Curriculum development of Elang 105: A GE first-year academic literacy course for international students

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CURRICULUM DEVELOPMENT OF ELANG 105:
A GE FIRST-YEAR ACADEMIC LITERACY COURSE
FOR INTERNATIONAL STUDENTS

by
Tamara Burton Lamm

A master’s project submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

Department of Linguistics and English Language
Brigham Young University
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of a master’s project submitted by

Tamara Burton Lamm

This project has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

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Date Diane Strong-Krause, Chair

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Date Wendy Baker

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Date Ana Preto-Bay
As a chair of the candidate’s graduate committee, I have read the project of Tamara Burton Lamm in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

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Each year more international students enroll in American universities, and administrators nationwide must determine how to meet students’ unique writing needs. Compared to similar institutions of higher learning, Brigham Young University (BYU) has a large percentage of international students—4.3 percent of the student body, approximately 2,000 students each year from 112 countries. Prior to Fall 2004, international students were placed in courses offered through the English composition program, which focuses on “mainstream” college writers who compose in their first language (L1) and not on second language writers and their unique needs. As a result, many international students did poorly and often failed their general education freshman writing requirement.

The Department of Linguistics and English Language at BYU offers some English as a Second Language (ESL) courses in an effort to prepare students for
freshman writing, but since these courses are electives and do not count towards the university general education requirement, many students opt not to take them. International students need a viable alternative to the “mainstream” freshman writing course. They need a course in academic literacy, combining the rhetorical and composition elements of a freshman writing course as well as the multicultural and applied linguistic elements of writing. The needs of writers need to be discussed and met through a balanced, interdisciplinary approach.

Under the direction of the Department of Linguistics and English Language, I developed a course based upon an interdisciplinary approach to second language writing and academic literacy. I researched the needs of second language writing students, evaluated current ESL programs nationwide, created, implemented, and evaluated a curriculum for an international freshman writing course. It is a course in academic literacy, called Elang 105, which was specifically designed to meet the needs of international students and is now one of the general education (GE) first year writing options at BYU.
ACKNOWLEDGEMENTS

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My parents, Bob and Dixie Burton, as well as my siblings, have provided the necessary prayers, love, and encouragement to help me succeed since the day I was born. They have always believed in me, even if I am the “Baby.” Thank you for that.

Most of all, I wish to thank my sweet husband Marshall. We found each other just in time to finish the last year of this project together. Thank you for temporarily putting your education on hold so I could finish mine. Your constant love, support, and encouragement (as well as your excellent editing skills) helped me to see this all the way through to the very end. Thank you for giving me wings to fly.
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CHAPTER 1
INTRODUCTION

As more international students enroll in American universities, administrators nationwide must determine how to meet students’ unique writing needs. Brigham Young University (BYU) has a large percentage of international students—4.3 percent of the student body, approximately 2,000 students each year from 112 countries. Despite this large percentage of international students, until Fall semester 2004, it lacked a writing program specifically designed for international students. International students were placed in courses offered through the English composition program.

The field of second language (L2) writing—a multidisciplinary subset of several fields—is relatively new. This field has its roots in many disciplines, but according to Silva & Leki (2004), prominent L2 writing researchers, the two most influential parent disciplines of second language writing are rhetoric and linguistics; more recently, its feeder disciplines have been composition studies and applied linguistics. It is important to understand where this new discipline came from, because while second language writing receives benefits from both fields, it is simultaneously pushed and pulled in two different directions.

As an English 115 graduate instructor, I witnessed how L2 students were only briefly mentioned in English 115 training. When instructors asked composition program administrators for additional advice on evaluating second language writers, they were told to consult a handbook or instructed to do the best they could to be fair.

As I continued to research the needs of second language student writers, I saw the gaps between current L2 writing research and the system of ESL first-year writing
instruction at BYU. I dedicated my studies and Master’s project to helping the international students I had personally seen failing out of mainstream English 115 courses. I was passionate about the opportunity I had as a qualified instructor—with a background in TESOL, rhetoric, and composition—to create a first-year writing course that will help future international students.

Under the direction of the Department of Linguistics and English Language, I have researched the needs of second language writing students, evaluated current ESL programs nationwide, and created a curriculum for an international writing course that is now one of the general education (GE) first year writing options. I have designed a course in academic literacy, specifically designed to meet the needs of international students at BYU. This class, Elang 105, is currently offered through the Department of Linguistics and English Language and provides students with a sociocognitive approach to writing.

Two sections of this course (English Language 105) were taught during the Fall 2005 semester, three sections were offered during the Winter 2005 semester and three more will be offered Fall 2005 through the Department of Linguistics and English Language. More sections may be added in the future. This course has been designed, as Silva and Leki (2004) have advised, with the understanding that L2 writing “should view its parent disciplines [composition studies and applied linguistics] (and its grandparent disciplines [rhetoric and linguistics], for that matter) neither as places to go for authoritative answers to its questions nor as role models to be emulated or imitated but as areas with their own interests and agendas, strengths and weaknesses, and issues and
problems that generate information and insights for L2 writing professionals to consider” (p.10).

This project write-up discusses the stages of curriculum development and implementation of Elang 105. In Chapter 2, through a review of literature, I argue that there is a gap between the composition studies program and the applied linguistics program at BYU. The review of literature explains the differences between writers in these different programs and how these differences highlight a gap between current research on second language writing and the current method of instruction at BYU, thus establishing the need for a course such as Elang 105.

Chapter 3 is a discussion of the materials development process, beginning with a detailed explanation of the university first-year writing requirements. Next, all of the first-year writing course options available to BYU students are compared and contrasted. Then the process of developing instructional units and writing assignments is discussed. Finally, the processes of implementation and evaluation of the effectiveness of the curriculum is discussed.

Chapter 4 is a curriculum and a teacher training document that will be given to future Elang 105 instructors. It includes background information about the course and includes a discussion of student needs and roles. It also outlines teacher expectations, and the goals and objectives of the course. In addition, it includes a detailed explanation of each instructional unit, and a discussion of learning activities and evaluations.

Chapter 5 presents the results of the evaluations designed to assess the effectiveness of the course and discusses the findings of the evaluations. It begins with a discussion of the quantitative assessments and then discusses the qualitative assessments.
Chapter 6 concludes with a discussion of suggestions for Elang 105 instructors, for the Linguistics and English Language Department, and for the University.

This course has been created with an analysis of both parent disciplines and an analysis of L2 student needs. In light of current second language writing literature, Elang 105 has been designed as a first-year academic literacy course which stresses the importance of learning social and cultural skills in addition to the cognitive skills (reading and writing). The goal of this course is to help students acculturate to the North American university and become members of its academic discourse community. As students become members of this community, they will succeed, not only in the writing classroom, but throughout their tenure as students.
CHAPTER 2
REVIEW OF LITERATURE

General history of L2 writing

Before World War II writing in a second language (L2) did not receive much attention because L2 specialists advocated an audiolingual approach to language acquisition which emphasized listening and speaking skills (Matsuda, 2001). After the war, as more international students enrolled in U.S. universities which required all students to take first year writing courses, the Conference on College Composition and Communication (CCCC) took great interest in second language writing. Then, when English as a Second Language (ESL) specialists were professionalized, they asserted that L2 students would best be served by ESL-trained teachers. As a result, the CCCC lost interest in the field of second language writing and centered its focus on composition studies. Thus, first language (L1) and L2 writing became separate disciplines, and L2 writing became almost exclusively considered a subset of second language acquisition (Matsuda, 2003). It was not until the 1960s, however, that second language writing began to receive a great deal of attention from L2 scholars as the field of applied linguistics began to expand its borders and Language Learning, its flagship journal, began to include articles concerning the application of linguistic theory and language teaching and learning (Leki, 1992; Matsuda, 1999; Raimes, 1991; Silva, 1990).

There are many fields that contribute to second language writing, and second language writing shares similarities and differences with all of its feeder disciplines; therefore, it needs to be recognized for what it is—a unique interdisciplinary subset of many fields (Johnson & Roen, 1989). This chapter will focus on two of the larger feeder
disciplines, composition studies and applied linguistics, because according to Silva and Leki (2004), L2 writing lies finds itself at the “crossroads” of composition studies and applied linguistics (p.1).

As university administrators and teachers decide how to meet the needs of L2 writers, they must keep in mind the differences between composition studies and applied linguistics such as different assumptions of cultural background, learning strategies, expectations for form and content of work, scope, research emphases, and departmental philosophies and histories. In addition, they must keep in mind the differences between L1 and L2 writers such as different experience writing in English, familiarity with Western culture in general and the academic culture of a North American university, linguistic competency levels, reading skills, and maturity of thought.

The differences between composition studies and applied linguistics relate to the differences between L1 and L2 writers because composition studies research and publications traditionally deal primarily with L1 writing concerns. Similarly, applied linguists are not typically familiar with the current theories of composition studies and rhetoric, and when they discuss writing, their focus is L2 writing. Therefore, administrators and instructors in the divergent fields can often be unaware of the different teaching philosophies and differences between L1 and L2 fields. This lack of awareness can be solved through bridging the disciplinary divide between composition studies and applied linguistics. If the gap between departments is eliminated, then the needs of writers can be discussed and met through a balanced, interdisciplinary approach. Writing program teachers and administrators must understand where students are coming from and where they need to go in order to be successful writers in the university context.
L2 writing’s parent disciplines

In order to more fully understand second language writing, we must look at the basic tenets of each of the two parent disciplines—composition studies and applied linguistics. Because of the philosophical and pedagogical differences of these disciplines, L2 teachers tend to favor one discipline over another, usually based upon their past experience and training. As Silva and Leki (2004) point out, an either/or approach does not help second language writers understand the cultural components of literacy as well as the cognitive elements of academic writing. For purposes of this discussion, the cultural components of literacy refer to an understanding of the worldview, values and beliefs of the author, audience and purpose of a particular piece of writing; the cognitive components refer to understanding the writing process and completing specific types of writing assignments.

Neither of the two disciplinary approaches alone serves the students well, because L2 writing students need to have a combination of the best both fields have to offer. Silva & Leki (2004) recommend a synthesis of the two fields: “In recognition of the fact that the parent disciplines offer different but valuable ideas, the field of L2 writing might try to synthesize its views or find a middle ground that makes sense for L2 writing studies” (p.10). Administrators and teachers, therefore, must come together to combine aspects of these disciplines and their respective field and population orientations. They must first understand the basic tenets of both disciplines and then choose which aspects of each parent discipline to include in their curriculums. In so doing, they must ask themselves what they hope to accomplish. If the goal is academic literacy, which will be defined
later in this paper, the teacher must incorporate both social and cognitive elements of instruction.

Indeed, the two fields have substantial differences. A study conducted by Atkinson and Ramanathan (1995) found conflicting distinctions between an L1 English university composition program (UCP) and an L2 English Language Program (ELP) administered through a department of applied linguistics. These differences were manifest in four major areas: cultural knowledge, learning strategies, expectations for form and content of work, and the “academic-culture foundations” of the departments (p. 561). First, the kinds of cultural knowledge each program assumed on the part of their students differs. The UCP assumes that students have a certain amount of American or Western cultural knowledge. In contrast, the ELP assumes students do not have substantive cultural knowledge. Second, the learning strategies employed by the two departments differ. The UCP focuses on a sophisticated process of writing development, whereas the ELP focuses on a simplified writing process and deductively formed essays. Third, the programs differ in their expectations for the form and content of work. The UCP focuses on sophisticated thought and unique, individualistic, or implicit expression, while the ELP focuses on the straightforward communication of facts. The fourth difference is the “academic-culture foundations on which they [the departments] themselves rest” (p. 561). The UCP is grounded in the research of rhetoric and composition, whereas the ELP is grounded in the theory of applied linguistics.

Silva and Leki (2004) further discuss similar differences between applied linguistics programs and composition studies programs. Their comparisons are detailed in Table 1.
Table 1.

Major differences between applied linguistics and composition studies (Silva and Leki, 2004).

<table>
<thead>
<tr>
<th>Applied Linguistics</th>
<th>Composition studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>International and multicultural in its scope.</td>
<td>National and monocultural in its scope; composition studies is primarily concerned with North American, middle-class white students. The discipline’s emphasis on multiculturalism, refers mostly to including African American and Hispanic students in the freshman writing course.</td>
</tr>
<tr>
<td>Local or specific view in great detail, without a clear appreciation for how this view fits into the broader picture of L2 writing issues.</td>
<td>Global or holistic view of writing and written texts.</td>
</tr>
<tr>
<td>Foregrounds practice</td>
<td>Foregrounds theory</td>
</tr>
<tr>
<td>Sees language as an artifact of thought</td>
<td>Sees thought as determined by language; one’s language determines or limits what one can think or conceptualize.</td>
</tr>
<tr>
<td>Primary genre is empirical research.</td>
<td>Primary genre is the essay.</td>
</tr>
<tr>
<td>Found in a number of departments (Linguistics, Foreign Language, English, Education, Communication) and typically, have no stable disciplinary home.</td>
<td>Typically housed in English departments.</td>
</tr>
</tbody>
</table>

As demonstrated in Table 1, there are several differences between the two parent disciplines in cultural knowledge expected of students, approach to learning, theory, genre, and academic housing of the departments. These differences illustrate some of the major causes of the disciplinary divide.

Differences between L1 and L2 writers

There are many factors which influence the L2 writing student, and these variables differ from the factors which influence L1 writing students. Second language writers are affected by connections between their L2 writing ability and L2 proficiency; experience and proficiency writing in their native language, fear or anxiety about writing
in their second language, gender, learning style, L1 background and educational experience, perceptions of writing and how it is taught, the effect of reading in their L1 and L2, and previous writing experience in their L2 (Silva & Leki, 2004).

In addition to different variables, L2 writers have different needs than their L1 peers. Preto-Bay (2002) explains the needs of second language writing students at universities such as Brigham Young University: “Although hardworking and intellectually capable, L2 international students attending institutions of higher learning in North America have extensive academic adaptation needs. Their past educational background coupled with a lack of cultural know-how and academic role skills often renders these students passive and unable to effectively deal with the university as an academic community” (p. 51). The academic literacy needs of L2 students also differ from L1 academic literacy needs. The L2 writing student needs to acquire both linguistic and nonlinguistic skills which will be necessary for them to succeed in the academic discourse community of a North American university (Preto-Bay, 2002).

History of L2 writing at BYU

Given what we know now about L2 writing, and as more international students enroll in American universities, administrators nationwide must determine how to meet L2 students’ unique writing needs. Compared with other universities, Brigham Young University has a large percentage of international students—4.3 percent of the student body, approximately 2,000 students from 112 countries. It seems logical that a university with such a large population of international students would provide second language writers the opportunity to become familiar with the university and its many genres. However, until Fall semester 2004, it lacked a writing program specifically designed for
international students. International students were placed in courses offered through the English composition department, where their specific cultural and cognitive needs were not being met.

In order to address the specific needs of second language writers, BYU has implemented multicultural sections of courses in the past. As part of her dissertation at BYU, Preto-Bay (2002) experimented with two sheltered, or ESL-only, sections of English 115, which followed the current English 115 curriculum at that time. One section of the course, the control group, was taught using a genre-based approach to freshman writing similar to the mainstream English 115 course. The other section was an experimental section that was focused on second language needs, incorporating metacognitive strategy training and explicit instruction of cultural and social skills. Preto-Bay found that students in the experimental group performed better than the students in the control group. Despite this research, however, sheltered sections of this course were not continued through the English composition department, which did not feel that second language writing was within the bounds of its discipline.

As Silva and Leki (2004) point out, “there is often an either/or stance with regard to drawing on the resources of applied linguistics and composition studies” (p.10). This is also the case at BYU. In an ethnographic study, Shane Dixon (2001), found “a lack of coordination between ESL services and the Composition Department” at Brigham Young University (iv). This lack of coordination is coupled with a lack of understanding about what the other field has to offer. As often happens in other universities (Atkinson and Ramanathan, 1995), at BYU, the English Composition department assumes that students who enter the writing classrooms possess a significant amount of background knowledge.
Thus, students in these classes are not explicitly instructed in the sociocognitive elements of writing.

As a Teaching English to Speakers of Other languages (TESOL) graduate instructor, I realized that the advanced writing courses of its intensive English program—which are designed to prepare students for college writing—the Department of Linguistics and English Language put a great emphasis on formulaic essays, such as the five-paragraph essay, and explicit instruction of grammar and other linguistic components of writing, often at the exclusion of discussing the rhetorical situation and understanding different genres (Atkinson and Ramanathan, 1995).

In addition, as an English 115 graduate instructor, I realized that, despite the needs raised in Dixon’s (2001) thesis and Preto-Bay’s (2002) dissertation, L2 students were not provided with a viable alternative to the mainstream first-year writing class they were required to take. In addition, the needs of L2 writers were only briefly mentioned in English 115 instructor training. When instructors asked composition program administrators for additional advice on instructing and evaluating second language writers, they were told to consult a handbook or instructed to do the best they could to be fair. Continued research of the needs of second language student writers revealed a gap between current research and the system of L2 first-year writing instruction at BYU. Current L2 research suggests that one way to fill that gap is to build a bridge between the two departments and offer a second language writing course in academic literacy.

Definitions of academic literacy

In addition to learning the basics of reading and writing, academic literacy involves understanding the social and cognitive elements of effective writing within a
specific context. At a North American university, students must be instructed in the social values and beliefs held by their particular institution (Kern, 2000). They must be given the tools necessary to become members of the discourse community. Brandt (1990) states, “How we design meaning from texts is constrained not only by the language of the text but also by our cultural experience, which involves the declarative and procedural knowledge we have acquired and internalized, and that we share in common with other members of discourse communities to which we belong” (p. 57). If international students want to belong to the academic community, they must learn its culture.

The literacy course is an academic reading and writing course that teaches students both the social and cognitive skills necessary to succeed in a North American university. In this type of course, reading and writing are viewed as social and cognitive processes and not just as skills to be mastered during a semester. In the literacy course, “critical thinking is not reserved for special lessons, but is integrated into students’ regular classroom tasks. Cultural exploration is not restricted to the content of the textbook reading passage, but permeates all aspects of the lesson”(Hartman, 1996, pp. 15-16).

In addition, in the literacy classroom students are instructed in the cognitive skill of learning to write. Social and cognitive factors are not dichotomies; instead, they intertwine throughout the first-year writing course and both must be explicitly taught. If students want to communicate and participate within a specific society—in this case the university—they must acquire the “essential shared cultural knowledge of that society” (Hirsch, 1987, p. 31). Bernhardt (1991) says that
much of what is dealt with in the cognitive realm of literacy (for example goals and purposes, uses of procedural and declarative knowledge, rhetorical thinking, and so forth) is shaped by sociocultural forces, and played out in language use. Conversely, certain social aspects of literacy (such as the internalization of a language or a society’s sign systems, for example) obviously depend on cognitive processing. (p. 39)

A crucial component of an academic literacy course is providing a definition and understanding of different cultural values and discourse communities. These cultural components should be taught concurrently with the different genres and writing assignments. As students better understand the interrelationships between language and culture, they will understand the effects and “communicative consequences” of texts on a particular audience (Hartman, 1996, pp.15-16) and become members of the academic discourse community. According to Gee, (2001) “discourses are ways of being in the world; they are forms of life which integrate words, acts, values, beliefs, attitudes, and social identities as well as gestures, glances, body positions and clothes” (p. 526). It is crucial that students understand what a discourse community is and how they can become members of the unique community at their university. They must understand that literacy is “dynamic” and that it will vary across discourse communities and cultures (Hatman, 1996).

The rhetorical situation and a genre-focused approach

In order to better understand how literacy is dynamic, second language writers should understand what the field of composition studies refers to as the rhetorical triangle—author, audience, and purpose (Lindemann, 1995). This triangle is used to
teach students the meaning of a rhetorical situation through understanding the unique interaction of author, audience, and purpose in a particular writing situation. A rhetorical situation involves an author communicating ideas to an audience for a specific purpose. It therefore calls for a “deliberate communicative response,” as the audience is persuaded to “think, feel, believe, understand, or act in a particular manner” (Hauser, 2002, p.43).

The first side of that triangle involves students’ understanding themselves as writers. In seeking to understand themselves, students should be asked to consider their native language writing experience as well as their second language writing experience. They should think about the methods of instruction, practice, and cultural values and beliefs of writing in their native language and understand how that experience and cultural perception has shaped their writing style in their L1 and consequently in their L2. According to Philosopher Henry Johnstone, “Consciousness of our contradictory impulses and potential resolution on the basis of arguments tell the self who it is and where it stands. . . . In every rhetorical transaction, the purpose or goal is to evoke conscious awareness of the commitments embedded in our assumptions and, quite possibly, to persuade listeners to our point of view” (as quoted in Hauser, 2002, p. 65).

In the writing classroom, students can be presented with an opportunity to evaluate their commitments and assumptions. In so doing, they become actively involved in the writing process through thinking critically about a possible discontinuity between their worldview and previous writing experience and the culture of their North American university. Students should perform metacognitive evaluations of how they write in their first and second languages, in order to better understand their personal cultural background and writing process. Once they understand themselves as authors, they must
make the transition from writing for themselves to writing in such a way that others will understand. This transition is aided through the instruction of genre, or understanding different types or categories of writing.

A traditional definition of genre is an analysis of different categories of writing, such as different types of essays, poems, plays, and novels. The genre is characterized by its form, style, organizational structure, plot, and any other feature which distinguished a piece of literature as being a member of a particular group (Johns, 2003). Genre theory suggests that the definition of genre should also “refer to a distinctive category of discourse of any type . . . with or without literary aspirations” (Swales, 1990, p. 33). In addition, genre includes the social nature of language and discourse (Johns, 2003). Theorists suggest that we should look at genre as a concept that is both cultural and cognitive (Berkenkotter & Huckin, 1995). The L2 college literacy classroom is an ideal place to teach both the cultural and cognitive components of genre, because according to Hartman (1996), “[Literacy] draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge” (p.16).

In addition to understanding themselves as authors, second language writers must understand their audience and purpose at a North American university. They must be instructed regarding the common audiences and purposes of the academic discourse community in general. They will learn to understand their audience and its values and cultural assumptions as they are taught the general concept of genre and are then specifically instructed concerning genres commonly used within a university. As they learn about the requirements of specific genres, students must also understand that their
specific audience and purpose will change, depending on the courses they take and the major they pursue. After all, “genres are not just text types; they imply/invoke/create/(re)construct situations (and contexts), communities, writers, and readers” (Coe, 2002). By introducing students to the academic discourse community in general, and instructing them on what genre is and how they need to learn to follow the expectations within a genre, they will be equipped with the tools necessary to learn the specific genres they will encounter throughout their university experience.

Theorists differ in their opinions of what types of genres should be taught in college composition courses, but researchers agree that it is helpful for students in general education courses to learn to write in a variety of academic genres (Swales, 1990). Learning to research and write a research paper is one of the genres that most researchers agree upon (Barthomae, 1995; Rose, 1983). They see the value of teaching all college students how to successfully navigate the university library, as well as academic online sources. Regardless of which specific genres composition classes decide to teach, they should encourage students to go beyond mere conventions and look at how language and content are organized within those genres.

