakes
 c) not advanced

- 11) Your grammar was . . . _____/10 pts
 a) very good with almost no mistakes b) good with only a few mistakes
 c) had several mistakes
 d) had several mistakes including serious ones.

Grammar _____/20 pts

<i>Grades</i>			
Content:	_____ /20 = _____ %	Style:	_____ /20 = _____ %

Mix-Mode Essay

The mixed-mode essay is *not* a mode. Instead it's a technique that can be used with almost any topic or style of essay. We first came across this concept about 15 years ago when an English 101 Comp instructor mentioned that some of our former ESL students would ask him what mode they should use after getting an essay assignment. But in English Comp, (he said) they don't teach modes, but instead expect students to organize their essays however they want, including using a different mode in each paragraph. Needless to say, learning the modes is still vital for international students so that they have tools for organizing their ideas in ways that fit the conventions of English essay-writing. By having an awareness of the mixed-mode essay, they are liberated to organize their ideas in a variety of different ways.

The model essay topic, "How to have a successful life," didn't need to be written as a personal reflection. It could have been just an expository or even an argumentation essay. Similarly, the 5 topics that they choose from in Ex. 21 on p. 130 could be written as "pure" compare & contrast, argumentation, expository or even cause and effect.

In-class Mixed-Mode Essay Topics

- What should a visitor to your country know before coming?
- Think about activities that you enjoy. Write an essay convincing readers to try the activity that you enjoy the most.
- Some people immediately go to college after high school; others take a year or more off to work or travel. Which do you think is the better choice?
- Which subject do you think is the most important for students to study? Some possible subjects are: computer science, math, a foreign language, history, literature, psychology, business economics, sociology, accounting, anthropology, art, science, chemistry, engineering, political science, cultural studies, journalism, marketing, teacher education, environmental studies

Name _____



Mixed-Mode Essay Evaluation Form

I. Content (Your ideas & organization)

A. Introduction

The information in your introduction was ...

enough 4
not enough _____

B. Body

The information in the body was ...

enough details 7
almost enough _____
not enough _____

You explained your ideas in the body ...

clearly 6
usually clearly _____
sometimes confusingly _____
not very clearly _____

C. Conclusion

The information in your conclusion was ...

Enough 3
Not enough _____

Content score /20

II. Style (Your grammar and sentence style)

A. **Sentence Variety:** Your sentence style was:

advanced with few mistakes 10
advanced with some mistakes _____
Not advanced _____

B. **Grammar:** Your grammar:

was very good with almost no mistakes 10
was good with some mistakes _____
had many mistakes _____
had several mistakes including serious ones _____

Style score /20

Grades

Content: _____/20 = _____%

Style: _____/20 = _____%

Sample Lesson Plan for the First Five Days

This lesson plan is designed to give the teacher the maximum amount of time to work one-on-one with the students on their exercises, drafts and revisions. The daily work usually begins with the students in pairs or small groups checking each others' individual work from the previous day. From time to time they do a Fluency Writing or Grammar Group. This is

followed with the students working individually on the exercises in the text. While the students are carrying out the work, the teacher circulates to observe, help, explain, encourage, and check the students' work. Note that Fluency Writing is always done by groups, and Grammar Units are done either by groups or individuals.

Essay 1: Process

Day	Beginning of Class	During and After Class	
	Group Work	Individuals	Teacher
1	Pairs: <i>Fluency Writing 1</i>	<ul style="list-style-type: none"> • Essay Unit 1 Ex. 1 • Grammar Unit 1 Ex. 1-2 	<ul style="list-style-type: none"> • Circulates • Observes • Checks Fluency Writing 1
2	<ul style="list-style-type: none"> • Groups check Essay Ex. 1 and Grammar Ex. 1-2 	<ul style="list-style-type: none"> • Essay Unit 1 Ex. 2-6 • Grammar Unit 2 Ex. 1-2 • Correct mistakes on Fluency Writing 1 	<ul style="list-style-type: none"> • Conferences with individuals about Fluency Writing corrections • Checks Grammar Unit 1 Ex. 2
3	<ul style="list-style-type: none"> • Groups check Essay Unit 1 Ex. 2 & 5 and Grammar Unit 2 Ex. 1 • Group Work: Grammar Unit 3 	<ul style="list-style-type: none"> • Essay Unit 1 Ex. 7-12 • Grammar Unit 4 Ex. 2-7 	<ul style="list-style-type: none"> • Conferences with individuals about homework corrections • Checks Essay Unit 1 Ex. 3, 4, 6
4	<ul style="list-style-type: none"> • Groups check Essay Unit 1 Ex 7, 10 & Grammar Unit 4 Ex. 2-4, 6 	<ul style="list-style-type: none"> • Essay Unit 1 Ex. 13-18 • Grammar Unit 6 Ex. 1-3 	<ul style="list-style-type: none"> • Conferences with individuals about homework corrections • Checks Essay Unit 1 Ex. 9 & 12 & Grammar Unit 4 Ex. 5 & 7
5	Groups check Essay Unit 1 Ex. 13-17	<ul style="list-style-type: none"> • Essay Unit 1 Ex. 19-21 • Grammar Unit 7 Ex. 1-6 	<ul style="list-style-type: none"> • Conferences with individuals about homework corrections • Checks Essay Unit 1 Ex. 18