Done Writing? Let’s Fix It!

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How can we help our students?

➔ Should we promote self-editing?
➔ How does it help students?
➔ How does it help instructors?
➔ What editing strategies do you implement into your lessons?
Types of Corrective Feedback

A. Direct Feedback

Characterized by direct corrections where the teacher provides the correct form or appropriate word (Ferris, 2002)

B. Indirect Feedback*

Helps the student identify errors but makes it necessary for the student to make the changes (Ferris, 2002)
“To be most effective, a Teacher’s feedback on student’s academic writing needs to be indirect with students constructing new understandings about their writing for themselves” (Paltrridge et al., 2009)
Categorizing Indirect Feedback

**Instructor Feedback**
- Traditional/Paper-based
- Online/Electronics

**Peer Feedback**
- Traditional/Paper-based
- Online
- Peer Tutors
- Google Docs
Elements of the Writing Process

Higher Order Concerns:
- Content development
- Organization

Lower Order Concerns:
- Language
- Grammar
- Mechanics
The Writing Process

Writing multiple drafts

- Zero draft
- Draft 1
- Draft 2
- Final Draft
Draft Zero

- Rough draft focusing on students’ ideas

- Characteristics/guidelines:
  - Combines some ideas of obvious connection
  - Lacks evidence
  - No organization
  - No thesis statement
Draft 1

- Working Draft
- Higher order concerns:
  - content development
  - organization
- Characteristics/guidelines:
  - Ideas may need adjustment
  - Organization is important
    - introduction & conclusion
  - Thesis statement is emerging
  - Topic sentences are included
  - Evidence & analysis
    - citations/quotations
Draft 2

- Lower order concerns:
  - grammar
  - language
  - mechanics

- Characteristics/guidelines:
  - Usually focuses on editing & revising
  - Promotes objective peer-reviews
  - Encourages self-editing

*Correction Symbols

http://www.humanities.uci.edu/esl/undergraduate/symbols.php
Academic Integrity

Since I became a college student, academic integrity was mentioned at the beginning of
class on every lecture I took. The code that followed by the entire university community on
academic behaviors is being called academic integrity, and this code protects students from
academical misconduct, and teaches them the way to be well-behaved students.

University is a place that values equality, respect and honesty, which are matters to
everyone in the university. Those qualities create a comfortable environment to exchange
knowledge for everyone, and boost research or projects forward. Academic integrity is the rule
that combines those qualities into specific rules that students or scholars can follow easily. Rules
that protect copyrights of original works, and keep students behave correctly. It also shows
respect to intellectual properties and scholars. Those rules are applied in almost every university
to keep students from doing dishonest behaviors. However, there are always people
breaking rules to benefit themselves. Once those people are caught, punishments according to
their level of violation will be given, include but are not limited to dismissal and fail the course.
There will also be records of every violation including cheating or plagiarizing. Therefore,
people who achieve degrees in university are given the value of well-being and well-educated.
The degree can also be used to determine whether a person is well-behaved in his academic
career or not, and that is considered by companies as a standard to recruit new members.
Professor Qureshi

Ac Eng 20A/ Response paper

October 4, 2017

Response Paper: Academic Integrity

The academic integrity means academic honesty, which plays an essential role in students’ future life. Being an honest person in our life is sounds easy for all of us, however, sometimes students may feel much easier to fall into the hell of academic misconduct. According to the book: Academic English Manual, there are five different types of academic misconduct — plagiarism, self-plagiarism, collusion, patch-writing, and fraud. Lots of students think getting “help” from others is the most common thing in studying. But, the majority of students do not know the line between academic integrity and academic misconduct. When they pass over the “line,” they might be dismissed the course or even suspended from the college. Moreover, the students will be labeled “cheater” They not only do not get the knowledge from the school but also lose their credentials. Nowadays, students tend to be more concerned on the final certification of college instead of the skills from the courses. They are blinded by the frame of credentials and forget the reason why they come to college for chasing their dreams. School degree is not only a

Aziz-Ul-Haq Qureshi

Need course code

Aziz-Ul-Haq Qureshi

Don't need it here

Aziz-Ul-Haq Qureshi

Indent properly with a TAB

Aziz-Ul-Haq Qureshi

num

Aziz-Ul-Haq Qureshi

prep

Aziz-Ul-Haq Qureshi

delete

Assessment:

Grade: 60 out of 100

Assignment Comments:

You really have to work hard on word choices and sentence structure. Revise this draft and make corrections.