The concept of genre can help students produce effective pieces of writing during the composition class and even after: “Genres are particularly useful to individuals and to teachers of composition because those who become familiar with common genres develop shortcuts to the successful processing and production of written texts” (Johns, 2003, p. 196). If students have already written a narrative paper, for example, then they will be able to activate their prior knowledge of the narrative genre and produce a similar product later on.
Process approach to writing

Students will learn to write in these common genres through a process approach to writing which emphasizes producing a polished writer at the end of a semester in addition to a polished product. In the process approach, instead of solely focusing on textual features in writing, teachers instruct students in the process expert writers follow in producing their works. Teaching process includes teaching the writing stages such as generating ideas, outlining, drafting, editing, and revising. Originally, the process approach began in L1 composition. Vivian Zamel (1976) first mentioned this approach to the field of second language writing. In 1981 the process was born in an attempt to clearly define the cognitive processes associated with the act of composition. Later it became widely accepted among first and second language writing scholars as an effective means of teaching writing (Flower & Hayes, 1981).

In the ensuing decades, the process approach has continued to be used as a viable method of writing instruction in both L1 and L2 writing classrooms (Matsuda, 2003). While some researchers disagree as to exactly what the process entails (Fulkerson, 1990), and some scholars now advocate the post-process theory (Kent, 1999), many scholars are still in agreement that teaching writing as a process is a sound methodological approach and it is, therefore, still the dominant methodology in composition instruction.

The six traits of effective writing

One way of teaching genre through a process approach is through teaching two major components of effective writing—global and local. The two major components are subdivided into six traits. The global traits include the first three traits—content, organization, and voice—and are the ways in which writers enact the idea of genre.
Through the use of global traits, students demonstrate their ability to produce the purpose, context, and content required by the genre. The global traits of effective writing, therefore, should be emphasized first in the writing process, because they are the most important aspects. Without the appropriate use of global traits, effective communication of ideas cannot take place (Zamel, 1985). The global traits, emphasizing thoughts and ideas, are stressed the most in college composition courses because of the research on the process approach which emphasizes the students’ process of becoming good writers and communicators instead of focusing on textual features (Ferris & Hedgcock, 1998; Johns, 1990; Silva, 1990).

When teachers first focus on the content and organization of an essay, students are able to see writing as a process and to see their essay as a work in progress. If students receive feedback on lexical errors too early in the writing process they may begin to see their writing as a fixed and inflexible product and would, therefore, not be as likely to make revisions on structure and meaning (Sommers, 1982). Expert writers often make revisions, so students seeking to improve their writing should have the same opportunity to rewrite and revise: “Rather than being expected to turn in a finished product right away, students are asked for multiple drafts of a work and taught that rewriting and revision are integral to writing, and that editing is an ongoing, multi-level process, not merely a hasty check for correct grammar” (Myers, 1997).

Because of their multicultural experiences, international students often display greater maturity of thought in their content than their L1 peers (Myers, 1997). Most L2 writers, therefore, do not struggle as much with generating ideas as they do with knowing how to say what they desire to communicate. If they are instructed in the various stages
of the writing process, they can come to understand that as second language writers they may need more help than their L1 peers with global organizational structures and voice. A problem arises when ESL-instructed international students apply the formulaic organizational structures they learned in their ESL composition courses. Composition instructors will often give a low grade to a formulaic essay. In the second language freshman writing course, therefore, students must learn to move beyond the formulaic and become more creative and self-expressive if they want to succeed in the academic discourse community.

After focusing on the global traits, we must turn attention to the three local traits—sentence fluency, word choice, and conventions—which are usually emphasized more in applied linguistics classes such as grammar courses not writing courses, but which must be part of the college L2 writing curriculum. Composition studies administrators and instructors typically do not emphasize the local traits as much. In fact, many programs do not offer any explicit instruction in local issues, such as grammar, since some research has shown little correlation between explicit instruction and improvement in writing (Truscott, 1996).

In contrast, several researchers have found that local trait instruction, specifically through feedback in writing, can benefit students (Ashwell, 2000; Chandler, 2003; Lyster, Lightbown, & Spada, 1999). Chandler (2003) looked at the writing progress of ESL students over a period of ten weeks, focusing on how the students’ writing improved in terms of the number of lexical and grammatical errors they made. The results of this study demonstrated that student writing improved in accuracy and fluency over time with teacher feedback. In addition, students improved their time from 37 minutes to 15
minutes for writing 100 words. They also later demonstrated an ability to write more difficult texts correctly.

L2 writers have both a greater desire for and a greater need for local trait instruction than their L1 peers. These students need increased assistance in comprehending and implementing correct grammar, sentence structure, and punctuation use. As students receive feedback on local traits, it is important that students have the opportunity to correct their own errors so they will better understand correct grammatical structures. Lyster et al. (1999) argue that feedback should help learners understand the correct form and give them the opportunity to display their linguistic understanding in a way they may not be able to in other communicative language teaching activities. Chandler (2003) asserts that such instruction is especially applicable to more advanced students, such as those at the university level.

Second language writing students need to be taught that language acquisition, like the writing process, takes place over a long amount of time. Students cannot expect to gain perfect command of English word choice, syntax, and grammatical conventions in one semester; what they can do, however, is learn to become self-editors and learn to identify errors in their own and other students’ writing. This understanding of the local elements, combined with their global understanding of genre and the writing culture of an American university, will lead them to success as new members of the academic discourse community.

Conclusion

In this review of literature, I have argued that, like in many other universities, a gap exists between the composition studies program and the applied linguistics program
at BYU. Through reviewing the general history of writing and discussing L2 writing’s parent disciplines, I have explained the major differences between L1 and L2 writers. In light of these differences, there is also a gap between the current research on second language writing and the current method of freshman composition instruction at BYU.

In response to the first gap, a bridge of mutual knowledge and understanding must be built between L1 and L2 administrators of academic literacy. In response to the second gap, I propose an alternative method of composition instruction: an academic literacy course in which students will be taught the rhetorical situation and a genre-focused approach to writing. Students will enact the concept of genre as they are instructed in the writing process and six traits of effective writing. As the two gaps are bridged, students’ cognitive and social needs will be met and students will be aided on their path to becoming members of the academic discourse community.
CHAPTER 3
MATERIALS DEVELOPMENT PROCEDURES

Because of my composition and rhetoric training through the English Department and English Composition program at Brigham Young University—including my teaching experience teaching English 115 to mainstream college freshmen—and my TESOL graduate studies and second language teaching experience, I found myself in a position to do something to bridge the gap between these seemingly dichotomous departments. With the guidance of Dr. Diane Strong-Krause, I decided to create the curriculum for a general education first-year writing course for international students, offered through the Department of Linguistics and English Language.

In this chapter I will discuss my procedures in planning, creating, implementing, and evaluating this first-year writing course for international students. I will begin with a discussion of the university-wide general education requirements and first-year writing requirements. Then I will discuss my process of curriculum development, implementation of the curriculum, and evaluation of the course.

First-year writing course requirements

First, I had to become familiar with the university requirements for all general education courses. Brigham Young University is a private university, founded upon religious principles which stress the importance of continually gaining truth and knowledge. Because of this religious foundation, Brigham Young University values lifelong learning and stresses the importance of gaining a broad general education. The university outlined its criteria in a mission statement document. I have included below the
Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education. The arts, letters, and sciences provide the core of such an education, which will help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity. (The Mission of Brigham Young University, 1994-95 Undergraduate Catalogue, xii).

Reflecting this stated mission, the purpose of the following questions is to assist departments and colleges in preparing courses for G.E. certification. The document is intended to serve as a basis for course evaluation with department faculty and between the department and the Faculty General Education Council.

The university administration then specifies seven objectives any GE course is required to meet. In order to ascertain whether a particular course meets those seven objectives, the university has requested that specific questions regarding each objective be completed by the department. The seven objectives with their corresponding questions are quoted below:

1. The course should reflect the department’s commitment to general education.
   
   A. Are respected, thoroughly prepared faculty teaching the course?
   
   B. Is the course effectively organized and implemented?
   
   C. Does the syllabus make the objectives, assignments, and methods of evaluation clear? Can students rely on the syllabus as a faithful guide through the course?
D. Does students' work receive qualified and appropriate evaluation?

E. Is the department devoting to the course significant resources of time, space, equipment, and other support funding?

F. Does the department perceive the course as a significant contribution to the mission, aims, and educational goals of the university?

2. The course should provide a core general education.

   A. Does the course teach the essential methods, procedures, and kinds of data normally studied in the discipline and in a way that makes those methods, procedures, and data understandable for non-majors?

   B. Is the course inviting and interesting to students in general or merely directed to potential majors in the discipline?

   C. Does the course generate ideas, leading students to question assumptions and evaluate competing claims?

3. The course should stimulate clear thinking.

   A. Does the course encourage students toward independent study and discussions among themselves?

   B. Do students learn to generalize and apply what they learn of the methods of this discipline in exploring other fields of study?

   C. Do students in the course discover relationships between this discipline and the rest of their education?

4. The course should develop effective communication.

   A. Does the course increase the students' skills in reading texts (written, numerical, aural, visual, tactile, kinetic, etc.) with discernment?
B. Do significant *writing* experiences improve students' ability to express ideas reached through analysis and synthesis of the course material?

C. Does the course help students increase *verbal* skills and incorporate the vocabulary particular to the subject?

D. Are students better able to discuss the issues and insights found in the course with others they encounter in and out of the church?

E. Does the course give students experience working in groups where appropriate?

5. In most cases, the course should reveal cultural contexts and traditions, our own and others.

   A. Does the course focus on important parts of humanity's accumulation of factual information, theoretical insights, and creative achievement?

   B. Are the historical and cultural contexts of the course made clear and meaningful?

   C. Does the course reveal disciplinary and cultural contexts and traditions in a way that stimulates respect and understanding?

6. The course should demonstrate clear standards of intellectual integrity.

   A. Are religious, moral, and ethical standards brought to bear on the methods, assumptions, and conclusions of the course as appropriate?

   B. Does the course have appropriate intellectual rigor and appropriate demands for majors and non-majors alike?

   C. Is the level of competence required consistent in all sections of the same course?
D. Is student work evaluated with appropriate consistency across all sections?

7. The course should invite students to take moral and practical responsibility for their learning.

A. Does the course persuade students to consider the methods and content of the disciplines involved in light of their most fundamental beliefs and life purposes?

B. Are students invited to ask what their moral responsibility is as they respond to these disciplines while at the university and thereafter throughout their lives?

C. Does the course integrate standard disciplinary content with appropriate gospel insights?

D. Are students encouraged to see themselves as responsible for their own learning and for continuing to learn after their formal education?

After familiarizing myself with the above objectives, I had to become familiar with the specific requirements for general education first year writing courses. The criteria for evaluation of a first-year writing course which were adopted by the FGEC in December 1999 are quoted below. The departments are asked to include the following nine components in their first-year writing courses:

1. **Writing as a Primary Emphasis.** First-year writing courses approved for general education credit must have direct instruction in writing as a primary emphasis and require sufficient writing. (Optimally, students will write 4–6 short papers and 1–3 long papers, totaling 20 to 40 pages of polished writing, not
counting preliminary drafts.) Grades for the course should be based largely on the quality of the writing, rather than on measures of student effort or scores on homework exercises or objective tests. (Optimally, 70% to 80% of the course grade should be based on grades on final drafts.)

2. Teacher Qualifications. First-year writing teachers must be qualified to teach writing. Ways that teachers may qualify include the following: completing an approved internship with an experienced teacher, documenting recent experience teaching first-year writing, or taking an approved seminar on methods of teaching writing and attending in-service training. Teachers may be required to demonstrate qualifications by submitting samples of their own writing. Departments should be prepared to demonstrate that they have in place a process to screen, select, train, supervise, and evaluate teachers employed in their first-year writing courses.

3. Evaluating Student Writing. Each teacher of a course should grade and give helpful feedback to students on all final drafts, using clearly articulated evaluation criteria for each assignment.

4. Writing Processes. Teachers should emphasize the processes of writing as well as the finished products. That is, teachers should teach about and require students to practice such things as the following: collecting data, finding supporting evidence, and creating good arguments; organizing the material for a paper; writing successive drafts of the same paper; group writing; seeking and using peer responses; revising; editing grammar, usage, and punctuation; and
using conventional formats. Helping students revise their writing is particularly encouraged.

5. **Rhetorical Knowledge.** In first-year writing courses, students should demonstrate that they can focus on a well-defined purpose in writing, write clearly for a specified audience, use conventions of format and structure appropriate to the rhetorical situation, and adopt a voice, tone, and level of formality suited to the purpose and audience. They may also learn about and practice the following: responding to the needs of different audiences; responding appropriately to different kinds of rhetorical situations; writing in several genres; and exploring the ways different genres shape writing and reading.

6. **Knowledge of Conventions.** In first-year writing courses, students should learn about and use the following: common formats for different kinds of texts; genre conventions ranging from purpose and structure to tone and mechanics; methods of documenting borrowed information; and conventions of edited syntax, grammar, punctuation, and spelling. Students should be evaluated specifically and independently on their knowledge of conventions of edited language (i.e., syntax, grammar, mechanics, and punctuation) and this evaluation should contribute significantly to the course grade.

7. **Research Writing.** Every first-year writing course should have a significant component in which students learn about and use university libraries to do research for a documented paper. Instruction in this component should be coordinated with the HBLL librarians, and students should take the related tests offered in the library. Scores on these tests should contribute to the course grade.
Students should learn the following: how to use current technologies to locate information; note taking and data-retrieval techniques; conventions of quoting, paraphrasing, and summarizing; accepted methods of documenting borrowed information; and avoiding plagiarism.

8. Critical Reading. Every first-year writing course should include, in addition to the reading of student papers, assigned reading of other texts and activities that help students read purposefully and critically. Instruction could include the following: analyzing and evaluating arguments; identifying main ideas and authors’ claims; identifying supporting evidence, identifying premises and unstated assumptions; evaluating logic and logical fallacies; drawing inferences; synthesizing ideas; identifying and evaluating analogies and figurative language; and distinguishing between emotional, ethical, and rational appeals.

9. Class Size. Optimum class size is 20 or fewer students.

10. Course Approvals. Courses proposed for certification in first-year writing are reviewed by the University Writing Committee, members of which are appointed by the University President for three-year terms. The committee’s decisions are submitted to the Faculty General Education Council and then to the Dean of General and Honors Education for ratification.

11. Continuing Oversight. The University Writing Committee is responsible primarily to conduct periodic reviews to ensure that approved courses continue to meet these criteria. Departments that sponsor first-year writing courses are responsible to support the courses with resources sufficient to help them meet
these criteria, particularly the criteria regarding teacher qualifications and class size.

Next, I compared and contrasted all GE first-year writing requirement courses currently offered at BYU. I analyzed the skills taught in these courses and determined a comparable GE curriculum in light of second language needs. The main components of these different courses, including the Elang 105 descriptions I wrote are included in Table 2.
### Table 2
A comparison of first-year writing courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>COURSE</th>
<th>ENGLISH 115</th>
<th>ENGLISH 209/209H</th>
<th>HONORS 200</th>
<th>PHILOSOPHY 200</th>
<th>ELANG 105</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Title</td>
<td>College Writing and Reading</td>
<td>Rhetoric and Writing</td>
<td>Honors University Writing</td>
<td>Reasoning and Writing</td>
<td>Academic Reading and Writing</td>
</tr>
<tr>
<td>Course Coordinator</td>
<td>Greg Clark</td>
<td>2110 JCBH 422-5383</td>
<td>2070 JCBH 422-1716</td>
<td>Sue Luong 182 RCHE 422-6048</td>
<td>Donna Rummulin 3194 RCHE 422-2721</td>
<td>Diane Strong-Krause 3144 RCHE 422-3970</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>English 115 is for traditional first-year students.</td>
<td>English 209 is designed for students with A.P. English credit seeking additional challenges or those with prior college experience, including transfer students, upper-classmen, and return missionaries.</td>
<td>Students learn to be good writers in the academic community.</td>
<td>Students learn how to write effectively in different genres through a process approach.</td>
<td>Students learn how to assimilate into the culture of a U.S. university.</td>
<td></td>
</tr>
<tr>
<td>Rationale</td>
<td>Basic principles of critical reading and expository writing: purpose, structure, logic, and language.</td>
<td>Students learn to be good writers in the academic community by writing frequently and intensively, and by developing critical reading, thinking, and researching skills, and an honest voice.</td>
<td>Can be assigned to achieve an academic community by writing frequently and intensively, and by developing critical reading, thinking, and researching skills, and an honest voice.</td>
<td>Can be assigned to achieve an academic community by writing frequently and intensively, and by developing critical reading, thinking, and researching skills, and an honest voice.</td>
<td>Can be assigned to achieve an academic community by writing frequently and intensively, and by developing critical reading, thinking, and researching skills, and an honest voice.</td>
<td></td>
</tr>
<tr>
<td>Major Assignments</td>
<td>1. Personal narrative. 2. Textual analysis. 3. Argument paper based on negotiation of opposite sides. 4. Reading portfolio. 5. Library research paper.</td>
<td>1. Personal narrative essay. 2. Textual or critical analysis. 3. Argumentative essay. 4. Library research paper. 5. Honors Great Works paper(s)</td>
<td>1. Logic exams. 2. Grammar exam. 3. Daily written exercises. 4. Short, argumentative papers. 5. Library research paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Curriculum development

After reviewing the university’s GE requirements, I designed a course curriculum, syllabus and calendar for a sixteen week course, scheduled to meet for fifty minutes, three times a week, for a total of approximately 48 class periods. Purdue University’s Online Writing Lab (OWL) provided a significant amount of information, a great deal of it specifically designed for international students studying in a North American university. I based the Elang 105 curriculum on Purdue University’s second language writing course for freshman and on BYU’s English 115 course. This curriculum is outlined in detail in chapter 4. I wrote lesson plans for each day of the course, which were used by Julie Damron and me during Fall semester 2004 and Winter semester 2005. During Winter semester 2005 an additional section of the course was offered, taught by Mirial Burton (who also used my materials). In addition, I gathered and created resources for this course, including detailed assignment sheets, grading rubrics, peer review sheets, Powerpoint presentations, handouts, overhead presentations, instructional videos, mid-term and final student evaluation forms, a grammar exam, and final writing sample prompt.

I wrote a curriculum including five major units for the course: personal knowledge paper, summary and analysis paper, interview memo, survey report, and research paper and presentation. Each unit is described in more detail below:

Unit 1: Personal Knowledge Paper

The focus of this unit is on effective assertion of a personal point in public. Here students learn to communicate something of themselves to others in a classroom setting. They learn how to assert personal knowledge to others appropriately and effectively, as
well as efficiently and clearly, in particular rhetorical situations. They learn the components of narrative and the importance of using detailed descriptions, figurative language, and dialogue in their writing.

Unit 2: Summary and Analysis Paper

The focus of this unit is on analysis of the rhetorical effectiveness of a publicly presented speech. Here students learn the practices of critical analysis: receiving, judging, and responding to attempts by other individuals to communicate persuasively. They learn to be critical readers who can then assert an evaluative response in a particular rhetorical situation through writing a detailed analysis.

Unit 3: Interview Memo

The focus of this unit is on professional communication. Here students learn how to contact a professional, set up an interview, and evaluate the information they receive. They are able to learn more about their intended major or career, while simultaneously making contact with a possible mentor. They are then required to present a brief summary of their findings in writing in memo format, utilizing headings, bullets, and/or numbering.

Unit 4: Survey Report

The focus of this unit is on assessing how much other BYU students know about the students proposed research topic. Here students learn to develop a questionnaire, distribute it to a few of their acquaintances, and prepare for writing their final research paper. Then they report their findings through writing in a memo format using statistical data and analysis of the results.
**Unit 5: Research Paper and Presentation**

The focus of this unit is on integrating the activities of rhetorical assertion and critical reception by drawing upon public materials to develop a personal point that contributes to public knowledge. Here students learn to do thorough critical and productive research in the resources of public knowledge, a process that requires engaging in the roles of purposeful communicator and critical reader at once. They learn to locate, evaluate, and respond to sources and to use them to articulate rhetorical arguments that integrate individual beliefs and values with the beliefs, values, and communicative conventions of a particular knowledge community.

The personal knowledge, summary and analysis, and research papers in the Elang 105 curriculum are similar to the three major papers required in the English 115 course. However, Elang 105 offers the two additional units that English 115 does not. These units, as well as the increased sociocultural and local trait components are what make this course unique.

(For further information regarding each unit, including assignment sheets and grading rubrics, please see chapter 4.)

**Implementation**

I implemented these materials, while simultaneously editing and revising them as I observed the needs of my students, while I taught two sections during two different semesters. Two sections of the course were offered Fall semester 2004 and three sections were offered winter 2005. The demographics of these courses are described in Table 3. The placement process was determined by advisement from the counseling and career center. In the future, the cap for class size will be around 15 students per section in order
to facilitate the increased teacher time needed for evaluating papers and meeting students in individual instructor conferences.

Table 3

Demographics of Elang 105 courses offered fall and winter semesters 2004-2005.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Total number of students</th>
<th>Gender</th>
<th>Language Backgrounds</th>
<th>Total number of students</th>
<th>Gender</th>
<th>Language Backgrounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burton</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>18</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Romanian, Spanish, Russian, Finnish, German, Lithuanian, Chinese, Japanese, Tagalog</td>
</tr>
<tr>
<td>Damron</td>
<td>17</td>
<td>5</td>
<td>12</td>
<td>16</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish, Mongolian, Russian, polish, Korean, Estonian, Portuguese, Swedish</td>
<td></td>
<td></td>
<td>French, Hungarian, Turkish, Spanish, Russian, Korean, Finnish</td>
</tr>
<tr>
<td>Lamm</td>
<td>21</td>
<td>5</td>
<td>16</td>
<td>19</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish, Chinese, Arabic, Russian, Portuguese, Korean, Japanese, Mongolian, French, Thai, Hindi</td>
<td></td>
<td></td>
<td>Spanish, Korean, Japanese, Russian, Portuguese, Chinese, French, German, Mongolian, Armenian, Vietnamese</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>10</td>
<td>28</td>
<td>53</td>
<td>17</td>
<td>36</td>
</tr>
</tbody>
</table>
Evaluation

I had two main research questions to evaluate the effectiveness of Elang 105:

1. How do students perceive the effectiveness of different aspects of the course, including homework, assignments, texts, teacher feedback, and assessments?
2. How well did Elang 105 students perform in comparison with English 115 students using a similar curriculum?

In order to answer the first question, I implemented two types of assessments. First, students completed mid-semester and final course evaluations. Second, I conducted oral interviews with several students near the end of the semester.

In order to answer research question number two, I had students complete a final writing sample and a final editing identification test. The following section describes the instruments and procedures used to evaluate the effectiveness of the course. The results of these evaluations are explained in detail in chapter 5.

*Instruments to Answer Question #1*

**Mid-semester and final course evaluations**

The pen and paper evaluation had two forms, serving as a mid-semester and final evaluation of the course for international students enrolled in Elang 105. It was administered during class at mid-term and on the last day of class. The forms are identical, except that the mid-term asks the students about their experience so far in the course, with 25 questions, while the final asks about their entire experience, with the same 25 questions plus two additional ones (See appendix C).
Students responded to each item on a five point scale: strongly agree, agree, no opinion, disagree, and strongly disagree. Students responded to their feelings about the effectiveness of the course regarding the following areas:

- The texts used for the course
- Improvement the student’s grammar skills
- Improvement the student’s reading skills
- Familiarization of the student with the writing process
- Teacher conferences
- Teacher feedback on drafts
- Helpfulness of the writing center
- Helpfulness of friends and/or roommates in editing papers
- Homework load
- 5 major assignments
- In and out of class journals
- Portfolios
- Assignment sheets and rubrics
- Peer review sheets
- Class lectures
- Helpfulness of the course in improving the student’s writing in the six areas: content, organization, voice, sentence fluency, word choice, and conventions;
- Familiarity with the library;
- Introduction to the culture of a U.S. university.
Means and standard deviations were compared on each item to evaluate which areas the students found most effective and which areas they found least effective. Mid-semester and final evaluation scores were also compared to see if student opinions changed over the course of the semester.

Interviews

At the end of the course, eight students were chosen at random and interviewed during a regularly scheduled one-on-one conference with the instructor. Their responses were digitally recorded and transcribed.

In order to assess how students generally felt about the course, students were asked to respond to the same three questions about their experience in the course.

Question 1: What was the most helpful thing about Elang 105?
Question 2: What was the most difficult thing about Elang 105?
Question 3: What is the most difficult part of writing in English?

Student responses were transcribed and analyzed for similarities and differences in content.

Instruments to Answer Question #2

Final Writing Sample

Because of limited class time, the final writing sample was a take-home 30 minute writing exam for international students enrolled in Elang 105 as well as one section of mainstream English 115 students. This assessment was distributed on the last day of class and turned in during the scheduled final exam period. One limitation is that since this was a take-home exam, the environment of the test-taking was not able to be adequately controlled. While it could not be controlled, students were instructed (on their
honor) to spend only 30 minutes on the exam and were told not to consult another person. They were able to chose one of two possible writing prompts. This test evaluated students’ ability to produce writing as a product, unlike the portfolio assessments which assessed the students’ process of writing in addition to assessing the final product.

The results of the two classes were compared to assess the variation between students. The writing samples were evaluated by trained English 115 instructors who blindly double-rated the samples. Each of the six instructors, chosen at random from among my colleagues, was given a packet including grading rubrics and a set of eight essays to grade. The essays were randomly assigned a number and no name, class, or otherwise identifying information was provided. The instructors were only able to view and evaluate the students’ text. These samples were rated according to the six traits which were used in both courses throughout the semester. They are listed below as they applied to the final writing sample:

**CONTENT:** The argument is precise and explicit, offering a unique opinion or perspective. The paper contains a clearly arguable thesis supported by sufficient, accurate, relevant, and balanced reasons and evidence.

**VOICE:** The voice of the paper is appropriately formal, while maintaining interest. The author’s opinion is clearly articulated and supported by examples (whether they be personal or otherwise). An engaging essay will have a strong, confident voice.

**ORGANIZATION:** The paper has an engaging introduction and has a strong, concise, appropriate thesis statement. The body of the essay provides support for the claim in the form of logical arguments and evidence, arranged in a coherent, logical order. There are clear transitions between paragraphs and ideas, and a conclusion that gives closure to the
argument and reinforces the claims made throughout the paper. Paragraphs are structured appropriately and are not too long or too short.

**WORD CHOICE:** The writer exhibits an acute awareness of word choice, striving for just the right word for each situation. There are no misappropriated words, and the paper reflects an awareness of potentially problematic connotations and denotations.

**SENTENCE FLUENCY:** The language of the paper is clear and concise. Sentences are structured to improve the coherence and focus of the argument, and every sentence works to prove the claim. Sentence constructions that are vague, wordy, or obscure are avoided. There are few run-on sentences or sentence fragments.

**CONVENTIONS:** The essay displays excellent application of grammar, punctuation, and usage principles covered throughout the semester. (See appendix D for the final writing sample prompt).

**Final editing identification exam**

This additional take-home exam was distributed to Elang 105 and English 115 students. This assessment was distributed on the last day of class and turned in during the scheduled final exam period. In contrast to the final writing sample which evaluated a student’s ability to produce effective writing, this assessment evaluated the students’ ability to identify errors in writing. This exam assessed students’ ability to identify global organizational errors as well as errors of local traits, such as word choice, sentence fluency, punctuation and APA formatting. Again, the results of the two classes were compared to assess the variation between students. The results may have varied if the test had been administered in class since students would have had a specified amount of
time to complete the assessment. The types of errors identified by the students are listed below:

Punctuation

- Capitalization
- Apostrophes
- Dialogue
- Colons/semicolon
- Coordinating conjunctions
- Commas in a series

Sentence Structure

- Compound sentences
- Fragments
- Run-on sentences and comma splices
- Introductory elements and discourse markers
- Dangling and misplaced modifiers
- Parallelism

Word Choice

- Definite and Indefinite articles
- Prepositions

APA documentation

- Title page and running head
- References page
- Internal citations

Paragraph Organization

- Topic sentences
- Appropriate length

The results of the final writing sample and editing identification test were analyzed through a multivariate analysis of variance (MANOVA). There were 11 dependent variables (the different skill areas being tested which were content, voice, organization, word choice, sentence fluency, and conventions for the writing sample and identifying errors with punctuation, sentence fluency, word choice, APA format, and paragraph organization for the editing identification test), and there was one independent
variable (the course). Because there are multiple dependent variables, multivariate analysis of variance (MANOVA) was used to determine whether there were significant differences in score means for the two courses (Elang 105 and English 115).
CHAPTER 4
ELANG 105 CURRICULUM AND TEACHER TRAINING MANUAL

This chapter is a curriculum document that will be given to future teachers of Elang 105. It will focus on the key components of the curriculum of Elang 105 and will act as a guidebook for new instructors. First, it will review the literature and explain the need for such a course. Then it will provide an introduction to L2 writing courses at BYU, explaining the major features of each course. Third, it will provide a detailed description of both student and teacher needs and expectations. Next, it will explain the goals, objectives, and major assignments of the course. Fifth, it will introduce major learning activities and testing and evaluation procedures. Finally, it will contain a sample syllabus and course calendar, sample lesson plans, assignment sheets, rubrics, and effective student writing samples for each of the major papers and the final presentation.
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BACKGROUND INFORMATION

General history of L2 writing

Before World War II writing in a second language (L2) did not receive much attention because L2 specialists advocated an audiolingual approach to language acquisition which emphasized listening and speaking skills (Matsuda, 2001). After the war, as more international students enrolled in U.S. universities which required all students to take first year writing courses, the Conference on College Composition and Communication (CCCC) took great interest in second language writing. Then, when English as a Second Language (ESL) specialists were professionalized, they asserted that L2 students would best be served by ESL-trained teachers. As a result, the CCCC lost interest in the field of second language writing and centered its focus on composition studies. Thus, first language (L1) and L2 writing became separate disciplines, and L2 writing became almost exclusively considered a subset of second language acquisition (Matsuda, 2003). It was not until the 1960s, however, that second language writing began to receive a great deal of attention from L2 scholars as the field of applied linguistics began to expand its borders and Language Learning, its flagship journal, began to include articles concerning the application of linguistic theory and language teaching and learning (Leki, 1992; Matsuda, 1999; Raimes, 1991; Silva, 1990).

There are many fields that contribute to second language writing, and second language writing shares similarities and differences with all of its feeder disciplines; therefore, it needs to be recognized for what it is—a unique interdisciplinary subset of many fields (Johnson & Roen, 1989). This section will focus on two of the larger feeder
disciplines, composition studies and applied linguistics, because according to Silva and Leki (2004), two of the leading L2 writing researchers, L2 writing finds itself at the “crossroads” of composition studies and applied linguistics (p.1).

As university administrators and teachers decide how to meet the needs of L2 writers, they must keep in mind the differences between composition studies and applied linguistics such as different assumptions of cultural background, learning strategies, expectations for form and content of work, scope, research emphases, and departmental philosophies and histories. In addition, they must keep in mind the differences between L1 and L2 writers such as different experience writing in English, familiarity with Western culture in general and the academic culture of a North American university, linguistic competency levels, reading skills, and maturity of thought.

The differences between composition studies and applied linguistics relate to the differences between L1 and L2 writers because composition studies research and publications traditionally deal primarily with L1 writing concerns. Similarly, applied linguists are not typically familiar with the current theories of composition studies and rhetoric, and when they discuss writing, their focus is L2 writing. Therefore, administrators and instructors in the divergent fields can often be unaware of the different teaching philosophies and differences between L1 and L2 fields. This lack of awareness can be solved through bridging the disciplinary divide between composition studies and applied linguistics. If the gap between departments is eliminated, then the needs of writers can be discussed and met through a balanced, interdisciplinary approach. Writing program teachers and administrators must understand where students are coming from and where they need to go in order to be successful writers in the university context.
L2 writing’s parent disciplines

In order to more fully understand second language writing, we must look at the basic tenets of each of the two parent disciplines—composition studies and applied linguistics. Because of the philosophical and pedagogical differences of these disciplines, L2 teachers tend to favor one discipline over another, usually based upon their past experience and training. As Silva and Leki (2004) point out, an either/or approach does not help second language writers understand the cultural components of literacy as well as the cognitive elements of academic writing. For purposes of this discussion, the cultural components of literacy refer to an understanding of the worldview, values and beliefs of the author, audience and purpose of a particular piece of writing; the cognitive components refer to understanding the writing process and completing specific types of writing assignments.

Neither of the two disciplinary approaches alone serves the students well, because L2 writing students need to have a combination of the best both fields have to offer. Silva & Leki (2004) recommend a synthesis of the two fields: “In recognition of the fact that the parent disciplines offer different but valuable ideas, the field of L2 writing might try to synthesize its views or find a middle ground that makes sense for L2 writing studies” (p.10). Administrators and teachers, therefore, must come together to combine aspects of these disciplines and their respective field and population orientations. They must first understand the basic tenets of both disciplines and then choose which aspects of each parent discipline to include in their curriculums. In so doing, they must ask themselves what they hope to accomplish. If the goal is academic literacy, which will be defined
later in this paper, the teacher must incorporate both social and cognitive elements of
instruction.

Indeed, the two fields have substantial differences. A study conducted by
Atkinson and Ramanathan (1995) found conflicting distinctions between an L1 English
university composition program (UCP) and an L2 English Language Program (ELP)
administered through a department of applied linguistics. These differences were
manifest in four major areas: cultural knowledge, learning strategies, expectations for
form and content of work, and the “academic-culture foundations” of the departments (p.
561). First, the kinds of cultural knowledge each program assumed on the part of their
students differs. The UCP assumes that students have a certain amount of American or
Western cultural knowledge. In contrast, the ELP assumes students do not have
substantive cultural knowledge. Second, the learning strategies employed by the two
departments differ. The UCP focuses on a sophisticated process of writing development,
whereas the ELP focuses on a simplified writing process and deductively formed essays.
Third, the programs differ in their expectations for the form and content of work. The
UCP focuses on sophisticated thought and unique, individualistic, or implicit expression,
while the ELP focuses on the straightforward communication of facts. The fourth
difference is the “academic-culture foundations on which they [the departments]
themselves rest” (p. 561). The UCP is grounded in the research of rhetoric and
composition, whereas the ELP is grounded in the theory of applied linguistics.

Silva and Leki (2004) further discuss similar differences between applied
linguistics programs and composition studies programs. Their comparisons are detailed
in Table 1.
Table 1.

Major differences between applied linguistics and composition studies (Silva and Leki, 2004).

<table>
<thead>
<tr>
<th>Applied Linguistics</th>
<th>Composition studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>International and multicultural in its scope.</td>
<td>National and monocultural in its scope; composition studies is primarily concerned</td>
</tr>
<tr>
<td></td>
<td>with North American, middle-class white students. The discipline’s emphasis on</td>
</tr>
<tr>
<td></td>
<td>multiculturalism, refers mostly to including African American and Hispanic students</td>
</tr>
<tr>
<td></td>
<td>in the freshman writing course.</td>
</tr>
<tr>
<td>Local or specific view in great detail, without a clear</td>
<td>Global or holistic view of writing and written texts.</td>
</tr>
<tr>
<td>appreciation for how this view fits into the broader</td>
<td></td>
</tr>
<tr>
<td>picture of L2 writing issues.</td>
<td></td>
</tr>
<tr>
<td>Foregrounds practice</td>
<td>Foregrounds theory</td>
</tr>
<tr>
<td>Sees language as an artifact of thought</td>
<td>Sees thought as determined by language; one’s language determines or limits what one</td>
</tr>
<tr>
<td></td>
<td>can think or conceptualize.</td>
</tr>
<tr>
<td>Primary genre is empirical research.</td>
<td>Primary genre is the essay.</td>
</tr>
<tr>
<td>Found in a number of departments (Linguistics, Foreign</td>
<td>Typically housed in English departments.</td>
</tr>
<tr>
<td>Language, English, Education, Communication) and</td>
<td></td>
</tr>
<tr>
<td>typically, have no stable disciplinary home.</td>
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</table>

As demonstrated in Table 1, there are several differences between the two parent disciplines in cultural knowledge expected of students, approach to learning, theory, genre, and academic housing of the departments. These differences illustrate some of the major causes of the disciplinary divide.

Differences between L1 and L2 writers

There are many factors which influence the L2 writing student, and these variables differ from the factors which influence L1 writing students. Second language writers are affected by connections between their L2 writing ability and L2 proficiency; experience and proficiency writing in their native language, fear or anxiety about writing in their second language, gender, learning style, L1 background and educational
experience, perceptions of writing and how it is taught, the effect of reading in their L1 and L2, and previous writing experience in their L2 (Silva & Leki, 2004).

In addition to different variables, L2 writers have different needs than their L1 peers. Preto-Bay (2002) explains the needs of second language writing students at universities such as Brigham Young University: “Although hardworking and intellectually capable, L2 international students attending institutions of higher learning in North America have extensive academic adaptation needs. Their past educational background coupled with a lack of cultural know-how and academic role skills often renders these students passive and unable to effectively deal with the university as an academic community” (p. 51). The academic literacy needs of L2 students also differ from L1 academic literacy needs. The L2 writing student needs to acquire both linguistic and nonlinguistic skills which will be necessary for them to succeed in the academic discourse community of a North American university (Preto-Bay, 2002).

History of L2 writing at BYU

Given what we know now about L2 writing, and as more international students enroll in American universities, administrators nationwide must determine how to meet L2 students’ unique writing needs. Compared with other universities, Brigham Young University has a large percentage of international students—4.3 percent of the student body, approximately 2,000 students from 112 countries. It seems logical that a university with such a large population of international students would provide second language writers the opportunity to become familiar with the university and its many genres. However, until Fall semester 2004, it lacked a writing program specifically designed for international students. International students were placed in courses offered through the
English composition department, where their specific cultural and cognitive needs were not being met.

In order to address the specific needs of second language writers, BYU has implemented multicultural sections of courses in the past. As part of her dissertation at BYU, Preto-Bay (2002) experimented with two sheltered, or ESL-only, sections of English 115, which followed the current English 115 curriculum at that time. One section of the course, the control group, was taught using a genre-based approach to freshman writing similar to the mainstream English 115 course. The other section was an experimental section that was focused on second language needs, incorporating metacognitive strategy training and explicit instruction of cultural and social skills. Preto-Bay found that students in the experimental group performed better than the students in the control group. Despite this research, however, sheltered sections of this course were not continued through the English composition department, which did not feel that second language writing was within the bounds of its discipline.

As Silva and Leki (2004) point out, “there is often an either/or stance with regard to drawing on the resources of applied linguistics and composition studies” (p.10). This is also the case at BYU. In an ethnographic study, Shane Dixon (2001), found “a lack of coordination between ESL services and the Composition Department” at Brigham Young University (iv). This lack of coordination is coupled with a lack of understanding about what the other field has to offer. As often happens in other universities (Atkinson and Ramanathan, 1995), at BYU, the English Composition department assumes that students who enter the writing classrooms possess a significant amount of background knowledge.
Thus, students in these classes are not explicitly instructed in the sociocognitive elements of writing.

As a Teaching English to Speakers of Other languages (TESOL) graduate instructor, I realized that the advanced writing courses of its intensive English program—which are designed to prepare students for college writing—the Department of Linguistics and English Language put a great emphasis on formulaic essays, such as the five-paragraph essay, and explicit instruction of grammar and other linguistic components of writing, often at the exclusion of discussing the rhetorical situation and understanding different genres (Atkinson and Ramanathan, 1995).

In addition, as an English 115 graduate instructor, I realized that, despite the needs raised in Dixon’s (2001) thesis and Preto-Bay’s (2002) dissertation, L2 students were not provided with a viable alternative to the mainstream first-year writing class they were required to take. In addition, the needs of L2 writers were only briefly mentioned in English 115 instructor training. When instructors asked composition program administrators for additional advice on instructing and evaluating second language writers, they were told to consult a handbook or instructed to do the best they could to be fair. Continued research of the needs of second language student writers revealed a gap between current research and the system of L2 first-year writing instruction at BYU. Current L2 research suggests that one way to fill that gap is to build a bridge between the two departments and offer a second language writing course in academic literacy.

Definitions of academic literacy

In addition to learning the basics of reading and writing, academic literacy involves understanding the social and cognitive elements of effective writing within a
specific context. At a North American university, students must be instructed in the social values and beliefs held by their particular institution (Kern, 2000). They must be given the tools necessary to become members of the discourse community. Brandt (1990) states, “How we design meaning from texts is constrained not only by the language of the text but also by our cultural experience, which involves the declarative and procedural knowledge we have acquired and internalized, and that we share in common with other members of discourse communities to which we belong” (p. 57). If international students want to belong to the academic community, they must learn its culture.

The literacy course is an academic reading and writing course that teaches students both the social and cognitive skills necessary to succeed in a North American university. In this type of course, reading and writing are viewed as social and cognitive processes and not just as skills to be mastered during a semester. In the literacy course, “critical thinking is not reserved for special lessons, but is integrated into students’ regular classroom tasks. Cultural exploration is not restricted to the content of the textbook reading passage, but permeates all aspects of the lesson” (Hartman, 1996, pp. 15-16).

In addition, in the literacy classroom students are instructed in the cognitive skill of learning to write. Social and cognitive factors are not dichotomies; instead, they intertwine throughout the first-year writing course and both must be explicitly taught. If students want to communicate and participate within a specific society—in this case the university—they must acquire the “essential shared cultural knowledge of that society” (Hirsch, 1987, p. 31). Bernhardt (1991) says that
much of what is dealt with in the cognitive realm of literacy (for example goals and purposes, uses of procedural and declarative knowledge, rhetorical thinking, and so forth) is shaped by sociocultural forces, and played out in language use. Conversely, certain social aspects of literacy (such as the internalization of a language or a society’s sign systems, for example) obviously depend on cognitive processing. (p. 39)

A crucial component of an academic literacy course is providing a definition and understanding of different cultural values and discourse communities. These cultural components should be taught concurrently with the different genres and writing assignments. As students better understand the interrelationships between language and culture, they will understand the effects and “communicative consequences” of texts on a particular audience (Hartman, 1996, pp. 15-16) and become members of the academic discourse community. According to Gee, (2001) “discourses are ways of being in the world; they are forms of life which integrate words, acts, values, beliefs, attitudes, and social identities as well as gestures, glances, body positions and clothes” (p. 526). It is crucial that students understand what a discourse community is and how they can become members of the unique community at their university. They must understand that literacy is “dynamic” and that it will vary across discourse communities and cultures (Hatman, 1996).

The rhetorical situation and a genre-focused approach

In order to better understand how literacy is dynamic, second language writers should understand what the field of composition studies refers to as the rhetorical triangle—author, audience, and purpose (Lindemann, 1995). This triangle is used to
teach students the meaning of a rhetorical situation through understanding the unique interaction of author, audience, and purpose in a particular writing situation. A rhetorical situation involves an author communicating ideas to an audience for a specific purpose. It therefore calls for a “deliberate communicative response,” as the audience is persuaded to “think, feel, believe, understand, or act in a particular manner” (Hauser, 2002, p.43).

The first side of that triangle involves students’ understanding themselves as writers. In seeking to understand themselves, students should be asked to consider their native language writing experience as well as their second language writing experience. They should think about the methods of instruction, practice, and cultural values and beliefs of writing in their native language and understand how that experience and cultural perception has shaped their writing style in their L1 and consequently in their L2. According to Philosopher Henry Johnstone, “Consciousness of our contradictory impulses and potential resolution on the basis of arguments tell the self who it is and where it stands. . . . In every rhetorical transaction, the purpose or goal is to evoke conscious awareness of the commitments embedded in our assumptions and, quite possibly, to persuade listeners to our point of view” (as quoted in Hauser, 2002, p. 65).

In the writing classroom, students can be presented with an opportunity to evaluate their commitments and assumptions. In so doing, they become actively involved in the writing process through thinking critically about a possible discontinuity between their worldview and previous writing experience and the culture of their North American university. Students should perform metacognitive evaluations of how they write in their first and second languages, in order to better understand their personal cultural background and writing process. Once they understand themselves as authors, they must
make the transition from writing for themselves to writing in such a way that others will understand. This transition is aided through the instruction of genre, or understanding different types or categories of writing.

A traditional definition of genre is an analysis of different categories of writing, such as different types of essays, poems, plays, and novels. The genre is characterized by its form, style, organizational structure, plot, and any other feature which distinguished a piece of literature as being a member of a particular group (Johns, 2003). Genre theory suggests that the definition of genre should also “refer to a distinctive category of discourse of any type . . . with or without literary aspirations” (Swales, 1990, p. 33). In addition, genre includes the social nature of language and discourse (Johns, 2003). Theorists suggest that we should look at genre as a concept that is both cultural and cognitive (Berkenkotter & Huckin, 1995). The L2 college literacy classroom is an ideal place to teach both the cultural and cognitive components of genre, because according to Hartman (1996), “[Literacy] draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge” (p.16).

In addition to understanding themselves as authors, second language writers must understand their audience and purpose at a North American university. They must be instructed regarding the common audiences and purposes of the academic discourse community in general. They will learn to understand their audience and its values and cultural assumptions as they are taught the general concept of genre and are then specifically instructed concerning genres commonly used within a university. As they learn about the requirements of specific genres, students must also understand that their
specific audience and purpose will change, depending on the courses they take and the
major they pursue. After all, “genres are not just text types; they
imply/invoke/create/(re)construct situations (and contexts), communities, writers, and
readers” (Coe, 2002). By introducing students to the academic discourse community in
general, and instructing them on what genre is and how they need to learn to follow the
expectations within a genre, they will be equipped with the tools necessary to learn the
specific genres they will encounter throughout their university experience.

Theorists differ in their opinions of what types of genres should be taught in
college composition courses, but researchers agree that it is helpful for students in general
education courses to learn to write in a variety of academic genres (Swales, 1990).
Learning to research and write a research paper is one of the genres that most researchers
agree upon (Barthomae, 1995; Rose, 1983). They see the value of teaching all college
students how to successfully navigate the university library, as well as academic online
sources. Regardless of which specific genres composition classes decide to teach, they
should encourage students to go beyond mere conventions and look at how language and
content are organized within those genres.