Aziz-Ul-Haq Qureshi, Oct 7 at 12:57pm

Add a Comment
Final Draft → graded
Any final grammar errors should be addressed
Repeated grammar errors are underlined or highlighted
Feedback is minimal
# Student Editing Logs

<table>
<thead>
<tr>
<th>Language Errors to Focus On</th>
<th>Symbol</th>
<th>Examples from My Essay</th>
<th>Corrected Version</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject-verb</strong></td>
<td>sv.</td>
<td><strong>Other groups</strong></td>
<td><strong>other groups</strong></td>
</tr>
<tr>
<td><strong>Subject-verb</strong></td>
<td>sv.</td>
<td><strong>take out</strong></td>
<td><strong>take out</strong></td>
</tr>
<tr>
<td><strong>Subject-verb</strong></td>
<td>sv.</td>
<td><strong>Society system</strong></td>
<td><strong>Society system</strong></td>
</tr>
<tr>
<td><strong>Word form</strong></td>
<td>w.</td>
<td><strong>a high grade</strong></td>
<td><strong>a higher grade</strong></td>
</tr>
<tr>
<td><strong>Wrong word</strong></td>
<td>w.</td>
<td><strong>rules by</strong></td>
<td><strong>rules by</strong></td>
</tr>
<tr>
<td><strong>Word form</strong></td>
<td>w.</td>
<td><strong>a large number of</strong></td>
<td><strong>a large number</strong></td>
</tr>
<tr>
<td><strong>Delete</strong></td>
<td>x.</td>
<td><strong>It is news</strong></td>
<td><strong>it means</strong></td>
</tr>
<tr>
<td><strong>Preposition</strong></td>
<td>prep.</td>
<td><strong>dispelled from</strong></td>
<td><strong>dispelled from</strong></td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td>art.</td>
<td><strong>by society</strong></td>
<td><strong>by the society</strong></td>
</tr>
<tr>
<td><strong>Subject-verb</strong></td>
<td>sv.</td>
<td><strong>Schaeffer takes</strong></td>
<td><strong>Schaeffer takes</strong></td>
</tr>
<tr>
<td><strong>Word form</strong></td>
<td>w.</td>
<td><strong>illegal trade</strong></td>
<td><strong>illegally trade</strong></td>
</tr>
<tr>
<td><strong>Word form</strong></td>
<td>w.</td>
<td><strong>have good character</strong></td>
<td><strong>good character</strong></td>
</tr>
<tr>
<td><strong>Wrong word</strong></td>
<td>w.</td>
<td><strong>takes out</strong></td>
<td><strong>take out</strong></td>
</tr>
<tr>
<td><strong>Subject-verb</strong></td>
<td>sv.</td>
<td><strong>fall in love</strong></td>
<td><strong>falls in love</strong></td>
</tr>
<tr>
<td><strong>Word form</strong></td>
<td>w.</td>
<td><strong>a larger number</strong></td>
<td><strong>a large number</strong></td>
</tr>
<tr>
<td><strong>Delete</strong></td>
<td>x.</td>
<td><strong>take out</strong></td>
<td><strong>take out</strong></td>
</tr>
</tbody>
</table>
Do you use peer feedback/review for writing in your lessons?

What activities or strategies do you use?
Peer Feedback

- “...peers can provide feedback useful at various levels; training students in peer response leads to better and overall improvements in writing quality....” (Rollinson, 2005)

- Benefits of peer review
  1) less intimidating
  2) teaches students self-editing skills
  3) lets students take the role of the instructor & critical analyze errors
  4) allows students to clarify their own ideas as they explain it to peers
  5) minimizes last minute drafting (Delacroix, 2015)
  6) teacher & peer feedback is complementary (Paltridge et al., 2009)
Sample Peer Review Worksheets
Peer Review for Paper 2

Writer: ____________________ Reader: ____________________

Directions: Read your partner’s paper introduction, one body paragraph containing a quotation and conclusion. Then, read these parts of the paper again and answer the following questions.