The concept of genre can help students produce effective pieces of writing during
the composition class and even after: “Genres are particularly useful to individuals and to
teachers of composition because those who become familiar with common genres
develop shortcuts to the successful processing and production of written texts” (Johns,
2003, p. 196). If students have already written a narrative paper, for example, then they
will be able to activate their prior knowledge of the narrative genre and produce a similar
product later on.
Process approach to writing

Students will learn to write in these common genres through a process approach to writing which emphasizes producing a polished writer at the end of a semester in addition to a polished product. In the process approach, instead of solely focusing on textual features in writing, teachers instruct students in the process expert writers follow in producing their works. Teaching process includes teaching the writing stages such as generating ideas, outlining, drafting, editing, and revising. Originally, the process approach began in L1 composition. Vivian Zamel (1976) first mentioned this approach to the field of second language writing. In 1981 the process was born in an attempt to clearly define the cognitive processes associated with the act of composition. Later it became widely accepted among first and second language writing scholars as an effective means of teaching writing (Flower & Hayes, 1981).

In the ensuing decades, the process approach has continued to be used as a viable method of writing instruction in both L1 and L2 writing classrooms (Matsuda, 2003). While some researchers disagree as to exactly what the process entails (Fulkerson, 1990), and some scholars now advocate the post-process theory (Kent, 1999), many scholars are still in agreement that teaching writing as a process is a sound methodological approach and it is, therefore, still the dominant methodology in composition instruction.

The six traits of effective writing

One way of teaching genre through a process approach is through teaching two major components of effective writing—global and local. The two major components are subdivided into six traits. The global traits include the first three traits—content, organization, and voice—and are the ways in which writers enact the idea of genre.
Through the use of global traits, students demonstrate their ability to produce the purpose, context, and content required by the genre. The global traits of effective writing, therefore, should be emphasized first in the writing process, because they are the most important aspects. Without the appropriate use of global traits, effective communication of ideas cannot take place (Zamel, 1985). The global traits, emphasizing thoughts and ideas, are stressed the most in college composition courses because of the research on the process approach which emphasizes the students’ process of becoming good writers and communicators instead of focusing on textual features (Ferris & Hedgcock, 1998; Johns, 1990; Silva, 1990).

When teachers first focus on the content and organization of an essay, students are able to see writing as a process and to see their essay as a work in progress. If students receive feedback on lexical errors too early in the writing process they may begin to see their writing as a fixed and inflexible product and would, therefore, not be as likely to make revisions on structure and meaning (Sommers, 1982). Expert writers often make revisions, so students seeking to improve their writing should have the same opportunity to rewrite and revise: “Rather than being expected to turn in a finished product right away, students are asked for multiple drafts of a work and taught that rewriting and revision are integral to writing, and that editing is an ongoing, multi-level process, not merely a hasty check for correct grammar” (Myers, 1997).

Because of their multicultural experiences, international students often display greater maturity of thought in their content than their L1 peers (Myers, 1997). Most L2 writers, therefore, do not struggle as much with generating ideas as they do with knowing how to say what they desire to communicate. If they are instructed in the various stages
of the writing process, they can come to understand that as second language writers they may need more help than their L1 peers with global organizational structures and voice. A problem arises when ESL-instructed international students apply the formulaic organizational structures they learned in their ESL composition courses. Composition instructors will often give a low grade to a formulaic essay. In the second language freshman writing course, therefore, students must learn to move beyond the formulaic and become more creative and self-expressive if they want to succeed in the academic discourse community.

After focusing on the global traits, we must turn attention to the three local traits—sentence fluency, word choice, and conventions—which are usually emphasized more in applied linguistics classes such as grammar courses not writing courses, but which must be part of the college L2 writing curriculum. Composition studies administrators and instructors typically do not emphasize the local traits as much. In fact, many programs do not offer any explicit instruction in local issues, such as grammar, since some research has shown little correlation between explicit instruction and improvement in writing (Truscott, 1996).

In contrast, several researchers have found that local trait instruction, specifically through feedback in writing, can benefit students (Ashwell, 2000; Chandler, 2003; Lyster, Lightbown, & Spada, 1999). Chandler (2003) looked at the writing progress of ESL students over a period of ten weeks, focusing on how the students’ writing improved in terms of the number of lexical and grammatical errors they made. The results of this study demonstrated that student writing improved in accuracy and fluency over time with teacher feedback. In addition, students improved their time from 37 minutes to 15
minutes for writing 100 words. They also later demonstrated an ability to write more difficult texts correctly.

L2 writers have both a greater desire for and a greater need for local trait instruction than their L1 peers. These students need increased assistance in comprehending and implementing correct grammar, sentence structure, and punctuation use. As students receive feedback on local traits, it is important that students have the opportunity to correct their own errors so they will better understand correct grammatical structures. Lyster et al. (1999) argue that feedback should help learners understand the correct form and give them the opportunity to display their linguistic understanding in a way they may not be able to in other communicative language teaching activities. Chandler (2003) asserts that such instruction is especially applicable to more advanced students, such as those at the university level.

Second language writing students need to be taught that language acquisition, like the writing process, takes place over a long amount of time. Students cannot expect to gain perfect command of English word choice, syntax, and grammatical conventions in one semester; what they can do, however, is learn to become self-editors and learn to identify errors in their own and other students’ writing. This understanding of the local elements, combined with their global understanding of genre and the writing culture of an American university, will lead them to success as new members of the academic discourse community.

Conclusion

In this review of literature, I have argued that, like in many other universities, a gap exists between the composition studies program and the applied linguistics program
at BYU. Through reviewing the general history of writing and discussing L2 writing’s parent disciplines, I have explained the major differences between L1 and L2 writers. In light of these differences, there is also a gap between the current research on second language writing and the current method of freshman composition instruction at BYU.

In response to the first gap, a bridge of mutual knowledge and understanding must be built between L1 and L2 administrators of academic literacy. In response to the second gap, I propose an alternative method of composition instruction: an academic literacy course in which students will be taught the rhetorical situation and a genre-focused approach to writing. Students will enact the concept of genre as they are instructed in the writing process and six traits of effective writing. As the two gaps are bridged, students’ cognitive and social needs will be met and students will be aided on their path to becoming members of the academic discourse community.
Second language writing courses:

*English Language Center Writing Courses*: The English Language Center (ELC) is located in the University Parkway Center (UPC) building on Brigham Young University campus. Students at the ELC have not been accepted to BYU, but they do have access to some university services, such as the library and on-campus jobs. The ELC is an intensive English program which provides English language instruction classes in the following skill areas: grammar, reading, listening/speaking, and writing. The students are tested for ability level in each of the skills and are then placed in courses ranging from beginning (Level 1) to advanced (Level 5). Some level 4 students and many level 5 students take the Test of English as a Foreign Language (TOEFL) exam and apply for admission to North American universities, such as BYU.

One of the goals of the writing 4 and 5 classes is to prepare students for writing at the university level; however, as explained in the review of literature section of this document, much of the instruction in intensive English programs such as the ELC focuses on formulaic outlines like the 5-paragraph essay and local traits of writing—sentence fluency, word choice, and conventions. Students learn the basics of writing the following types of papers: Compare and Contrast, Opinion, Cause and Effect, Narrative, and Research.

*English as a Second Language (ESL) 304*: This course is designed to prepare international students for college writing. It is offered for 3 elective college credits, but it does not count towards graduation and is not required. Students, if they have been advised by someone who is aware of this course, choose to take this course when they
want more preparation and practice writing in English before taking their GE freshman writing course. Many students take ESL 304 in their first semester at BYU after attending the ELC; other students come straight from their native countries.

This course is a language course with writing as its primary emphasis. It places a great emphasis on sentence fluency, grammar, and learning how to write at the sentence and paragraph level, as well as discussing the basics of genre and the rhetorical situation. Students receive instruction and practice in grammar and editing concepts. Students write the following types of papers (similar to those taught at the ELC but at a more advanced level with greater emphasis placed on the rhetorical situation and vocabulary): compare and contrast, opinion, cause and effect, narrative, and research.

_English Language (ELANG) 105:_ A first-year writing course which does count towards graduation, fulfilling the general education first-year writing requirement. This is a course in academic literacy, meaning that it combines social and cognitive elements of writing. In addition to improving students’ writing skills, this course is designed to help students become accustomed to the culture of BYU and to help students succeed in all their other courses.

Other GE first-year writing course options:

(Students may take ELang 105, or they may choose to take any of the following 3 credit courses to fulfill their GE first-year writing requirement.)

_English 115: College Writing and Reading._ Primarily English 115 is for traditional first-year students. It teaches basic principles of critical reading and expository writing: purpose, structure, logic, and language.
**English 200: Rhetoric and Writing.** English 200 is designed for students with A.P. English credit seeking additional challenges or those with prior college experience, including transfer students, students in upper classes, and return missionaries. It provides introduction to academic discourse and argumentation; especially for students with strong writing skills or college-level experience.

**Philosophy 200: Reasoning and Writing.** This class is open to all majors who are interested in philosophical writing. It teaches critical thinking and expository writing skills necessary to prepare philosophy majors and other interested undergraduates for Philosophy 311.

**Honors 200:** Honors university writing. Though Honors 200 has no formal prerequisites it is designed for students interested in pursuing the Honors experience and who view their writing skills as advanced beyond first-year writing. Students learn to be good writers in the academic community by writing frequently and intensively, and by developing critical reading, thinking, and researching skills, and an academic voice.

**Additional ESL courses offered:**

(For your information, through the Department of Linguistics and English Language BYU also offers the following ESL courses for 3 elective credits each.)

**ESL 301. Advanced Academic English for International Students.** This teaches integrated skills course for nonnative English speakers, primarily focused on academic listening, speaking, and the basic skills needed for success at an American university.

**ESL 302. Advanced English Pronunciation for International Students.** This course works on improving the speaking ability of nonnative English students, emphasizing rhetorical and communication strategies, pronunciation, stress, rhythm, intonation, and fluency.
ESL 303. College Reading and Study Skills for International Students. ESL 303 focuses on learning strategies to improve reading speed and to understand materials used in university classes. Should be taken during the first year (for nonnative English speakers).

ESL 404: This course is designed to help international graduate students improve their writing skills in general and specifically to write their master’s theses and doctoral dissertations.
STUDENT DESCRIPTION AND NEEDS

Background of Students:

The students who take English Language 105 (Elang 105) are bilingual/multilingual international students usually in their freshman year at Brigham Young University. Their goals and expectations for the course will differ depending on their previous experience. Some students come directly from a high school or college in their native country. Other students come from intensive English programs, such as the English Language Center at BYU. Approximately one-third of the students come from Central and South America, from many different Spanish-speaking countries. Another third of the students come from Asian, speaking Chinese, Japanese, and Korean. The final third come from all over the world including Africa, Armenia, France, Poland, Russia, Saudi Arabia, with often over twenty different language backgrounds in the same class.

This difference in background also accounts for discrepancies between student abilities and level of proficiency upon entering the course. Currently, students are placed in Elang 105 based upon their TOEFL score and upon recommendation by a counselor in the international student relations department, located in the Administration building. An additional writing placement exam will be given to future students.

Needs of Students:

The individual needs of students are as varying as their language backgrounds. In general, students who are prepared for Elang 105 are able to construct meaningful sentences within the organization of a cohesive paragraph. They are able to adequately respond to a writing prompt asking them to argue an opinion. They use examples and facts to support their opinions.
Elang 105 students show mastery of basic grammar principles such as subject-verb agreement, consistent verb tense, and word form. They may display occasional errors in these areas but they show a general understanding of these concepts. Common Elang 105 errors include misuse or lack of articles, prepositions, and idiomatic expressions. These are among the local traits that need to be explicitly taught in Elang 105.

In addition to their writing skills, Elang 105 students are able to articulate their opinions orally with intermediate to advanced fluency, and understand class discussions and assignments, again depending on their unique experiences. Students with low to intermediate proficiency in listening and speaking will need additional repetition of assignments through instructors’ writing assignments and explanations on the board, distributing detailed assignment sheets, and often through discussing them after class or during office hours one-on-one with the instructor.

**Student Expectations:**
Student expectations will also differ depending upon their cultural background and experience writing in their native language. Most students expect explicit instruction in writing different types of papers. In addition, they expect explicit instruction in linguistic skills, such as grammar, spelling, and format. Students also expect to receive extensive teacher feedback on their writing.

**Role of Student:**
The students are members of a new academic community who, unlike their native-English speaking peers, need to be introduced to the culture of the North American university, as well as the genres of academic writing. The learners will use their writing skills in an academic environment designed to prepare students for success in all other
college courses. In addition to the social skills the students will acquire (such as role skills for success in a North American university), the students will learn how to think and critically, and write effectively in response to a variety of genres.

Students are required to keep all prewriting and drafts for every major paper they write throughout the semester. Students receive points based upon their final product in each unit (the final draft of the paper) as well as points for their process (as evidenced in the portfolio). In addition, students evaluate the course through an on-paper survey distributed in class at mid-term and at the end of the course. There is also a final writing sample (an in-class 30 minute timed essay) and a final editing test.

Learners are expected to learn through critically reading all assigned texts and answering the critical thinking questions that accompany them. In addition, they are expected to write multiple drafts for each of the major papers. During the process of drafting and revising, they are expected to conference with their instructor and participate in peer review in class. They also have the option of consulting a writing tutor. They are not able to select which assignments to complete; however, they are allowed to choose their topics. These topics come from their personal experience and preferences.

Students are expected to participate in learner-centered tasks such as drafting and peer review in which students assume greater control over what they write, edit, and choose to revise. Student-to-student interaction includes periodic group discussions and assignments as well as peer review activities in class. Teacher-to-student interaction includes classroom lecture, one-on-one conferencing, and written feedback on student drafts.
Students are expected to take responsibility for writing by setting personal writing goals and regularly conferencing with instructor. They are instructed that they will receive the academic benefits in direct proportion to the effort they expend. This effort involves the following activities:

- Completing a self-evaluation for each unit final paper. This involves evaluating the previous unit paper, listing its strengths and weaknesses, and then setting new goals for the current paper.
- Meeting with the instructor to discuss the writing goals for each paper. This will also involve setting goals toward grammar mastery.
- Following up on these goals with the next paper and next instructor conference.
Student evaluations of Elang 105 show how important the role of the teacher is in an effective writing class. Instruction takes place in the margins of the pages as well as in the classroom. The writing teacher must spend time giving feedback on student drafts. Teachers should also follow the pattern of beginning their feedback with global issues first—content, organization, and voice—and then moving on to local issues. Because of the emphasis the process approach places on time, teachers must provide students with sufficient feedback and sufficient time to process and incorporate that feedback. One-on-one instructor conferences can help both teacher and student understand how to help the student become a better writer. These conferences provide an ideal environment for discussing the author’s writing process, ideas, possible stumbling-blocks, and suggestions for improvement.

**Teacher Expectations:**

Teachers are expected to do the following:

- regularly hold one-on-one conferences with their students
- respond to multiple drafts of students’ papers
- provide explicit classroom instruction in the form of lectures
- provide students with opportunities to practice and apply the skills they are learning.

**Role of teacher:**

The writing teacher wears many hats, from that of coach and trainer, to that of judge or critic. The teacher must facilitate the learning process through lecture, extensive one-on-one conferencing, and thoughtfully responding to students’ written drafts. The
Elang 105 teacher’s task is to help students understand and respond effectively to the complexities of the new rhetorical situations they will find themselves in as they read and write in their North American college courses. The teacher will also teach students to write in various genres. The instructor, in effect, becomes a guide to the new intellectual culture the student has entered by explaining and modeling this culture’s literary practices and by giving students assignments and opportunities to become initiated into academic literacy.

The instructor’s goal is to help the students take charge of their own education and learn that they are responsible for how much they learn and grow as a writer. They

- Keep writing tasks clear, simple and straightforward
- Teach the writing process
- Analyze and diagnose a writing product
- Establish (and help students to establish their own) short-term and long-term goals
- Develop and/or modify meaningful assignments
- Provide a real audience: an audience other than the teacher through peer review or other means
- Allow students to see their own work develop
- Provide heuristics for invention, purpose, and audience
- Outline clearly the goals for each writing assignment
- Teach (both explicitly and through written comments) the conventions of spelling, punctuation, and capitalization
- Teach the principles—rules, conventions, and guidelines of writing—as a means to develop thoughts, order ideas, and communicate these ideas in a meaningful way

(Adapted from Richards, 1990, p. 111).
Elang 105 differs from Intensive English Program writing courses, such as those taught at BYU’s ELC. It also differs from the ESL 303 and 304 courses, which are taught to prepare students for freshman writing (either English 115 or Elang 105, depending on the student’s preference). Unlike the previous classes, this one-semester course meets the academic requirements of all other first year general education writing courses. It is founded in an understanding of rhetoric and composition, as well as the unique needs of second language writing students. It is not an “easy A” or “fun, ELC-like” alternative to the academically demanding English 115. It is a college composition course, taught in light of second language needs, which means that it focuses on “the acquisition of linguistic and non-linguistic knowledge and skills as they relate to the academic practices of the university” (Preto-Bay, 2002, p.28).

The goal of this course is to promote academic literacy, or the explicit instruction of both the social (cultural) and cognitive (writing) skills necessary to succeed in a North American university. The social and cognitive factors do not act as separate skills; they are interdependent and interwoven throughout the curriculum. For practical purposes, I have listed them separately below.

Included in the social skills are items such as academic role skills and an introduction to university resources such as the library and the writing center.
**Objective 1:** students will understand the sociocultural context and expectations of the North American university. This includes helping students to learn the following role skills:

- Classroom etiquette
- Study skills for success in the university classroom
- The role of a syllabus
- How to actively participate in the lecture
- How to contact professors through office hours and email
- How to succeed in collaborative classrooms with group assignments
- Familiarity with the Aims and Objectives of BYU
- Familiarity with the genres commonly encountered at a North American university

One of the goals of this first objective is to increase “a student’s familiarity with and facility in the language, values, and narratives of a culture not his or her own” (Berman, 1999, p.43).

The cognitive skills taught in Elang 105 include critical thinking, reading, and writing. They also include learning strategies and self-evaluation.

**Objective 2:** students will become critically literate—to think and read critically, not only for facts but for subtle inferences and implications.

- Recognize an author's purpose
- Understand the organization of a message
- Evaluate an author's use of language
- Discern an author's tone (the author's attitude toward subject and audience)
- Discern the assumptions underlying a statement
- Judge the possible biases of a speaker or writer
- Evaluate any evidence offered to support a claim
- Recognize and avoid fallacies in reasoning
- Draw inferences from what is unstated
- Interpret an author's meaning
Objective 3: students will use a writing process to produce polished papers. Students learn to take the following steps (though not necessarily in linear order) to complete any paper they may be assigned:

- Prewriting (planning and shaping)
- Writing (also called drafting)
- Revising
- Editing and proofreading

Objective 4: students will become aware of strategies they employ while reading and writing in genres common at college. Students will be expected to respond to evaluation questions and writing prompts. Some of the genres students should learn to read and write and evaluate include the following:

- Summary and paraphrase
- Personal/autobiographical narrative
- Analysis of the rhetorical components of a speech or argument
- Research paper
- Public presentation of written work

Objective 5: students will become familiar with the conventions of edited American English, understanding and employing

- Current standards for usage
- Grammatical sentence structures
- Correct punctuation
- Mechanics and formatting
- Use of a writing handbook as a reference for conventions problems or questions

Objective 6: students will gain the experience necessary to locate information in a major university library. Completing this objective entails the following:

- Taking a self-guided tour of the library
- Learning to use the card catalog and other online indexes
- Learning to use periodical indexes
- Passing two tests on library knowledge
- Attending at least two library instruction sessions in the library (Sandy Tidwell with library instruction is willing to provide an additional session to assist students in locating sources for their individual research topics.)
Completing a background study guide on a topic of the student's choice
Learning to paraphrase, summarize, and quote
Learning to read and take notes efficiently
Learning to use APA documentation style
Writing a polished, correctly documented paper without plagiarizing

SYLLABUS DESIGN

Selection and organization of content:
This course was patterned after other general education first-year writing courses offered at BYU and was also patterned after second language first-year writing courses taught at other universities, such as Purdue University. Every reading and writing assignment helps to promote one of the aforementioned six objectives of Elang 105.

5 major units:
(See appendices for sample assignment sheets, rubrics, and student samples of each of the following assignments)

Unit 1: Introduction to the University and Personal Knowledge Paper
At the beginning of the unit, students will receive instruction in the role of a syllabus, classroom etiquette, and other basic college survival skills. The writing focus of this unit is on effective assertion of a personal narrative and lesson learned. Here students learn to communicate something of themselves and their culture to others. They learn how to assert personal knowledge to others appropriately and effectively, as well as efficiently and clearly, in particular rhetorical situations.

Major objectives covered in unit 1:

- classroom etiquette
- study skills for success in the university classroom
- the role of a syllabus
- how to actively participate in the lecture
Unit 2: Summary and Analysis Paper

The focus of this unit is on effective analysis of the validity and value of an assertion made in public. Here students learn the practices of critical reception: receiving, judging, and responding to attempts by other individuals to communicate persuasively. They learn to be critical readers who can assert an evaluative response in a particular rhetorical situation. They first write a summary of the argument they read. Then they write a critical analysis of the speech’s rhetorical effectiveness.

Major objectives covered in unit 2:

- recognize an author's purpose
- understand the organization of a message
- evaluate an author's use of language
- discern an author's tone (the author's attitude toward subject and audience)
- discern the assumptions underlying a statement
- judge the possible biases of a speaker or writer
- evaluate any evidence offered to support a claim
- recognize and avoid fallacies in reasoning
- draw inferences from what is unstated
- interpret an author's meaning
- write incorporating both summary and paraphrase
- analyze the rhetorical components of a speech or argument
- structure and organize an argument in response to a speech

Unit 3: Interview Memo

The focus of this unit is on professional communication. Here students learn how to contact a professional, set up an interview, and evaluate the information they receive. They are able to learn more about their intended major or career, while simultaneously
making contact with a possible mentor. They learn to summarize the main ideas of their findings in a concise, memo format.

**Major objectives covered in unit 3:**

- learning how to contact professors through office hours and email
- understanding and employing current standards for usage
- understanding and employing grammatical sentence structures
- understanding and employing correct punctuation
- understanding and employing mechanics and memo formatting

**Unit 4: Survey Report**

The focus of this unit is on assessing how much other BYU students know about the student’s proposed research topic. Here students learn to develop a questionnaire, distribute it to a few of their acquaintances, and present a summary of their findings, once again in a memo format. In addition, they will present their findings through an oral presentation. This assignment springboards nicely into the research paper when students conduct their survey on the same topic.

**Major objectives covered in unit 4:**

- understanding and employing mechanics and memo formatting
- succeeding in collaborative classrooms with group assignments
- using a writing handbook as a reference for conventions problems or questions
- presenting their written work orally

**Unit 5: Research Paper and Presentation**

The focus of this unit is on integrating the activities of rhetorical assertion and critical reception by drawing upon public materials to develop a personal point that contributes to public knowledge. Here students learn to do thorough critical and productive research, a process that requires engaging in the roles of purposeful communicator and critical reader at once. They learn to locate, evaluate, and respond to sources and to use them to
articulate rhetorical arguments that integrate individual beliefs and values with the beliefs, values, and communicative conventions of a particular knowledge community.

**Major objectives covered in unit 5:**

- taking a self-guided tour of the library
- learning to use the card catalog and other online indexes
- learning to use periodical indexes
- attending at least two library instruction sessions in the library (Sandy Tidwell with library instruction is willing to provide an additional session to assist students in locating sources for their individual research topics.)
- completing a background study guide on a topic of the student's choice
- learning to paraphrase, summarize, and quote
- learning to read and take notes efficiently
- learning to use APA documentation style
- writing a polished, correctly documented research paper *without plagiarizing*
Based on the genre-based (understanding different categories and types of writing assignments) and process-based (understanding the stages expert writers follow to produce effective pieces of writing) approaches to writing instruction, this course is a course in academic literacy which focuses on cultural aspects of writing in North America as well as the cognitive aspects of learning how to write. It provides a communicative and interactive classroom environment. The following kinds of activities are designed to help students learn the particular rhetorical and applied linguistic skills of communicating in writing throughout each unit.

1. **Activities related to critical thinking and sociocultural aspects:**
   - discussing and analyzing texts in class
   - marking a text, strategic questioning
   - reading out loud in class
   - reading assignments outside of class
   - answering questions about the readings
   - preparing and presenting an academic presentation (including a handout and visual aids) about students’ research topic

2. **Activities related to prewriting:**
   - brainstorming and generating ideas and topics
   - mapping
   - quickwriting
   - information-gathering activities
   - library instruction
   - library instruction quizzes

3. **Activities related to drafting:**
   - writing multiple drafts for inclusion in portfolios
   - in-class journal writing

4. **Activities related to revising and editing:**
   - peer review
   - group correction activities
   - one-on-one teacher conferences
   - teacher feedback on drafts
Portfolios

Students are required to turn in all prewriting, drafting, revising, and editing work with the final draft for each of the five units. Criteria for evaluation of papers included in the portfolio are based upon the six traits of effective writing—content, organization, sentence fluency, word choice, conventions, and voice. (These traits are explained in detail in appendix B.) Students receive a numerical score for each of the six areas; the sub-totals are then totaled for the final score. The personal knowledge paper, interview memo, and survey report are each worth 100 points. The summary/analysis paper is worth 150 points, and the research paper is worth 200 points. The portfolio contents are worth 25 points for each unit.

Instrument

This assessment is a portfolio turned in by the student upon completion of each of the five units (personal knowledge paper, summary/analysis paper, interview memo, survey report, and research paper). The students will compile this portfolio throughout the duration of each unit. Students will include all assignments, prewriting, drafting, and revising material used throughout the process of writing the final draft for each unit.

Criteria for evaluation of papers included in the portfolio are based upon the six traits. Students receive a numerical score for each of the six areas; the sub-totals are then totaled for the final score. The personal knowledge paper, interview memo, and survey report are each worth 100 points. The summary/analysis paper is worth 150 points, and
the research paper is worth 200 points. The portfolio contents are worth 25 points for each unit.

There are two types of items in this assessment—portfolio contents and the final draft of the paper.

**Type 1: Portfolio contents**

The contents of the portfolio will display the students’ proficiency and effort enacted in brainstorming, prewriting, drafting, and revising their essay. The contents will differ for each student and for each unit. The kinds of items that constitute a portfolio include freewriting, mapping, peer review sheets, writing center feedback forms, early drafts of the paper with teacher feedback and peer feedback, notecards, research sources, copy of the speech being analyzed, annotated references, etc.

Students are instructed in class and in the course syllabus that they are to keep all assignments, drafts, and prewriting activities for inclusion in the unit portfolio. Students will be expected to compile the contents of their portfolio into a folder or binder. Students need to include tabs, sticky notes, or some other organizational structure to distinguish between prewriting, rough drafts (including peer review sheets and writing center feedback), final draft, in- and out-of-class-class journals, and guided reading homework assignments. The student will receive points for each section and item that is completed.

**Type 2: Final draft of the paper**

This draft will be the final product of a student’s process of multi-draft writing throughout the entire unit. This polished essay will provide the students with the
opportunity to display what they can produce over a period of time with the assistance of their peers, instructor, handbook, dictionary, and/or writing tutor.

The students are given a detailed assignment sheet for each of the major papers. This assignment sheet describes the purpose, genre, audience, and expectations of the assignment. It also includes important information such as due dates and a copy of the grading rubric, so students will know in which areas they will be graded and how.

Students will be expected to complete five different assignments with a topic of their choice. They will be expected to take their topic through all stages of the writing process and include evidence of their work.

Oral presentation of research

This assignment should come during some unit of the course, either after the survey report or after writing the final research paper, depending upon the teacher’s preference. This presentation is graded in three areas: handout (25 points), delivery (25 points), and content (50 points).

Instrument

This is an oral presentation of the student’s research. This can either be a presentation of the survey results or a presentation of the student’s argument from his or her research paper, or a combination of the two. This assessment will be administered either during class, over the duration of two class periods, or during the university scheduled final exam period, depending upon teacher preference.

This assessment is designed to help students understand the importance of giving professional academic presentations in English, their second language. The examinee will be required to present for approximately 5 minutes. He or she will be required to prepare
and distribute a handout, summarizing the main highlights of the presentation. This handout will be worth 25 points. In addition, some kind of visual aid should be used (such as an overhead or powerpoint presentation). The presentation will be worth 75 points; 25 points are for delivery or drama and 50 points are for the content. These items will be combined for a total of 100 points.

**Procedures**

There are two types of items in this assessment—a handout and the presentation itself.

**Type 1: Handout**

Students should include a one-page handout including the main highlights of their presentation. They will need to bring enough copies for all class members and the instructor.

**Type 2: Presentation**

Students will give a short, instructional presentation to their classmates. This should not only be insightful and helpful to the class members, but enjoyable. Students may use object lessons, visual or media aids, or powerpoint presentations. They will be limited to 5 to 7 minutes total presentation time.

Fifty points of the 75 presentation points are for the content presented. All information presented should be meaningful and informative for the audience. This is primarily an informative, academic presentation and should be conceived of and carried out as such. Presentation should have a good introduction, conclusion, body, and smooth transitions. The presentation should be unified. All statistics, facts, and information presented should be well-researched and documented.
Twenty-five of the 75 points are for the delivery of the presentation. Speakers should be articulate about the subject matter. They should avoid using distracting gestures and overuse of filler words (like, um, uh, well, you know). All visual aids should be clear and professional. Speakers should maintain eye contact with their audience and display good posture. The presentation should keep the attention of the audience and not exceed the 5 minute time limit.
Final writing sample

Students are given two prompts from which to choose to write during a 30 minute in-class timed essay. Students are instructed not to consult another person or reference when completing this assignment. They receive points upon completion of the assignment. Their scores are then compared with other students’ scores to assess each class’s progress.

Final editing identification test

This test is designed to assess students’ level of grammatical understanding as it pertains to identifying effective writing in English. Students will be required to identify and correct errors in sample sentences and paragraphs. The examinee will be tested in a variety of areas. Based on the student’s score, he or she will demonstrate mastery in these areas. A student who shows mastery will exemplify an understanding of some or all of the following grammar, usage, and punctuation principles (depending upon teacher preference):

Punctuation
  Capitalization
  Apostrophes
  Dialogue
  Colons/semicolon
  Coordinating conjunctions
  Commas in a series

Sentence Structure
  Compound sentences
  Fragments
  Run-on sentences and comma splices
  Introductory elements and discourse markers
  Dangling and misplaced modifiers
  Parallelism
Word Choice
  Definite and Indefinite articles
  Prepositions

APA or MLA documentation (depending upon teacher preference)
  Title page
  References page
  Internal citations

Paragraph Organization
  Topic sentences
  Appropriate length
APPENDICES

Course Syllabus
Elang 105: Academic Literacy

Instructor: Tamara Burton Lamm
Office: 4055 JFSB
Office Hours: 12:00-1:50 p.m. MWF (or by appointment)
Office Phone: 422-8702
Email: tammy.lamm@gmail.com

TEXTS:
Writers At Work (WAW) by Gary Hatch, 5th Edition
Enter to Learn (ETL) by Gary Hatch and Greg Clark, 2nd Edition
The Brief New Century Handbook (Handbook) by Christine Hult, and Thomas Huckin, 3rd Edition

MATERIALS:
Disk—a jump drive is best, but a floppy or Zip disk will also work
A binder or folder for your portfolio
A blue exam book for your journal

USEFUL URL:
Purdue Online Writing Lab: http://owl.english.purdue.edu/

COURSE OBJECTIVES:
1. Learn to read critically, respond, analyze, and evaluate texts.
2. Practice flexible processes for drafting, revising, editing and proofreading, and presenting writing.
3. Demonstrate rhetorical knowledge, including identifying, analyzing and responding appropriately to a rhetorical situation.
4. Learn to locate information in a major university library and write a documented research paper, as well as learning the conventions of Edited American English.
5. Read and write in genres common at college.
6. Have fun. Learning to write and read well is important, and the process of learning to analyze and think well should also be enjoyable.

COURSE POLICIES AND REQUIREMENTS:
Major Papers: You will write five major papers for this course. Each paper will be submitted as part of a portfolio showing evidence (i.e. multiple drafts, prewriting, etc.) and reflective analysis of the writing process.

In-class Writing/Editing Tests: You will take an initial placement exam before or during the beginning of the semester that will assess your knowledge of writing and grammar
principles. Although we will occasionally review certain grammar principles in class, you will be primarily responsible for your own mastery of grammar. It is your responsibility to research, study, practice, and master the areas in which you are weakest. We will also have a mid-term and a final exam which will be similar to the placement exam. These exams will assess how your writing is improving throughout the semester.

Attendance: This class relies heavily on class participation. For this reason, consistent attendance and participation is mandatory. You will receive 5 points per day for attendance. Eight absences will automatically earn you a failing grade. If you miss class, you are responsible for finding out what work you missed.

Class Participation: You are expected to participate cooperatively, constructively, and to the best of your ability in all class activities.

Paper Format: All papers handed in should:
(a) be typed;
(b) be done in black ink on 8 1/2" X 11" white paper (please print only on one side of the paper);
(c) have one inch margins on all sides; and
(d) include the writer's full name, assignment's name, instructor’s name, course title, section, and date.

Plagiarism: It is BYU policy that any student caught plagiarizing will receive an “E” grade on his assignment without an option to redo that assignment. If that student plagiarizes a second time, he may fail his course, be referred to a disciplinary action committee, or even be suspended or expelled from BYU. Plagiarism is committed in the following ways: 1. Buying papers written by someone else or by hiring someone else to write your assignments and then claiming this purchased work is your own; 2. Having your work written by someone else (a roommate, a parent, etc.); 3. Copying specific words, sentences and/or paragraphs from sources without citing the sources. All information taken from a source, whether it is quoted, paraphrased, or summarized, must be documented.

Late Assignment Policy: Papers are due at the beginning of class on the day they are due. Papers will drop one letter grade per day that they are late, starting with right after class. For example, if your paper is due on Monday, and you don’t turn it in till the end of class Monday or Tuesday, the highest grade you can get will be a B. If you have a serious crisis and cannot turn in your assignment on time, please come talk to me. If you have a legitimate reason for being absent, please contact me beforehand when possible by phone, email, or by visiting my office.

Revision Policy: If you are not satisfied with your grade on any of the first four major papers, you may choose to rewrite one of them for a better grade. If you choose to rewrite, you must turn in the initial paper with the grading rubric, revised paper, highlight the changes you make on the old paper, and write a cover letter detailing those changes. You will receive the average of the two scores.
Library Tour, Tests, and Research Sessions: As part of the Research Unit, you are required to complete the library tour, two exams and attend two library research sessions. Upon passing both tests, you will receive 40 homework points. For two class periods this semester we will meet in the library. As the library will become one of your most invaluable resources throughout your college career, these sessions are NOT optional. Points will be assigned for your attendance. These library sessions will be conducted primarily by a member of the library staff who will present you with a few simple tutorials on how to utilize the library as a resource for your studies.

GRADING:
You will be given a grade on most of your assignments. Papers will be evaluated on the basis of content, organization, vocabulary, grammar, and conventions. It is university policy that if you fail to complete one of the five major papers—the Personal Knowledge Paper, the Summary Paper, the Survey Report, Interview Report, or Final Research Paper—you will fail the class.

GRADING SCALE:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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Course Work Breakdown

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<tr>
<td>Summary Paper</td>
<td>150</td>
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<tr>
<td>Survey Report</td>
<td>100</td>
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<tr>
<td>Interview Report</td>
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<tr>
<td>Final Research Paper</td>
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<tr>
<td>Portfolios</td>
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<tr>
<td>Journals, Homework, Etc.</td>
<td>135</td>
</tr>
<tr>
<td>Editing Exercises</td>
<td>50</td>
</tr>
<tr>
<td>Library Tests</td>
<td>40</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>150</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1500 pts.</strong></td>
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# Course Calendar

**Information in this syllabus is subject to change at my discretion**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Discussion &amp; Activities</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>Mon. 8/29</td>
<td>Course Introduction, Policies, Procedures.</td>
<td></td>
<td>At the beginning of class</td>
</tr>
<tr>
<td>Wed. 8/31</td>
<td>Culture of U.S. classroom and writing for the American academic genre. Bio-data and writing history. (prompt: the culture of writing in your country)</td>
<td>1. OWL article on American writing. 2. Syllabus</td>
<td></td>
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<tr>
<td>Fri. 9/2</td>
<td>Rhetorical situation powerpoint presentation. Rhetorical triangle. Writing sample. Discuss AIMS of a BYU education and critical reading</td>
<td></td>
<td>Student Information Sheet</td>
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</table>

**BEGIN UNIT #1: PERSONAL ESSAY PAPER**

<p>| Mon. 9/5 | Holiday—No class!                                                                           |                                                                         |                              |
| Wed. 9/7 | RAGS. Introduction to Personal Essay Paper. Drafting Papers. In-class journal              | 1. ETL: Stegner, pp. 57-62 2. WAW Lesson 1.1                            |                              |
| Fri. 9/9 | Showing, not telling. Brainstorming.                                                        | 1. WAW Lesson 1.2 2. ETL: Plummer, pp. 33-36                            |                              |
| Mon. 9/12| Finding Your Voice. Yourself as a character. Evoking, Maintaining, and destroying a self. In-class journal | 1. WAW Lesson 1.3 2. ETL: Crow, pp. 28                                    | Bring a memorable photo of yourself and your family, or if you do not have a picture, draw one. |
| Wed. 9/14| Introduction to peer review. Global/ Local Revision                                         | 1. WAW Lesson 1.4 2. ETL: Lopate, pp. 5-11                               | Rough draft due: bring 2 copies to class, one to leave with instructor. |
| Fri.9/16| Teacher conferences No class—meet in 4055 JFSB at your designated time                     | 1. Sign up ahead of time for your appointment.                           | Bring edited version to conference |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Discussion &amp; Activities</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>Mon. 9/19</td>
<td>Teacher conferences No class—meet in 4055 JFSB at your designated time</td>
<td>Sign up ahead of time for your appointment</td>
<td>Bring edited version to conference</td>
</tr>
<tr>
<td>Wed. 9/21</td>
<td>Writing Process. How to Write a Summary.</td>
<td>In class journal</td>
<td>Personal essay Portfolio, including Final Draft due at beginning of class.</td>
</tr>
<tr>
<td>Fri. 9/23</td>
<td>Summary, Paraphrase, Quote Fruit activity.</td>
<td>1. Out of class journal 2. WAW Lesson 2.1 3. ETL: Lutz, pp. 243-354</td>
<td></td>
</tr>
<tr>
<td>Mon. 9/26</td>
<td>Worldview and Introduction to Analysis</td>
<td>1. WAW: Lesson 2.2 2. ETL: Warner, pp. 95-104</td>
<td></td>
</tr>
<tr>
<td>Wed. 9/28</td>
<td>Analyzing a Speech In-class journal</td>
<td>1. WAW: Lesson 2.3 2. ETL: Hitler, pp. 207-211</td>
<td></td>
</tr>
<tr>
<td>Fri. 9/30</td>
<td>Argument Structure and Thesis</td>
<td>1. Out-of-class journal 2. ETL: Syfers, pp. 112-114 3. WAW: Lesson 2.4</td>
<td></td>
</tr>
<tr>
<td>Mon. 10/3</td>
<td>Rhetoric, Context &amp; Argumentation. In-class journal</td>
<td>1. WAW: Lesson 2.5 2. ETL: Perry, 212-216</td>
<td>Working Thesis Statement Due</td>
</tr>
<tr>
<td>Wed. 10/5</td>
<td>Global &amp; Local Revision</td>
<td></td>
<td>Rough draft due: bring 2 copies to class, one to leave with instructor.</td>
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<tr>
<td>Fri. 10/7</td>
<td>Teacher conferences. No class—meet in 4055 JFSB</td>
<td></td>
<td>Bring edited version to conference.</td>
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<tr>
<td>Mon. 10/10</td>
<td>Teacher conferences. No class—meet in 4055 JFSB</td>
<td></td>
<td>Bring edited version to conference.</td>
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BEGIN UNIT #3: INTERVIEW REPORT

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Discussion &amp; Activities</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>Wed. 10/12</td>
<td>Introduction to assignment; planning; developing questionnaire.</td>
<td></td>
<td>Summary &amp; Analysis Portfolio Due, including Final Draft</td>
</tr>
<tr>
<td>Date</td>
<td>Class Discussion &amp; Activities</td>
<td>Reading To Be Completed Before Class</td>
<td>Due At the beginning of class</td>
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<tr>
<td>Fri. 10/14</td>
<td>Professional communication. Sample interview questions</td>
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</tr>
<tr>
<td>Mon. 10/17</td>
<td>What is a memo? Developing the report. Discuss midterm</td>
<td>Handbook pp. 355-361 Preparing for Essay Exams</td>
<td>Send an email to one of your other professors and copy it to me.</td>
</tr>
<tr>
<td>Wed. 10/19</td>
<td>1. Midterm: in class writing assignment (50 minute essay). You may bring and use a dictionary. 2. Give out editing checklist instead of peer review.</td>
<td></td>
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</tr>
<tr>
<td>Fri. 10/21</td>
<td>No class—use this time to conduct your interview or draft your memo report</td>
<td>1. Out of class journal 2. Handbook pp. 427-440 on Editing principles</td>
<td>Have completed HBLL Library Tour &amp; Test 1</td>
</tr>
<tr>
<td>Mon. 10/24</td>
<td>Teacher conferences. No class—meet in 4055 JFSB.</td>
<td></td>
<td>Rough draft of interview report due</td>
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BEGIN UNIT #4: SURVEY REPORT

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Discussion &amp; Activities</th>
<th>Reading To Be Completed Before Class</th>
<th>Due At the beginning of class</th>
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</thead>
<tbody>
<tr>
<td>Wed. 10/26</td>
<td>Introduction to research paper. Choosing a Topic</td>
<td></td>
<td>Have completed Library Test II</td>
</tr>
<tr>
<td>Fri. 10/28</td>
<td>Understanding the research project</td>
<td>1. WAW: Lesson 3.1 2. ETL: Rodriguez, pp. 287-298</td>
<td>1. Topic approval due at the beginning of class.</td>
</tr>
<tr>
<td>Mon. 10/31</td>
<td>Meet in HBLL Instruction Room 2232.</td>
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<tr>
<td>Mon. 10/31</td>
<td>2232 HBLL</td>
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<tr>
<td>Wed. 11/2</td>
<td>Introduction to survey assignment</td>
<td>Handbook pp. 146-156 Using sources and avoiding plagiarism</td>
<td></td>
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<tr>
<td>Fri. 11/4</td>
<td>Reviewing Survey Questions</td>
<td>Handbook pp. 71-91 Constructing and evaluating arguments</td>
<td></td>
</tr>
<tr>
<td>Mon. 11/7</td>
<td>Meet in HBLL Instruction Room 2232.</td>
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<tr>
<td>Mon. 11/7</td>
<td>2232 HBLL</td>
<td></td>
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<tr>
<td>Date</td>
<td>Class Discussion &amp; Activities</td>
<td>Reading To Be Completed Before Class</td>
<td>Due At the beginning of class</td>
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| Wed. 11/9 | 1. Drafting Research Essays.  
  2. In-class journal.  
  3. Give out editing checklist instead of peer review | WAW: Lesson 3.2                  | Should have completed survey by today. |
| Fri. 11/11 | Avoiding Plagiarism                                                                       | WAW: Lesson 3.3                  |                                |
| Mon. 11/14 | Meet in HBLL Instruction Room 2232                                                         | Out of class journal             | Working bibliography due at end of class. |
| Wed. 11/16 | Survey Paper Teacher conferences. No class. Meet in 4055 JFSB.                            |                                   | Survey Paper Rough Draft Due   |
| Fri. 11/18 | Using Citations.  
  Critical Reading and Note Taking.                                                        | WAW: Lesson 3.4                  | Survey Report Portfolio Due, including Final Draft |
| Mon. 11/21 | Drafting the research paper                                                               | ETL: Jackson & Shumway, pp. 314-323 | Background Research Report Due |
| Tues. 11/23 | Writing the research paper                                                                 | Handbook pp. 156-167 Using quoted material and Writing the Research Paper | Research Notes Due |
| Mon. 11/28 | Organization of the research paper and the role of headings and transitions.               | Out-of-class journal             | Annotated Bibliography Due     |
| Wed. 11/30 | Local Revision—APA formatting, references page, and internal citations.                   | 1. Out-of-class journal          | 1. Bring completed references page  
  2. Argument outline Due |
| Fri. 12/2  | Teacher conferences.  
  No class.                                                   |                                   | Rough draft research paper due |
| Mon. 12/5  | Teacher conferences.  
  No class.                                                   |                                   | Rough draft research paper due |
| Wed. 12/7  | Course wrap-up and Final in-class writing exam                                               | Handbook pp. 347-361 Oral Presentations |                                |

**Final: Research Presentations**  
Wednesday, Dec. 14 from 2-6 pm  
**Research Paper Portfolio Due, including Final Draft.**
Introductory Unit Lesson Plan
Understanding Audience

**Topics:** Writing an instructive essay based on the Language Experience approach, understanding the importance of audience.

**Background:** Students are at the beginning of the writing course and are learning the three sides of the rhetorical triangle: author, audience, and purpose. Today we will focus on the audience side of the triangle.

**Materials:** bread, peanut butter, jelly, knife, napkins, paper towels, plates, chalk, eraser.

**Objectives (terminal):** Students will understand the importance of shared experiences and audience-awareness in their writing.

**Objectives (enabling):** Students will share in an experience (making a peanut butter and jelly sandwich) and be able to write clearly about it.

**Warm-up:** Announcements, take attendance, etc. (2-5 min.)

**Introduction:** Talk about instructions. Ask students if they have ever been confused by someone directions before? Why? Were they not clear enough? What kinds of things make it easier to understand directions? (5 min.)

**Presentation:** Ask for a volunteer who would be willing to give instructions to the teacher. Have the student come forward and face the opposite direction of the teacher (so the student cannot see what the teacher is doing). Tell the class that you will do exactly what the student says. (2 min.)

**Practice/Activity:** PBJ Communication Activity (5 min.): The student tells the teacher how to make a peanut butter and jelly sandwich. The teacher follows the directions as literally as possible. The sandwich will be less than appetizing upon completion. Have the student turn around and view the sandwich. Ask the class what went wrong and why.