1. Introduction
   a. Does Paragraph #1 (introduction) introduce the topic? ____________________
   b. Is this done effectively? ____________________
   c. Is TAG given? ____________________
   d. How can it be improved? ____________________

2. Thesis
   a. Underline the thesis statement.
   b. Does the thesis present a claim or argument about the topic? ____________________
   c. Does the thesis provide any information about the topic or supporting arguments? ____________________

3. Topic Sentences of Body Paragraphs:
   a. List the topic of all body paragraphs. Also underline the topic sentences.
      ____________________
   b. Do topic sentences support the thesis? ____________________
   c. Why or why not? ____________________
   d. Do they generally focus on a point or start with an evidence? ____________________
   e. Do body paragraphs have any examples or reference to the source texts? ____________________
   f. What do you have to say about body paragraphs? Comments or suggestions? ____________________

4. Quotation in a Body Paragraph
   a. Do quotations support the paragraph topic? ____________________
   b. Does the writer explain the quotations? ____________________
   c. Is reference to the article given? ____________________

5. Conclusion
   a. Does the concluding paragraph restate the thesis and leave the reader feeling that the Paper topic is important? ____________________
   b. Why or why not? ____________________

6. MLA Format
   Do you see any MLA errors? Check if these are correct.
   Font: Times New Roman 12 (should look like this font)
   Header (LAST name/page #: at top right with one space in between)
   Heading (4 lines: student first and last name, instructor name, class 26C: Paper 1 Draft 2, date in MLA format: 18 May 2016).
   Title? Is it capitalized correctly? (All words except articles, prepositions, conjunctions)
   Paragraphs indented one inch?
   Aligned LEFT?
   Margins 1 inch (all four sides)
   Text double-spaced
1) Introduction
   Does this introduction have a hook? Y/N
   Are the introductory sentences in the introduction directly related to the rest of the paper? Y/N
   Does the introduction contain any details that should move to the body? Y/N
   If yes, write it here:

2) Thesis
   Is there a thesis statement at the end of the introduction? Y/N
   If yes, write the thesis statement here:

   Does the thesis statement clearly state:
   a) the topic of the paper? Y/N
   b) what the author's argument is about the topic? Y/N

3) Body Paragraphs
   Does every body paragraph have a topic sentence? Y/N
   Write the topic sentences here:
   Body paragraph 1:

   Body paragraph 2:

   Body paragraph 3 (if exists):

   Do any of the paragraphs have more than one main idea? Y/N
   If yes, write the paragraph number and the idea that is in addition to the paragraph's main idea:

   Are all paragraphs' main ideas supported by the thesis statement? Y/N
   If no, which main idea is not supported by the thesis statement?

5) MLA Format
   There is a title. Y/N
   The title follows correct capitalization. Y/N
   The paper is double-spaced. Y/N
   One inch margins? Y/N
   Correct format of the header and the heading? Y/N
   If no, what is wrong?

6) Mechanics (Grammar/Punctuation/Capitalization/Spelling)
   Are there any subject-verb agreement or verb tense errors? Y/N
   If yes, write them here with the line number.

   Are there any punctuation/capitalization/spelling errors? Y/N
   If yes, write them here with the line number.
### Peer Editing Activity

**Descriptive Paragraph**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the paragraph have correct format?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Typied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Double-spaced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 size font (letter size)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Includes name/date/class name on upper left corner of the pg</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title at the top center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does the paragraph have a clear topic sentence?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Underline the topic sentence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does the topic sentence have a controlling idea (focus/attitude)?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Write it here:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does the paragraph have at least 9 clear, supporting sentences?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does the paragraph talk about one main idea (e.g. one memory/place)?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does the writer include sensory details (taste, touch, smell, sight, or hearing) so that the reader can better understand and imagine his/her experience?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Does the paragraph have unity (all sentences are related to the topic sentence and controlling idea)?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Underline any sentences that are NOT related to the topic sentence and controlling idea.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Are all parts of the paragraph logically organized?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Does the paragraph use enough transitional words and phrases? (is each new point introduced with a transition?)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write “Transition?” next to an idea with a missing transition</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Incorporating Technology into Peer Reviews

- **Canvas**
  
  https://community.canvaslms.com/docs/DOC-10094-415254249
  
  https://community.canvaslms.com/videos/1133-peer-reviews-students

- **Turnitin**
  
  https://guides.turnitin.com/03_Integrations/Learning_Tools_Interoperability_(LTI)/06_LTI_Student_User_Manual/05_PeerMark_Review#Reading_a_Peer_Review

- **Google Docs**
Factors to Consider

Online editing can be Tricky

Thin line between helping and fixing

Be ware of *Academic Dishonesty*

- Cheating
- Collusion
- Plagirism
More Strategies to Promote Self-Editing

Some Important Strategies to Improve Self-editing

- Using Your Ears!
- Reading Out Loud
- Looking for Specific Errors
- Using a Dictionary
- Reading Back-to-Front


https://community.canvaslms.com/videos/1133-peer-reviews-students
Questions?

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