Next, start over. Have the entire class tell you step by step how to make the sandwich. Make the sandwich. Then have the class tell you the directions again, based on the activity you just completed together. This time while you write them on the board. (15 min.)

Then, have the students write an essay entitled “How to successfully make a peanut butter and jelly sandwich.” (15 min.) Tell them to be as specific as possible, pretending their reader has never made a peanut butter sandwich before.

**Evaluation:** Ask students “Why was it difficult to make a sandwich without clear instructions? Why was it easier when we could all see the sandwich? Why was it easier after making a sandwich together?”
Application: Discuss how when we write, it is important to consider our audience. What experience do they have with our topic? How can we clearly explain our ideas to them?

Contingency Plan: Have students turn to a partner and read their essay to each other and evaluate how clear they were at explaining the activity in their essay. (5-10 min.)
Unit 1 Lesson Plan  
RAGS (Read Around Groups)

**Lesson Time:** 50 minutes

**Topics:** Drafting a personal knowledge paper, peer review, and traits of effective writing

**Background:** This is an introductory activity to the writing and peer review processes as they will be applied in the class, as well as a prewriting/brainstorming activity for the personal knowledge paper.

**Materials:** chalk, eraser

**Objectives (terminal):** Students will learn that writing is a process of drafting and revision. They will see how effective it is to edit their own writing and learn the value of peer review.

**Objectives (enabling):** Students will understand what constitutes an effective personal essay through drafting an essay and reading the work of their peers. They will be involved in communicative language teaching as they interact with each other in the classroom and receive oral feedback on their writing from their peers.

**Warm-up:** Briefly explain how writing is a process. Weight-lifting analogy: writing is like weight-lifting or exercising. The only way to get better is to consistently practice. It’s not always comfortable, but it will eventually make you stronger. The best way to improve your writing is to practice. Today in class we are going to practice the writing and peer review processes and discuss what makes effective writing. (3 min.)

**Introduction:** Have the students close their eyes and picture their family. What do they look like? What kinds of things do you like to do together? What are your traditions? What memory or tradition do you always laugh about as a family? Think of a specific personal experience with your family. Who was there? What happened? (2 min.)

**Presentation:** Share my personal example of a family memory. Put up transparency of my essay entitled “Ham Head.” (5 min.)

**Practice/Activity:** RAGS

1. Write an essay about a family memory. Do not put your name on your paper. Make up a title or fake name, like “Ham Head” my old family nickname. Stress the importance of the ideas and content, not the grammar or mechanics (10 min.)

2. Explain Activity: (5 min.) Break students into groups of three. Assign each student a role. One student will be the recorder. He or she will need a pen and paper to record notes. Another
person will be the oral reader. The third person will be the runner when it is time to exchange papers/spokesperson for the class discussion. Tell the students to pass their papers clockwise to the next group, so they will not have to read their own work to their group.

List the following steps for the activity on the blackboard:
A. Reader reads each essay out loud in your group (quickly)
B. Agree which essay is best and why (scribe records nickname and the reasons why you like it)
C. On teacher’s signal, the runner will pass the essays clockwise to the next group. The process will continue for each of 4 rotations until every group has read every one else’s essays and the author has his or her original paper back.

3. Groups (20 min., approximately 5 min. per rotation)

**Evaluation:** Class discussion of evaluation standards. Ask “what did you like and why? What patterns did you find in the essays you liked the best? Why would these patterns in writing be successful? What kinds of things did your peers like to read about and why?” Write the title or nickname on the board and list the traits of effective writing underneath the title on the blackboard. (5 min.)

**Application:** Take home your essay and revise it for tomorrow based on the qualities we discussed for effective writing.

**Contingency Plan:** As an entire class, re-read the essay(s) the students decided were most effective out loud, drawing special attention to the effective characteristics the students mentioned. Ask students to point out any other effective examples from the essays. (+/- 10 min.)
“It’s Christmas for me too!” I pouted when my mom announced that this year, because of my eighteen month old niece, Sarah, we would stop the life-long tradition of opening one gift each on Christmas Eve.

I was eighteen and home for my first holiday since going away to college. My life had been full of changes and transitions, and I was not looking forward to another one. You have to understand—at my house family traditions, especially Christmas ones, are sacred. They are an integral part of our identity.

Mom was worried about Sarah, but what about me? I had always been the youngest; now I was being replaced as “The Baby,” and I did not like it. Just because I was legally an adult, living on my own, it didn’t mean that I had to be replaced. I was tired of having to act like an adult. That was one of the reasons I had been so excited to come home. Things at home always seemed constant, never-changing.

So I was going to take matters into my own hands. “It’s Christmas for me too!” I cried immaturely. So we “big kids” went upstairs and opened our presents. I hadn’t been replaced after all.

I have never been able to make it through a Christmas since without someone telling this story about my first Christmas “as an adult.” We all get a good laugh out of the fact that I was so concerned about being The Baby that I insisted upon acting like one.
Unit 2 Lesson Plan:
Understanding Worldview and Summary Writing

**Lesson Time:** 50 minutes

**Topics:** Worldview and Summary Writing

**Background:** Students have just completed the first major paper. They are preparing for their second major paper, the summary and analysis paper.

**Materials:** worldview definition overhead, copies of out of class journal prompt, copies of an article to analyze (one for each group of 3 students), how to write a summary handout.

**Activities:**

Worldview discussion: Ask students, “What is worldview?” Discuss some possible definitions for this term. Put up Worldview overhead. Discuss the five components of one’s philosophy of life. Give an example for each type.

1. Nature of reality—What is real? How do we know we exist? Is it Descarte’s definition, “I think, therefore I am.” Or are we just a brain in a vat, believing we are having experiences with a body? Are we spirit children of God having an earthly experience to be tested to see if we can do all required of us to return to the presence of our Father in heaven? Your answer to this question constitutes your philosophy on the nature of reality.

2. Nature of epistemology (how knowledge is gained)—How does one acquire knowledge? Is it through study of temporal and spiritual things, faith, diligence, and obedience? Is it through acquiring worldly possessions or academic degrees? Is it through scientific observation employing only the five senses? What about a sixth sense or spiritual intuition? Is there such a thing as ultimate truth in the universe? How is that truth discovered? Your answer to this question constitutes your philosophy on the nature of epistemology.

3. Human nature—are we “sinners in the hands of an angry God” (Jonathan Edwards, New England, 1700s), are we cursed by “original sin,” are we predestined to either be saved or not be saved regardless of our actions?, are we a clean slate or “tabula rosa” as John Locke believed, are we literal spirit children of God or Gods in embryo having a mortal experience. Are human beings essentially good or essentially evil? Should people be trusted until they prove themselves untrustworthy, or should they not be trusted until they prove themselves trustworthy? Your answer to this question constitutes your philosophy of human nature.

4. Nature of morality—what is moral? What are your values? What are your ethics? Where do they come from? Who are your authorities? For example do you get your
moral values from the ten commandments, prophets, Buddah, other scripture, Greek philosophy, laws of the land? Is there a definite right and a wrong or black and white?

5. Significance of Existence—what are we doing here? Are we here to gain experience and return to our Father in Heaven? Are we hear to be judged for an afterlife? Are we going to be reincarnated based on our obedience in this life? Is there life after death?

All of these things add up to be our worldview. Everything you ever read or write is colored by the author’s worldview.

In-class journal: Define your worldview, or philosophy of life. Keep in mind your nationality, religion, experiences, and opportunities for education. Think also of your beliefs about the nature of reality, nature of epistemology (how knowledge is gained), human nature, nature of morality, and significance of existence. How might your worldview be different if you had been born into a home in America?

Have students break into groups of three. Distribute the article. What is the author’s worldview? How do we know? How would their worldview have been different in the 1960s, 1800s? How would it be different if they were from New York City? Los Angeles? Washington D.C.?

Distribute handout on how to write a summary. Briefly discuss the main points. Discuss the importance of understanding the author’s worldview in summarizing what he or she is trying to communicate.
WORLDVIEW
Your Philosophy of Life

1. Nature of Reality
2. Nature of Epistemology*
3. Human Nature
4. Nature of Morality
5. Significance of Existence

*The branch of philosophy that studies the nature of knowledge, its presuppositions and foundations, its extent and its validity.
Unit 2 Lesson Plan: Analysis and Rhetoric

**Lesson Time:** 50 minutes

**Topics:** Understanding analysis and the three major rhetorical appeals

**Background:** Students are in the middle of learning how to prewrite for and draft the summary and analysis paper.

**Materials:** Logos, ethos, and pathos overhead, copies of Clinton’s speech to clergy (one copy for each group of 3).

**Activities:**

Discuss finding a political speech—good sources are online newspapers (http://www.nytimes.com/, http://www.washingtonpost.com/www.desnews.com/, http://www.sltrib.com/). Another good source is the official website of either major political party (http://www.rnc.org/, http://www.democrats.org/)

- Make sure it isn’t too short or too long (about 4 printed pages is perfect). Make sure it is not a summary of the speech or report of the speech, but the actual speech itself.

- Summarizing it. Using the summary handout you received, follow the steps for summarizing.

- Analyzing it. Which political party is it from? What are the values and philosophies of that party? In what areas of the country are these parties more popular? If you need help or additional information, go to the official party websites (listed above).

What is analysis?

Review: what is rhetoric? The art of speaking and writing well. Have students break into groups and analyze the art.

What is the rhetorical triangle?

Explain how speeches can be rhetorically effective, regardless of whether we agree with the speaker. For example, Clinton’s speech to clergy at the White House Prayer breakfast on September 11, 1998. Distribute one copy to each group of 3. Have them read and analyze the article. Is it rhetorically effective for its audience? What appeals does he use? Highlight the speech according to rhetorical strategy. Mark each instance of logos in red, each instance of ethos in blue, and each instance of ethos in yellow.

**Application:** Have students select a speech. Bring it to class on Friday where we will have them analyze the author’s worldview. Then have them analyze the author’s argument structure.
Rhetorical Strategies

**Logos:** appeals to an audience’s sense of reason. An author uses logical reasons, statistics, historical facts, examples of analogies.

Example: A car commercial that lists the safety features and statistics.

**Pathos:** appeals to human emotions, such as pity, fear, or pleasure, or human desires, such as the desire to be loved, to be popular, or to be unique.

Example: A car commercial that shows an attractive man driving fast through a mountainous area with a beautiful woman in the passenger seat, obviously impressed.

**Ethos:** appeals to our sense of authority and respect, character, personality, personal authority, experience, expertise, knowledge, and education.

Example: A car commercial with a celebrity endorsing a certain kind of car.
Unit 3 Lesson Plan:
Introduction to Interviewing

**Lesson Time:** 50 minutes

**Topics:** Understanding and preparing for the interview assignment

**Background:** Students just completed unit 2. They are ready to learn the basics of interviewing.

**Materials:** interview assignment sheet (2 sided), videotaped interview

**Activities:** Distribute assignment sheet for interview paper. Have students read over it and answer any questions they may have.

The students will be responsible for contacting the person they will interview. They will need to do so as soon as possible, whether over the phone or through an email.

Then discuss how to develop questions for your interview. Have students think about what they want to find out. What is their PURPOSE. Think back to the rhetorical triangle (author, audience, purpose). Now they are the author of the questions, their audience is the interviewee, and they must think about their purpose, in light of the criteria on the grade form.

**Video:** Have students watch a videotape of a recent interview from a news television program. Have the students answer the following questions on their own sheet of paper as they watch:

1. What kind of body language and eye contact does the interviewer maintain?
2. Write down some of the questions you hear the interviewer ask.
3. Do you hear many yes-no questions? If so, when and for what purpose?
4. What does the interviewer do at the end of the interview?

Discuss the importance of preparing good questions.

**Some examples of questions:**

How many years of education are required for this position?
Do you enjoy your job?
How does this job affect your family life?
Do you have to work a lot with others or on your own?
What kind of experience is necessary for this kind of job?
What kinds of classes would you recommend taking to prepare for this field?
What is the salary *range* for this *kind* of position? (be sure not to ask the person directly how much he or she makes. This can be seen as very rude.)
How many hours do people spend working a day in this field?
Is this a part-time or full-time career?

Have students brainstorm a list of possible questions (tell them to keep the list and include it in their portfolio). Then in groups of three, have them discuss their questions with one another.

**Application:** For homework, write ten possible interview questions and bring them to class next time.
Unit 4 Lesson Plan:
Reviewing Survey Questions

Materials: In-class journal prompt.

Activities:
In-class journal writing:
1. What previous experience have you had with surveys? Have you ever taken a survey? When and where? For what purpose? How did it go?

2. Have you ever written or administered a survey before? When? For what purpose? How did it go? Have you learned anything from your past experience that will affect how you go about completing this assignment?

Have a few students share their past experience with surveys.

Determine what information you need to gather to prove or disprove your hypothesis. What population will you survey? What are your assumptions? What questions will you ask? For instance, if you want to know whether economics is a field you really want to go into, who will you talk to? For a topic that compares attitudes of females and males, is gender really the issue? Those attitudes may be the result of how a person was raised, or influences in high school, or experiences in college. If you want to know if female athletes are as competitive as males, what does “competitive” mean? Which females and males will you survey? What is their background? Which sports are you taking about?

• Have students write for 5 minutes in response to the above questions.

Develop a ten-item questionnaire that can elicit information directly related to your question. (See examples.) Keep these points in mind in writing the questionnaire:
1. Gather background information, separate from the ten survey questions, that will help you interpret your data such as age, years in the US, year in school and major.
2. Order the questions to make dealing with the information easier. Go from general to specific, or past to present.
3. State the questions simply and have only one point each. For easier statistical analysis, first use questions that can be answered yes or no or with a scaled response (e.g. very important, important, somewhat important, not important).
4. Follow up yes-no questions with ones that require a more detailed answer such as “Explain,” or “Why?”

• Have students get into groups of three. Have them come up with one example question for each of the above criteria.

Using the questionnaire, survey at least ten BYU students. Keep in mind that who you interview will influence the results (e.g. males vs. females, athletes vs. non-athletes, people with work experience vs. people with no work experience, freshmen vs. seniors or...
graduate students). How many of which background will you interview? In administering the survey, use one copy of the questionnaire for each person you interview and do the following:

1. First ask if the person would like to participate in a survey. Be sure he or she has time to answer your questions completely.
2. Explain what the survey is and why you are doing it.
3. Tell participants that their answers will be confidential.
4. Write the participant's answers on a copy of the questionnaire as each replies.
5. Thank participants for their help and ask if they would like a copy of the results.

**Application:** Encourage students to finish developing their surveys as soon as possible so they can have students take them and begin to analyze the data.
Unit 5 Lesson Plan:
Brainstorming for Research Topics

Lesson Time: 50 minutes

Topics: Prewriting for the research paper

Background: Students just completed their first library session (introduction to research). They are now ready to select a topic for their research paper.

Materials: Music CD

Follow-up on library session. Ask students if it was helpful. What did they like/dislike? Explain how it will help them with their next two papers as they research their topic. Remind them we will meet in the library again next week.

Brainstorm for topics. List on the board the following five categories: hobbies, current of future job, major/desired field of study, American politics, national politics in your country. Have students take 5-10 minutes and think of at least one topic under each category. Then have them pick their favorite and write it on a blank sheet of paper. Remind students that it should be something they are genuinely interested in.

Then have students put their desks in a circle. They will pass their papers clockwise each time the music stops. While they have someone’s paper (and while the music plays), they are to write either a question about it, a suggestion of where to look for information, a reaction to the topic, or an idea for how to narrow the topic to make it easier to research.

Some examples of student comments are, “There was a good article in the New York Times yesterday about this.” Or, “Did you think about looking at only one aspect of this issue.” Or, “I think you could narrow this topic more. It might be hard to find research on this topic.”

By the end of the class, they should have 18 ideas or suggestions. They will be prepared for the next library day when they can search for their own research sources.
Unit 5 Lesson Plan:
Summary, Paraphrase, or Quote

Lesson Time: 50 minutes

Topics: Writing using Summary, Paraphrase, or Quote

Background: Students have just completed their first four major papers. They are preparing for their final major paper, the research paper. In this lesson, they will learn how to incorporate summary, paraphrases, or quotes into their research papers.

Materials: 3 little pigs newscast overhead, one orange, one apple, two single bananas, two pairs of two bananas, paper towels.

Activities:

Have one student briefly give a summary of the story of the 3 Little Pigs.

Next, call student up and have them read the court case version.

• Who’s speaking in this version?
• Briefly give a summary of this version
• Why was the second story so different from the first?

Provide discussion about how a change in writer or reader or both can dramatically affect how a text is constructed. This will enable the students to understand why a text has been written the way it has.

Call up two students and have them read over the news cast.

• Who’s speaking in this version?
• Briefly give a summary of this version
• Why was the second story so different from the first?

Now display an overhead with the court case on it.

Explain the difference between a quote, summary, and paraphrase. Give an example from the newscast. Explain how they need to incorporate all three in their summary and analysis paper. Ask for six volunteers.

1. Have this student peel an orange and break it into pieces. (Give them a paper towel so the desk doesn’t get too messy)
2. Have this student eat the apple down to the core.
3. Have two students hold the single bananas (like single quote marks)
4. Have two students hold the pairs of two bananas (double quotes)
Walk to the student with the orange and pick up one slice of the orange. Explain how a paraphrase is like one slice of the orange. Then hold up the apple core. The summary is only the core of the idea, not all the fruit. Then have the pairs of bananas come up as quotes. Explain when single quotes are used and have your single banana holders come up.

Have students think of an example of a quote from the newscast, a paraphrase, and a summary. Have them write it on their own papers; then have a few class members share their what they wrote. As they share their responses. Have the fruit volunteers hold up their objects to reinforce the point.

**Application:** out-of-class journal: Using your political speech, write a short essay (rough draft) incorporating summary, paraphrase, and quotations.
Personal Knowledge Paper

Length and genre:

5-7 double-spaced pages; personal narrative, colloquial style.

Due dates:

Rough drafts:

Final Draft and Portfolio:

Assignment:

Your assignment is to describe a personal experience in as much depth as possible. You will then explain the significance of this event. What did you learn? What does it say about you as a character? How can this story be related to others?

Purpose:

This assignment serves several purposes. It

● requires you to think about yourself as a character
● gives you experience in a different genre—narrative
● gives you practice using descriptive and figurative language
● gives you practice organizing your personal history
● gives you an opportunity to share your cultural background and experience
● provides you with important information about punctuation, especially in dialogue

Audience:

The audience for your personal essay is the members of this class and your instructor.

Planning and Drafting:

Think of a personal experience. Tell it with as much detail as possible, using figurative and descriptive detail. Then, take it one step further. Analyze this event in your personal history. Explain what it says about yourself as a character and your worldview.
Personal Knowledge Paper
Grading Rubric

_____/25 Content
The paper focuses primarily on personal experience(s) with a certain issue. The experience(s) serve nicely as a springboard into a larger, more global issue, which shows an awareness of a connection to a larger community. The reader sees in the paper a degree of immediacy and personal relevance to him or her as a member of a community. The content of the essay is fresh, not run-of-the-mill or cliché. The essay focuses on a small yet profound experience in the writer’s life and displays a well thought-out, in-depth analysis of that experience’s significance.

_____/20 Voice
The paper incorporates well the four elements of voice as discussed in class—honesty, contrariety, colloquialism, and objectivity. The writer avoids biased language and personal soapboxes. An appropriate amount of contrariety is exhibited—the writer takes an issue generally viewed to be one way and then shows it to be another. The essay’s voice is colloquial, not too exclusive or elitist. The writing is honest and self-disclosing, building a certain degree of trust with the reader by openly acknowledging prejudices and biases.

_____/20 Organization
The organization strengthens the ultimate effect of the paper’s central message, whether it is organized chronologically or conceptually. The use of flashbacks or digressions isn’t distracting, but furthers the paper’s readability.

_____/15 Word Choice
The writer exhibits an acute awareness of word choice, striving for just the right word for each situation. There are no misappropriated words, and the paper reflects an awareness of potentially problematic denotations and connotations. Slang is judiciously used only if it serves a productive purpose. The essay contains effective examples of figurative language, sensory detail, and dialogue. The word choice aids the paper’s overall flow.

_____/10 Sentence fluency
Varied syntax breaks the monotony of the paper and engages the reader. The paper invites an enjoyable, oral reading. The sentences are structured in a way that emphasizes the most important ideas. The content of the sentences is clear and parallel. Each sentence nicely leads into the next in a natural progression, creating a smooth flow. There is very little “lard,” and sentences are direct and to the point.

_____/10 Conventions
The paper is formatted according to APA standards. The margins are 1 inch and the essay is written in 12 point font, Times New Roman. Formal, in-text citations are not included, but any outside research is cited in a properly formatted reference page. The essay also fulfills basic requirements as set forth by the instructor regarding length and format (5-7 double spaced pages). In addition to grammatical soundness, special attention has been given to the grammar principles covered in the current unit.

Total Points:_______

Comments:
Father 1

Running Head: FATHER

Father and Daughter, Their Turning Point

Kihong 105

Brigham Young University
I woke up from an annoying TV sound on a summer day, and the atmosphere was filled with the fever from the Olympic game nation wide except for me. I felt something gloomy was going on. That was the morning I was supposed to take the flight to come to the U.S.A. My second elder sister, Minju said to me when I wanted to get more sleep,

"Pohang(my hometown) has a typhoon alert. Will it be ok to get on your flight?"

"What?" I was shocked and shouted out to my mom who was preparing my breakfast, which would be the last one for a while.

"Mom!"

I knew that my mom couldn’t do anything for me, but I was looking for her as if still I were a kid in an urgent situation. I was supposed to take a flight at Pohang to go to Incheon International Airport to go to Salt Lake. But, I faced an unexpected and very dangerous situation. How can I get to Incheon by 5:30 my flight time... I had no idea what to do, looking at my Mom, who has never been out of the country, and my Dad, who was working at his own store, came back earlier than he was going to. All the doors at home clattered hit by strong wind and rain, and I didn’t even want to go out of the house. My father, who just got home from outside got wet, and he tried to find a towel to clean his eye-glasses first.

"Have you called the airline company?" he asked me.

"Not yet..." I said. Actually, I didn’t call because I was afraid that my flight was canceled.

At that moment, the phone rang, and it was from the airline company. A very kind voice gave me the bad news I didn’t want to have. I asked her back.
"What about the flight from Incheon to Salt Lake? Isn't it your responsibility to bring me to Incheon in this situation?" I got angry.

She answered, "Actually no! We don't have any responsibility in a weather problem, and your international flight will be fine."

Well, then I have to go to Incheon in 7 hours using any way I can in this typhoon? I couldn't believe that situation. Even more seriously, I had two very big bags called immigration bags weighing about 20kg or so.

The only thing we could do was drive with my father into Incheon, so we wrapped my bags, two immigration bags, a mall carriage and my backpack with vinyl. And then, three of us, with my Dad and Minja, got in his car. Even loading the very big and heavy bags into his car wasn't easy for him whose age is 54. As my dad started driving, I wondered if we would get there on time. As I expected, our driving became facing other problem. As soon as we were on the highway, we were stuck in traffic because of a car accident. I was almost about to cry looking at my reliable father, who always had been solving big problems our family faced.

"Take the KTX(Korea Train express) at Daegu, what do you think?" he suggested.

"With those heavy bags?" I couldn't even imagine.

There was no choice but to take the flight at 5:30, even though I couldn't imagine how to carry them.

"You better take a bus to go back to Pohang, then," my father was trying to send my sister
back home. Then, my father and I, with the worrisome black bags, started looking for the earliest time for the KTX we could take. When I looked at the board, what??, the next train was in 5 minutes. I rushed to get tickets, and we needed to run to take the train.

"I will carry the two immigration bags, then the two other bags are on your charge. Ok? Minju, go home now, and call your mom," he said.

I didn't worry a lot because our bags had wheels, so it was not so difficult. I was very sad that I didn't have enough time to say goodbye to my sister, but we had to catch the train on time. I was so nervous because we might miss the train. I ran very fast. After running several minutes, I was out of breath and in pain, but I didn't have time to breath. Anyway, I felt my Dad carrying those big bags, which are even hard to push any person alone, wasn't close me. Then I looked back with nervousness and urgency. What? He was carrying one of the bags on his shoulder. I couldn't believe it! It is as tall as I am and weighed like a ton... with all my belongings to live in the U.S.

I screamed, "What are you doing? Just pull them with the wheels!"

I hated making things for my father even more difficult. He said, grinning, that the wheel was broken. Right in front of the train, I confirmed our ticket and time again. We still needed to go about 60 more feet, and the time was 1 minute over already. I kept running, and it was hard enough with my two small bags (which were neither small nor light compared to the big monsters he was carrying).
"Get on the train, we almost close to our entrance," he said to me.

I put my bags on the train first, and I went close to my father. We were struggling to pull those bags up into the train. I noticed that he was all wet again, with sweat this time. He made a very face in pain, and then he smiled again soon. We looked for a steward to find some space to put our bags, and it was really difficult to find seats to sit down. I finally got two seats, but my father wanted to be near the bags so watch them. So, we were apart from each other for 3 hours until the train arrived. As time went by, I felt much better, but Dad's sweat and wrinkled face kept making me annoyed and I felt guilty. I made lots of phone calls with my cell-phone, which was still in my hand at that time to my mom, sister and friends. I could have made one to my Dad who was a short distance away from me and had his cell-phone too, but we didn't have as close of a relationship as I have with Mom. Since I was very young, he was always too strict to us and it was difficult and hard to treat him like a friend.

The train arrived, and I was worried about how to carry the bags into the airport again. At Seoul (the capital city of Korea) Station, there were a ton of people and it was crowded. There, my father carried them on his shoulder again and to me he looked like a porter or somebody trying to sell things on the subway or train - I know that's a very gross and terrible description, but I would like to say that my heart was broken that much. That's my father who I never said "I love you" to, and who I wouldn't see for a year.

We finally arrived at the Incheon International Airport, and we went into a restaurant to get
some food. We hadn't eaten anything, not even the breakfast Mom prepared, all day long up to then. My father smelled bad mixed with his sweat, and smelled like he had fire on his breath while he was talking to me. We had a very quick meal and it was time for me to enter my gate. I didn't want to stay long in front of the gate because I was afraid that I could see him cry for the first time in my life. I had felt like my strong dad was becoming weaker. I didn't want that to be true. Never, ever! He looked like he wanted to say something to me, and finally did.

"Well, I will think you are not that far away as you lived in Kyungsan for the last three years," he tried to smile. But, I bet he really couldn't.

Actually, during the last three years, I lived in another city where my university is located at a two hour distance from my hometown. Even there, I truly missed my family a lot. Now, I was going to get out of the country to study abroad. I thought they might want me to stay with them because I am the most important thing for them.

"Yes, ...." I couldn't think of anything better to say.

During the 14 hour flight, I couldn't get out of my mind the picture of his face carrying bags on his shoulder. Leaving my father who had dedicated himself that much until then, I said nothing. Suddenly, I realized what made me mad at myself: The truth is that I am not a kid anymore who can ask my parents' help whenever I need it. But, I did that, and I had not even realized that I became a grown-up who should have been a daughter they can rely on.

We were like that. We are father and daughter who don't talk a lot to each other, but he has
been near me whenever I needed him. For a long time, I have thought that I am a grown-up who

can do whatever I want, but that's not true. I was still like a kid who needed my parents' help a

lot. Now, I know that I can't ask them any more. Now, I am in the place where my father can't

come to carry my heavy stuff instead of me, my mother can't come to cook for me. I feel that it's

like a turning point for me to be a real grown-up. For me, who has gotten all the things from my
dad and mom, it's my turn to give them something they need, and be a reliable daughter they can
ask whenever they need me.
Summary and Analysis Paper Assignment:

Purpose:
This paper will give you practice in both summary and analysis—skills you will use often in college and in life. It will also prepare you to defend yourself against manipulation by arming yourself with an understanding of the tools of persuasion. On the more positive side, it will increase your own persuasive power.

Content:
You will (1) summarize a political speech, including the main ideas in an unbiased way, and (2) analyze a political speech to determine if it was rhetorically effective or persuasive. Explain how it is effective. Include such issues as, what rhetorical tools does the author use? What effect do these tools create? Logos, ethos, or pathos? Or is it a combination of two or three.

The speech needs to be current (within the last year) and of a political nature. It does not have to be specifically about American politics, but it does have to be in English. The speech should be approximately 4 pages in length when printed off the computer.

Section 1 (summary) should act as a historical background and introduction to your analysis.

Section 2 (analysis) should begin with a clear thesis, including all of the following information:
1. Who is speaking
2. To whom
3. Using which rhetorical tools (repetition, metaphor, alliteration, etc.)
4. For what purpose? “In order to persuade the audience to . . .”

Genre and Length:
The paper needs to be between 4 and 6 typed, double-spaced pages, in correct APA format. It should include some textual evidence (quotes and paraphrases) from the speech.

Due:
Draft #1 (Summary):
Draft #2 (Summary + Analysis):
Draft #3 (Summary + Analysis):
Final Draft (Summary + Analysis):
Summary & Analysis Paper Grading Rubric

_____/40 Content
Paper has two parts: a summary and an analysis. First, it includes a thorough summary of a political speech. Second, it makes a claim—through use of a clear thesis statement—about the persuasive nature of an approved speech. It shows how and why certain elements of the speech make it persuasive (or not), making connections between the tools and strategies used by the speaker and the rhetorical situation of the speech. The argument is precise and explicit, and the author provides substantial textual evidence of rhetorical patterns that support the thesis.

_____/35 Organization
The paper has an engaging introduction that outlines the rhetorical context and has a strong, concise, appropriate thesis statement. The body of the essay provides support for the claim in the form of logical arguments and textual evidence, arranged in a coherent, logical order. There are clear transitions between paragraphs and ideas, and a conclusion that gives closure to the argument and reinforces the claims made throughout the paper. Paragraphs are structured appropriately and are not too long or too short.

_____/20 Sentence Fluency
The language of the paper is clear and concise. Sentences are structured to improve the coherence and focus of your argument, and every sentence works to prove the claim. Sentence constructions that are vague, wordy or obscure are avoided. There are few run-on sentences.

_____/20 Voice
The voice of the paper is appropriately formal, while maintaining interest. The author’s tone is objective (not reactive). An engaging essay will have a strong, confident voice that dominates the voices of the text being analyzed.

_____/20 Word Choice
The paper uses rhetorical vocabulary to appropriately identify and interpret rhetorical tools and strategies. Precise word choice illustrates the depth of ideas and analysis.

_____/15 Conventions
In addition to excellent application grammar, punctuation, and usage principles covered to this point in the term/semester, the paper follows the APA guidelines for format. The paper is 4-6 pages in length. The source of the speech is properly documented, and a copy of the speech is included in the portfolio.

_____/150 TOTAL
Comments:
We Seek an Independent and Free Iraq

Elang 105

Brigham Young University
Summary

The President of the U.S.A, George W. Bush, had a press conference at the White House on Tuesday, April 13, 2004, related to the invasion of Iraq and its future. He started the speech talking about Iraq saying, "This has been tough weeks in that country." President Bush then spoke about America's three goals for Iraq: freedom, independence and security.

After discussing the recent chaos in Iraq, he insisted that most of Iraqis are not related to terrorism and they want to have democratic values. He continuously mentioned his grief about sacrificed Americans and expressed a strong will to keep helping Iraq make "the success of their historic mission," which he also believes matches the expectations of Americans. Through such statements, he justified the fact that the coalition forces attacked Iraq.

In addition, President Bush made public the specific plan for giving Iraqis liberation and power, and he referred to several specific dates such as June 30th, the day "Iraqi sovereignty will be placed in Iraqi hands," He also explained the importance of Iraqis' role for their own future and their responsibility on transferring sovereignty. Most of all, President Bush promised to protect the whole process from all possible disturbances, and the two countries are going to maintain friendly relations.

In the middle of his speech, he expressed the symbolic meaning of "the success of free government in Iraq" to explain the important work the U.S Army is doing to help Iraq start writing its new political history. President Bush showed his strong determination to protect vital democratic values, saying that he will not let terrorists
interrupt coalition forces’ plan. Then he expressed his belief that "Iraq will be a free, independent country."

All through his speech, President Bush repeated how important it is to help Iraq set up a new regime in terms of world peace. He tried to honor Americans’ sacrifice for it as well.

Essentially, President Bush said that America will continue to fight for democracy in Iraq to make the world, America, and the Middle East safe.

"We Seek an Independent, Free and Secure Iraq"

The President of the United States, George W. Bush, gave a press conference at the White House on April 13, 2004. President Bush's speech, prior to taking questions, was given to all Americans including journalists in order to let people know about the current situation of Iraq and future plans for it, so that he can get support from Americans. To clarify the audience and his purpose, he started by saying, "Let me speak with the American people about the situation in Iraq." With all the American efforts related to Iraq, it is important for him to let Americans understand how attacking and protecting Iraq are important. As President Bush announced the new plan to help Iraq set up its new regime, he asserted, "America's limited objective in Iraq is seeking an Independent, Free and Secure Iraq." President Bush focused on saying how valuable it is to have Iraq's own sovereignty, which he called their "historic mission," and how valuable the sacrifice of Americans is for it. In order to develop an effective speech for making Americans agree with him, President Bush gained advantages by using three of the rhetorical strategies: pathos, ethos, and logos.
Through his whole speech, President Bush used pathos as a way of appealing to human emotions by giving big meanings to what he was doing. First of all, he explained about violence that has been happening too often in Iraq. In order to stress that it is extremist groups that plan those terrors, he said, "The violence we have seen is a power grab by these extreme and ruthless elements. It's not a civil war." For him and all the other people in the world who believe the values of democracy, he tried to make sure that those groups are shared opponents. Likewise, he reemphasized that the common people in Iraq should be able to live as humans deserve: "Most of Iraq is relatively stable. Most of Iraqis by far reject violence and oppose dictatorship." President Bush made clear that they are fighting against a dictating power that seeks for the absolute rule of one person. He made people sympathize with the people in Iraq, who suffer from oppression by a dictator and violent groups.

As a way to blame the opposing groups, President Bush mentioned some unforgettable terrors: "cuts the throat of a young reporter for being a Jew," "the first attack on the World Trade Center." He reminded all Americans of these painful memories and strengthened their will to win this battle. Similarly, he did not forget appreciation of those sacrifices: "Our nation honors the memory of those who have been killed, and we pray that their families will find God's comfort in the midst of their grief." Here, President Bush made people think again about those terrible terrorist groups and America's role as the leader of world peace.

For the purpose of honoring Americans' deaths and injuries sustained for Iraqi's freedom, President Bush showed the relationship of the U.S.A and fundamental human rights. "America's commitment to freedom in Iraq is consistent with our ideals and
required by our interests.” He made a great justification for having a war in Iraq.

Furthermore, President Bush assured the benefits that not only Iraq but also the whole world would get through this effort. “Iraq will be a free, independent country, and America and the Middle East will be safer because of it.” This remained the main theme of the whole speech, which is the pursuit of realizing true democracy.

In addition to pathos, President Bush made use of another rhetorical strategy, ethos, to put more weight on plans for the new Iraqi government. Bush mentioned again that Americans did great in the big unfortunate situations caused by terrorists, and he insisted that all the Americans have to show united power again for Iraqis: “The people of our country are united behind our men and women in uniform, and this government will do all that is necessary to assure the success of their historic mission.” President Bush strongly stated the importance of what is going on in Iraq and take a stand on what the government is doing. For him, winning the war against all possible terrorists that are centered on the U.S. A and building up a democratic regime in Iraq are part of the same vital progress in world history.

Furthermore, Bush introduced the process Iraq has been through and went further to explain the fixed plan, “According to the schedule already approved by the Governing Council, Iraq will hold elections for a national assembly no later than next January.” President Bush used not his name but the name of the Governing Council to let people think that all the plans are not decided by himself, but have been approved and agreed with by him as the power that represents the American people.

On the same note, President Bush also put emphasis on his will to complete all the plans safely. He said, “Having helped Iraqis establish a new government, coalition
military forces will help Iraqis to protect their government from external aggression and internal subversion." President Bush referred to united world powers that gathered to realize the truthfulness of liberty for the world. Also, he tried to make sure that the new democratic organization of Iraq would be protected by world powers.

On the other hand, President Bush appealed to an audience's sense of reason on some important points. First of all, he mentioned several important dates specifically: "On June 30th, Iraqi sovereignty will be placed in Iraqi hands ... Iraqis will then elect a permanent government by December 15, 2005." President Bush let people know these exact dates to satisfy their curiosity about having an authorized plan.

Second of all, he stated the support from the members of NATO, "NATO is providing support for the Polish led, multinational division in Iraq. And 17 of NATO's 26 members are contributing forces to maintain security." It became very clear here that more members of NATO are willing to support his plan.

Lastly, President Bush explained why Americans should be satisfied with helping Iraqis. He went through several lists of the reasons why that is important. He said, "The success of free government in Iraq is vital for many reasons: A free Iraq is vital because 25 million Iraqis have as much right to live in freedom as we do; A free Iraq will stand as an example to reformers across the Middle East; A free Iraq will show that America is on the side of Muslims who wish to live in peace, as we've already shown in Kuwait and Kosovo, Bosnia and Afghanistan; A free Iraq will confirm to a watching world that America's world, once given, can be relied upon, even in the toughest times." President Bush ran through all the reasons for supporting human rights and making the foundation
stone for world peace. President Bush used persuasive reasons under the name of world peace to make Americans agree with him.

At the end of his speech, President George W. Bush made clear his main message again with intense will to succeed: "Iraq will be a free, independent country, and America and the Middle East will be safer because of it." At the conclusion of his whole speech, President Bush made security for the Middle East, America, and especially Iraq the main purpose for fighting the war and for making all possible efforts to aid Iraq. Through his speech, President Bush asked American people to support his plan for operations in Iraq to extend human rights and democracy for the whole world by using three rhetorical strategies.
Interview Report Paper

Length and genre: 2 page report in memo form, a thank-you note.

Due date: (Bring a blank, business-appropriate note card, with an addressed and stamped envelope to class on Friday, Nov.5. Your interview must be completed by Monday Oct. 25.)

Assignment: Your assignment is to undertake an informational interview.(And after the interview, you’ll write a follow-up thank-you note that I will mail for you.) To complete this assignment, you will need to identify a professional, call that person, and request an interview. You may work with me or the Career Center to identify an appropriate person, but you must contact, interview, and thank that person yourself. Begin working on setting this up immediately.

Purpose: This assignment serves several purposes:

● it requires you to make a potential contact in the community
● it gives you experience in a very important business situation—the interview
● it gives you practice organizing interview information into a report (another important job skill)
● it gives you an opportunity to begin working with the Career Center
● it provides you with important information about a field, connected with the work of this class

Audience: The audience for your thank-you note is the person you interviewed. Make sure you know the person’s preferred title, correctly spelled first and last name, and business address. The audience for the memo assignment is me. You are summarizing the highlights of a 20 minute interview and drawing some conclusions about the field you are hoping to enter.

Planning and Drafting:

Set up an interview with someone (try in your field) ASAP. Read information on informational interviews and do any background research on your interviewee or his/her place of employment.

Plan questions and practice interviewing before you actually conduct your interview (feel free to use questions from book or handouts).

Take notes during your interview; it’s just respectful. But remember you’re really having a conversation.

Using memo format, write up a report on your interview. This report should include:
the basics—who you interviewed, their place of employment, the date and time of the interview
how the interview went, in general, what you asked and what your respondent said—a summary
what you learned from this interview, and what you wish you learned.
Interview Report Grading Rubric

_____/40 Content
Paper includes a detailed report including who you interviewed, their place of employment, the date and time of the interview. It further explains how the interview went, in general, what you asked and what your respondent said—a summary. It helps reader understand more about you and your projected career interests.

_____/35 Organization
It is organized professionally, with clear transitions and headings. It is single-spaced, with block paragraphs. You remembered to bring a stamped thank-you note on the appropriate day.

_____/20 Sentence Fluency
The language of the paper is clear and concise. Sentences are structured to improve the coherence and focus of your argument, and every sentence works to prove the claim. Sentence constructions that are vague, wordy or obscure are avoided.

_____/20 Voice
The voice of the paper is appropriately formal, while maintaining interest. The author’s tone is business-style prose.

_____/20 Word Choice
The paper uses professional vocabulary effectively. Precise word choice illustrates the depth of ideas and analysis.

_____/15 Conventions
In addition to excellent application grammar, punctuation, and usage principles covered to this point in the term/semester, the paper follows the guidelines for memo format. The memo is attractive, with a readable page design (single-spaced, block paragraphs, headers, bulleted lists).

_____/150 TOTAL
Comments:
TO: Tamara Burton Lamm

FROM: A Student

DATE: Monday, October 24th, 2005.

RE: Interview report made with Lee H. Radebaugh.

The information that follows was provided by Doctor Lee H. Radebaugh, KPMG Professor for the School of Accountancy for the Brigham Young University. He was interviewed in his workplace at the Tanner Building, room 516, on Tuesday October 18th, 2005. The interview lasted for about 25 minutes. The main purpose of the conversation was to have an idea of the business-accounting field in which I am planning on getting my bachelor’s degree. During the interview he was able to answer many of my questions and inquiries. The information I received is explained in this memo.

VARIOUS FIELDS IN THIS MAJOR

- Public Accounting (audit)
- Public Accounting (text – tax)
- Corporate Accounting

KINDS OF PROBLEMS AN ACCOUNTANT DEALS WITH

- Time – it is not uncommon to work an average of 60 hours a week
- Stress
- Technical expertise
- Maintain Integrity
- Stay with your company

ITEMS NEEDED TO BE A SUCCESSFUL ACCOUNTANT

- Ability to research out with difficult questions
- People skills
- You have to be very bright
- Work Hard
- Study Hard
- Enjoy Mathematics
- High Grades and GPA – very important

SALARY RANGES FOR VARIOUS LEVELS IN THIS PROFESSION

- Vary from $45,000.00 to $150,000.00

ADVICE FOR STUDENTS INTERESTED IN THIS MAJOR

- Get good grades on your G.E classes.
- Study Hard
- Take classes like: Math 119, Econ 110, Acc 200, Acc 210, and Stat 221
- Join the Beta Alpha ACI group
- Perform more interviews like this one with other experienced people

**LEE RADEBAUGHT’S PERSONAL INFORMATION**

- DBA, BUSINESS, INDIANA UNIV BLOOMINGTON, 1973
- MBA, BUSINESS, INDIANA UNIV BLOOMINGTON, 1972
- BS, BUSINESS, BRIGHAM YOUNG UNIVERSITY, 1968
- BS, Accounting, Brigham Young University, 1968
- Director, School of Accountancy and Information Systems, Brigham Young University, 1998-2000
- KPMG Peat Marwick Professor of Accountancy, Brigham Young University, 1990
- Visiting Professor, University of Glasgow-Scotland, 1985
- President, World Trade Association of Utah
- Member, American Accounting Association
- Member, Academy of International Business
- Member, European Accounting Association
- Served a Mission in Brazil. Served a second Mission with his wife, in Brazil-Porto Alegre, as a Mission President.

**LEE RADEBAUGHT’S QUALITIES AND STRENGHTS**

- Works hard
- Enjoys helping people
- Good writer
- Loves to teach
- Plays hard

I am very grateful for this opportunity that we have been given to perform an interview with someone who got his degree in the major that I have been thinking about. The conversation with Doctor Lee was great. He has helped me understand a little bit better what the life of an accountant is like. He was able to answer all of my questions with much clarity and sincerity. I got such a greater understanding of the BYU Accounting Program. Lee H. Radebaugh stated very strongly, that in order for you to become an outstanding accountant you have to work and study really hard. This is a career that involves lots of social relations and “numbers” (mathematics), where I have much interest. In sum I am very happy because I had received this assignment to undertake an informational interview. I think I have chosen a major that fits me very well.
Survey Report Paper

**Length and genre:** 2 page report in memo form.

**Due date:** Survey should be completed by. First draft of memo should be completed by. Final draft of memo due.

**Assignment:** Your assignment is to develop an informational survey and to administer the survey to a group of between 5 and 10 people. To complete this assignment, you will need to write up the results of the survey in memo format.

**Purpose:** This assignment serves several purposes:

- it gives you experience developing and administering a research survey
- it gives you practice organizing research information into a report (memo format)
- it provides you with important information about a topic, connected with your research
- it provides you with information to be included in your research paper

**Audience:** The audience for your survey is a group of your peers. The audience for the memo assignment is me. You are summarizing the results of your survey and drawing some conclusions about the topic you are hoping to research.

**Planning and Drafting:**

Plan questions and type up a survey.

Using memo format, write up a report on your survey and its results. This report should include: the basics—to whom the survey was given, the date you administered the survey, the questions and results of the survey—a summary, what you learned from this survey, and how you might use this information in your research paper.
Survey Report Grading Rubric

_____/40 Content
Paper includes a detailed report including to whom the survey was administered and the date the survey was administered. It further explains the questions and results of the survey—a summary. It helps reader understand what you learned in this survey and how you might use this information in your research paper.

_____/35 Organization
It is organized professionally, with clear transitions and headings. It is single-spaced, with block paragraphs.

_____/20 Sentence Fluency
The language of the paper is clear and concise. Sentences are structured to improve the coherence and focus of your argument, and every sentence works to prove the claim. Sentence constructions that are vague, wordy or obscure are avoided.

_____/20 Voice
The voice of the paper is appropriately formal, while maintaining interest. The author’s tone is business-style prose.

_____/20 Word Choice
The paper uses professional vocabulary effectively. Precise word choice illustrates the depth of ideas and analysis.

_____/15 Conventions
In addition to excellent application grammar, punctuation, and usage principles covered to this point in the term/semester, the paper follows the guidelines for memo format. The memo is attractive, with a readable page design (single-spaced, block paragraphs, headers, bulleted lists).

_____/150 TOTAL

Comments:
To: Professor Tamara Burton

From: A Student

Date: April 19, 2005

Re: Network marketing survey results

Introduction

On March 18, 2005 I approach fifteen BYU students, both male and female and between 19 and 25 years old and asked them if they wanted to answer a survey. The topic of the interview is about Network Marketing. I want to show you that the majority of people don't know what Network Marketing or Multilevel Marketing (MLM) is but they have had contact with this business (buying). To demonstrate also that the person who knows MLM has a bad conception of it or they don't even know about this plan. And finally most of the people don't like selling or feel that they don't have the skills to do so. Following, I present a quantity summary of the results I got from the student survey:

1. Do you know what Network Marketing or Multilevel Marketing (MLM) is?
   - 50% know what MLM is or at least they have an idea.
   - 50% doesn't know what MLM is.

2. Do you know companies that work under this scheme (MLM, Direct selling...)?
   - 20% knows at least one company that works under this plan.
   - 80% doesn't know any company.
   Some of the examples of companies mentioned were Mary Kay, Yves Rocher, Avon and Ameriplan.

3. Do you know someone that works or makes a living out of this business?
   - 50% know people that work under this scheme.
   - 50% doesn't know people that work under this scheme.

4. Have you heard of the Pyramid Business scheme?
   - 40% of the people have heard of Pyramid schemes.
   - 60% of the students didn't know about pyramid schemes

5. If you know about Pyramid plan, have you heard good or bad comments?
   - 20% of the 40% of students who have heard about Pyramid business, the comments were good.
   - 20% of the 40% of students who have heard about Pyramid business, the comments were bad.
   - 60% Not applicable because they haven't heard of this scheme.

6. Do you think it is reliable and profitable?
   - 60% of the students don't know if it is reliable and profitable.
● 30% think that sometimes MLM works.
● 10% believe it is highly profitable and reliable.

7. If you were in a company with MLM plan, what would you think you’d do better?
   ● 40% think they would be better at recruiting distributors.
   ● 30% believe they would sell better than recruit.
   ● 30% think they'd do both.

8. Have you purchased goods or services through direct sale? If yes, mark all that apply.
   ● 80% students have purchased goods or services from companies under MLM scheme.
   ● 20% of the students haven't bought any product from an MLM company.

9. Do you feel you have selling skills? Do you like it?
   ● 50% doesn't know if they have selling skills.
   ● 40% of the students think they don't have the skills.
   ● 10% think they do have selling skills.

Conclusion

The survey showed results that support my hypothesis, but others that didn't. I stated that the survey would show that people don't know what MLM is. I've realized that most of the people I interviewed know what network marketing is but they don't know the concept. They have been in contact with this scheme because they at least have bought a product or service from these companies. I learned that most of them didn't know about pyramid schemes, and for those who did, they had bad comments of it. Finally I realized people were mostly consumers, they don't like to sell or feel they don't have the skills to do so. Our culture is pure consumist.

I decided to write my research paper about this controversial topic; as it is broad, I will only focus on statistics and examples of solid companies and successful distributors; to show that if you want, you can be one of them.
RESEARCH PAPER INTERMEDIATE ASSIGNMENT DESCRIPTIONS

BACKGROUND RESEARCH REPORT (Due:)

This report will be a 2-3 page memo with clearly labeled sections that identify the information you have collected in your background research. List the sources you consulted (even if you do not cite them directly), explain the generally accepted divisions within the field (subtopics), identify the major issues being investigated right now, experts in the field, and significant unanswered questions and/or current debates. Then, describe and explain what angle you want to take in researching the topic. Pose a specific research question (or questions), and make sure to identify the limits of your research (i.e. what you do not intend to discuss). Finally, list your primary search words.

You should have a minimum of 4 sources and will be required to include at least one article from a general reference source (i.e. general encyclopedia, web directory entry, etc.) and one article from as specialized encyclopedia. If you browse abstracts on an academic database, identify the database, search items entered, and number of abstracts consulted. You will find it helpful to consult the Step by Step Research Guide provided on the library webpage.

RESEARCH NOTES & WORKING THESIS (Due: )

Submit 8 items (i.e. note cards, computer notes, etc.) that include at least 8 sources you intend to use in your research (with APA style citations including source and page number information) with annotations (100 word minimum) summarizing the information presented that is significant to your paper, your own response, and an explanation of how it will potentially support and/or challenge your thesis. Identify the focus of your research by stating your working thesis as an arguable claim.

ARGUMENT OUTLINE (Due: )

Outline summarizing your thesis, supporting claims/reasons, and evidence. Where possible, write out your topic sentences and/or main ideas as complete sentences and identify where you intend to include source information from your notes. This should be a fairly developed outline that will serve as a skeleton for your first draft.

ROUGH DRAFT (Due: )

FINAL DRAFT & PORTFOLIO (Due: )
Research Paper Grading Rubric

_____/45 Ideas
• The paper exhibits a thorough investigation of an approved and appropriately narrowed subject.
• It relies heavily of credible, academic sources, avoiding sources with limited or no academic credibility.
• The author synthesizes his or her own ideas with source information, offering a unique opinion or perspective.
• The paper contains a clearly, arguable thesis supported by sufficient, accurate, relevant, and balanced reasons and evidence and addresses relevant implications.

_____/35 Organization
• The paper has an engaging introduction that frames and focuses the subject, provides relevant background information, and states a specific, arguable thesis.
• The thesis statement includes an arguable claim and qualifications, summarizing the support in a way that indicates how the body of the paper is organized.
• The body of the paper develops the argument presented in the thesis statement in a logical order, grouping key ideas together in a way that focuses the reader on the most important information.
• The conclusion reminds the readers where they’ve been, invites them to carry their ideas forward, and reconnects them to the introduction.

_____/25 Voice
• The voice of the paper is academic and formal but not sterile.
• The voice is strong and confident, dominating the voices of other authors whose words and ideas are incorporated into the paper.
• Cited material is balanced with original commentary.

_____/20 Word Choice
• Word choice shows an awareness of the connotations and denotations of key terms.
• Key terms are clearly defined.
• Inclusive language is used.

_____/25 Sentence Fluency
• The diction of the paper is clear and concise.
• Sentences are structured to improve the coherence and focus of your argument.
• Sentences avoid vague, wordy, or obscure constructions.

_____/50 Conventions
• In addition to excellent application of grammar, punctuation, and usage principles covered to this point in the term, the paper follows the APA guidelines exactly for document layout, internal citations, and bibliographic documentation.
• The paper fulfills the basic requirements of length (8-10 pages)
• The paper includes at least 8 sources. No more than 2 sources come from the Internet. At least 2 sources come from books. All other sources are academic, from journals, articles, or books.

Total Points: ___/200

Comments:
Eating Disorders: Assassin shadows

Elang 105

Brigham Young University
Eating Disorders: Assassin shadows

There are a lot of factors that can cause an eating disorder. Among society there are two types of well known eating disorders, they are bulimia and anorexia. Under the concept of these two types of eating disorders there are different classifications of bulimia and anorexia. For instance, people that are bulimic can binge and purge or use laxatives or a combination of different things. Anorexia nervosa is the most common type of this disorder among women.

This paper is not intended to study the process of physiology in the body when someone is diagnosed with anorexia or bulimia. I intend to show how people expose themselves to these disorders; showing the parameters of the problems that human beings, especially women, go through in our society, the consequences in someone’s life when, sadly, they embrace these disorders, and also the great amount of women that acquire these disorders after marriage. I will also show how someone can help a person who suffers from these problems. True stories will be added to bring better understanding of the reality of these disorders. Sometimes they seem to be far away from our homes, family members and friends, but quickly and silently they can kill our loved ones.

Understanding anorexia

Over a hundred years ago, in 1874, the British physician Sir William Gull was able to explain the behavior of two young women who had a seemingly unexplainable great weight loss. The word anorexia, which means lack of appetite, does not explain this disorder properly. The loss of appetite is the second stage of this disorder, starvation is
the first. Someone can be extremely hungry and still not eat. Gull was not able to find another word that would explain it better, so anorexia stayed.

A person with anorexia can be characterized by the following factors:

- refuses to maintain a normal body weight
- has fear of becoming fat or gaining weight
- has the idea that there is a large amount of fat on their whole body, even though the body is actually underweight
- the menstrual cycle is absent in females (Shipton, 2004).

Understanding bulimia

It is correct to say that the symptoms of bulimia have been introduced to society in old ages. For example, the Egyptians and Greeks had habits that we later classified as bulimia. Egyptians would purge so they could retain their “beauty,” the Romans even had a place called a “vomitorium” where they could vomit so they could eat as much as they desired (Shipton, 2004, p. 41).

In 1649 the Englishman Richard Morton diagnosed the first patient who was suffering with anorexia and bulimia.

The most common characteristics of a patient with bulimia are:

- ingestion of a large amount of food followed by forced vomiting
- no control over what they are eating
- weakness
- dehydration
- guilt after a forced purge
- use of laxatives or water pills
• quick weight loss or gain
• judging themselves mainly by body weight (Sizer & Whitney, 2003, p. 353).

There are many causes of anorexia nervosa and bulimia nervosa, and many contributing factors, including media, family, friends and a lot of times someone’s spouse can be the main contributing factor. Sometimes the environment and age of a person can also be counted as a contributing factor; a college student life can illustrate this idea.

Media: assassin or innocent?

There are many things that came with the advance of media; problems, realities, cultures, etc. People, in general, can now have an overview of what is happening in the world. This seems like it is not harmful at all, and it actually isn’t until it reaches its limit and people begin to exaggerate information.

The concept of beauty today is skewed by magazines that carry skinny models on the front cover, giving society a strange concept of beauty, and seeming to preach the slogan “slim and trim”. When this idea is introduced to the human mind, consequences are noticed. People want to find a way to be the image of what the media says is beautiful. They want to be skinny because they are shown that skinny is beautiful. They forget about the most important thing, their health.

There are well known names throughout the world and especially in recent history that have suffered from eating disorders. The first well documented case in the media was Karen Carpenter, the singer, who died after going into the depths of anorexia. She was only twenty-five years old when she started doing an extreme diet, a diet recommended to her by her doctor in 1967—the “water diet.” Carpenter was 5’4” and weighed 140 pound when she started this diet. She quickly dropped to 120 pounds.
When she got to 115 pounds people started telling her that she looked good, but it was not enough for her—it was just the beginning. By 1975 she was down to just 80 pounds. She had anorexia combined with bulimia. She vomited the small amounts of food that she did eat. Because she was so weak Karen fell on the stage during a performance. She was taken to the hospital, and that is where she was first diagnosed with anorexia. She started treatment and began to gain weight, but it was a difficult process—she was 35 pounds underweight. Her battle with anorexia and bulimia ended in 1983 when her mother found her in her closet unconscious. Her heart was too weak to keep beating, to keep her alive. She died shortly after arriving at the hospital. The media is an assassin, because it gives the idea that you need to be slim and trim to be beautiful. Because of the death of Karen Carpenter and the media craze that followed the world became acquainted with the effects and causes of anorexia, so the media can also be a tool in fighting these terrible diseases (Carpenter, 1983).

*Family & Friends: do you really love your loved ones?*

The media plays an important role in eating disorders; however, it is not correct to blame the media or any one thing as the main cause of an eating disorder. Many times the cause is closer than you can ever imagine. Sadly the cause could even be the people closest to the victim, “family attitudes, and especially parental, stand accused of contributing to eating disorders” (Sizer & Whitney, 2003, p. 353).

A good sister, brother or parent is always willing to help the members of their family whenever they face a difficulty. Sometimes, though, without even realizing it a good brother, sister or parent can cause a problem, even when they think they are helping. An example of this is Jenny who went to live for a couple of months with a family who
Eating disorders

loved to have fun, and eating was a big part of it. After eight months she went back home. When she was away her sister had lost weight, so her parents were overly concerned about the few pounds that she had gained while staying with the other family. Jenny was only eighteen years old when she started skipping family meals and exercising like she never had before. Jenny got sick and did not have the strength to do her every day chores. She did not know it yet, but she was suffering from anorexia (Shipton, 2004, p. 40).

The problem sometimes occurs not because of the parents, but because of a frustrated marriage relationship.

Marital relationship: anorexia as a consequence

The marital relationship has not been proven as being one of the main causes of an eating disorder, however there are a lot of incidents that occur between a husband and wife that can be counted as a factor that leads to an eating disorder. The idea of a high and low position in marriage can turn someone’s life upside down. Studies have shown that among couples where conflict is part of their daily life, the number of eating disorders such as anorexia and bulimia increase (Broucke, 1997, pp. 20-23).

The princess of England, Diana, was an example of someone that suffered with an eating disorder. She had bulimia blamed partly on her husband’s affair with Camilla Parker Bower, which caused Diana a deep depression (Morton, 2004).

College students and eating disorders

College students are very likely to show the symptoms of an eating disorder. The stress and the “ideal” image that is created among adolescents and into early adulthood can trigger an eating disorder in them. In a recent survey of BYU students aged 23-25
years it was discovered that 100% of those surveyed know someone that had suffered or is still suffering from an eating disorder (Morton, 2004).

There are many things that can contribute to the introduction of this killer companion into a life including the failure of a marriage, the idea that we should all be “slim and trim” from the media, the stage of life or environment that we are in. Luckily for all of these different types of problems there can also be a solution.

Treatments for those with eating disorders

When someone has been diagnosed with an eating disorder therapy will be recommended, especially in sever cases. The most severe cases will most likely require in patient treatment, as Karen Carpenter had. Manual arts can also be a refuge to those that suffer from eating disorders. They might help them to start concentrating more on something besides their appearance, it can also lift their self esteem as they seem themselves as an artist or as someone who won a battle by showing themselves that they have value and are useful for something.

A solution for those that suffer because of the media is to look at themselves and think of over all health not just as someone who is or is not slim and trim. They need to try to shift their focus to special things that they have accomplished, not on comments of other people. For those that are already suffering from these diseases the respect and love from people close to them are the most important things. An approval or someone showing them that they are valuable the way that they are is essential to that person’s life (Shipton, 2004, p.40).

The treatment of bulimia and anorexia specifically includes nutritional counseling, rehabilitation, family interventions and medications. In bulimia the
Eating disorders

Nutritional counseling will help the patient to reduce the purging of food and in anorexia
it will help the patient to restore weight that has been lost. In both cases it will help the
patient to try different sources of food and give them a sense of control over what they
eat. Goals such as finding a better way to eat are also set. The family intervention is
extremely important in the treatment of both disorders as they can bring confidence to
those that have suffered with these disorders. In the case where the marital problems
have led to the eating disorder it is important to have a good talk with their spouse with a
therapist present, and for those who have suffered from their adolescence because of a
family member therapy with the offending family member(s) can do wonders.

Sometimes it is important to have medication included in the treatment. In cases
where depression is the main cause of the disorder, antidepressants are essential to the
treatment.

Conclusion

In conclusion, there is nothing worse than to see someone that you love dying
because of an eating disorder. Eating disorders come quickly and kill slowly. The
examples used in this paper are real and hopefully show what it is like for someone with
an eating disorder. The best example to me was the example of Karen Carpenter. She
was a marvelous singer and widely famous, yet she was still insecure and became
anorexic. One of the comments that her brother, Richard Carpenter said about his sister
can bring hope to those who are suffering from anorexia. He said “she wanted people to
know that anorexia could be cured” (Carpenter, 1983).

Our bodies are important. They can be compared to a machine that needs fuel to
function. Eating healthy, exercising and just being happy are things that can contribute to
the prevention of these disorders. It is important for us as human beings, who care about life, to understand the needs of our spouse, be a good friend, help our children by feeding them healthy foods and encouraging movement or sports rather than pointing out bad eating habits. College students should try to concentrate in school but also to have fun on a daily basis. In other words, simple things really can make a difference in a person’s life, they can actually save someone’s life. We cannot ignore the eating disorder assassins. Through understanding the problem and its negative effects, we can work to find solutions that work for the individual. Like Karen Carpenter said, anorexia can be cured. Together we must work to find that cure.
References


Guidelines for the Final Exam

Author/Speaker: You

Audience: your classmates and your instructor

Purpose: This is another opportunity to learn and improve your rhetorical knowledge and skills (the art of speaking and writing well) as you present your research findings to your audience.

Assignment: You will give a brief (5-7 minute) formal, academic presentation to your classmates. This should be helpful and insightful to your classmates’ intellectual knowledge, as well as enjoyable. Be creative! You may use music, video, interpretive dance, puppet show, performance art, object lessons, overheads, Powerpoint presentations, activities, etc. You will be graded in three different areas: handout, content, and delivery.

Part 1: Handout (25 points)
You should include a one-page handout summarizing the main points of your presentation. You will need to bring enough copies for every member of the class and your instructor.

Part 2: Content (50 points)
● The topic of your presentation is the findings of your research paper.
● All information presented should be meaningful and informative for the audience. This is a formal, academic presentation and should be presented as such.
● All statistics, quotes, facts, etc. should be reliable and clearly documented in your presentation materials and handout (using APA format)
● Presentation should be unified and well-organized, with an introduction, body, and conclusion and smooth transitions.

Part 3: Delivery (25 points)
● Speakers must use at least one visual aid. It should be clear and professional.
● Speakers should be highly articulate about the subject matter
● Speakers should avoid using distracting gestures or overuse of filler words (such as um, like, uh, well, maybe, you know).
● Speakers should maintain eye contact with and hold the attention of the audience.
Using Technology in the Classroom

"Knowledge of modern technology enables one to become more productive and proactive, thus increasing that person's power" (Steve, 1999).

What are the challenges for professors using technology in college classrooms?

- It takes more time to adapt the technology to the classroom.
- Professors are satisfied with the use of their current teaching methods.
- Professors lack knowledge how to use technology.
- Technology forces professors to plan properly and become more organized.
- Professors believe that students should have training before using technology.
- Professors are worried that technology will interfere, instead of enhance their learning.

What are advantages and disadvantages of using technology in the college classroom?

- Technology increases accomplishment.
- Technology increases lecture proficiency and teaching effectiveness and provides greater enjoyment in the classroom.
- Technology could be a very good source for classrooms.
- Technology use in the classroom is to increase and equalize student participation.
- Technology has the power to uplift users.

Disadvantages:

- Technology serving as a distraction and as an element of clutter.
- Technology would be intimidating and overwhelming for both students and professor.

Using technology in the classroom is very important because technology really enhances students' learning.

"There is no doubt that the technology explosion has influenced college education"

(Steve, 1999).
CHAPTER 5
RESULTS AND DISCUSSION

The assessment designs, procedures, and data analysis for Elang 105 were outlined in chapter three. In this chapter, I will first present the results of the quantitative assessments, then the results of the qualitative assessment. These results will be followed by a discussion of the findings.

Quantitative assessments

Mid-semester and final course evaluations

Students were asked to rate their responses to questions about the course using a 5 point Likert scale. A five represents strongly agree, a four equals agree, a three means no opinion, a two mean disagree, and a one means strongly disagree. Means and standard deviations (in parentheses) of the student evaluations are presented in Table 4:
Table 4.
Means and standard deviations for mid-semester and final course evaluation responses.

<table>
<thead>
<tr>
<th>Question</th>
<th>Fall 2004</th>
<th>Winter 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final</td>
<td>Midterm</td>
</tr>
<tr>
<td>1. The required texts for this course provided helpful information.</td>
<td>3.52</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>(1.36)</td>
<td>(0.85)</td>
</tr>
<tr>
<td>2. The required texts for this course were at the appropriate level for my reading and writing abilities.</td>
<td>3.76</td>
<td>4.03</td>
</tr>
<tr>
<td></td>
<td>(1.22)</td>
<td>(0.76)</td>
</tr>
<tr>
<td>3. My understanding of grammatical concepts increased during the semester.</td>
<td>4.38</td>
<td>3.71</td>
</tr>
<tr>
<td></td>
<td>(0.67)</td>
<td>(0.87)</td>
</tr>
<tr>
<td>4. My reading skills improved throughout the semester.</td>
<td>4.43</td>
<td>3.88</td>
</tr>
<tr>
<td></td>
<td>(0.51)</td>
<td>(0.70)</td>
</tr>
<tr>
<td>5. My conferences with my instructor were helpful to me as a writer.</td>
<td>4.62</td>
<td>4.12</td>
</tr>
<tr>
<td></td>
<td>(0.59)</td>
<td>(0.99)</td>
</tr>
<tr>
<td>6. Instructor feedback on drafts was helpful.</td>
<td>4.67</td>
<td>4.15</td>
</tr>
<tr>
<td></td>
<td>(0.58)</td>
<td>(0.86)</td>
</tr>
<tr>
<td>7. The writing center was a helpful tool to me this semester.</td>
<td>3.67</td>
<td>2.47</td>
</tr>
<tr>
<td></td>
<td>(1.02)</td>
<td>(1.13)</td>
</tr>
<tr>
<td>8. My friends and/or roommates were helpful in reviewing my papers</td>
<td>4.00</td>
<td>3.53</td>
</tr>
<tr>
<td></td>
<td>(0.89)</td>
<td>(1.24)</td>
</tr>
<tr>
<td>9. The homework load for this course was appropriate.</td>
<td>4.57</td>
<td>4.12</td>
</tr>
<tr>
<td></td>
<td>(0.51)</td>
<td>(0.54)</td>
</tr>
<tr>
<td>10. All assignments were beneficial and not just busywork.</td>
<td>4.71</td>
<td>4.06</td>
</tr>
<tr>
<td></td>
<td>(0.46)</td>
<td>(0.81)</td>
</tr>
<tr>
<td>11. My teacher was available and willing to give me assistance all throughout the writing process.</td>
<td>4.86</td>
<td>4.53</td>
</tr>
<tr>
<td></td>
<td>(0.36)</td>
<td>(0.71)</td>
</tr>
<tr>
<td>12. The 5 major papers allowed me to adequately express my writing ability.</td>
<td>4.62</td>
<td>4.15</td>
</tr>
<tr>
<td></td>
<td>(0.50)</td>
<td>(0.78)</td>
</tr>
<tr>
<td>13. The in-class journals helped me to improve as a writer.</td>
<td>4.24</td>
<td>3.38</td>
</tr>
<tr>
<td></td>
<td>(0.54)</td>
<td>(0.82)</td>
</tr>
<tr>
<td>14. The out-of-class journals helped me to improve as a writer.</td>
<td>4.19</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>(0.60)</td>
<td>(0.84)</td>
</tr>
</tbody>
</table>
15. The portfolios were helpful to show my teacher what I had learned throughout the unit. | 4.41 | 3.74 | 4.09 |
<table>
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<tbody>
<tr>
<td>(0.62)</td>
<td>(0.73)</td>
<td>(0.83)</td>
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</table>

16. Assignment sheets were detailed and adequately explained the assignment. | 4.59 | 4.34 | 4.36 |
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<tbody>
<tr>
<td>(0.51)</td>
<td>(0.65)</td>
<td>(0.50)</td>
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</table>

17. Rubrics were clearly stated and allowed me to know what areas I needed to work on. | 4.63 | 3.84 | 4.09 |
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<tbody>
<tr>
<td>(0.50)</td>
<td>(1.05)</td>
<td>(0.83)</td>
</tr>
</tbody>
</table>

18. Peer review sheets (local and global) allowed me to get helpful feedback on my work. | 4.06 | 3.63 | 3.91 |
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<tr>
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<tbody>
<tr>
<td>(0.66)</td>
<td>(1.04)</td>
<td>(1.04)</td>
</tr>
</tbody>
</table>

19. Class lectures helped me to improve my writing skills. | 4.35 | 4.10 | 4.00 |
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>(0.49)</td>
<td>(0.87)</td>
<td>(0.77)</td>
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</tbody>
</table>

20. My content and ideas in my papers improved through this course. | 4.59 | 4.31 | 4.45 |
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<tbody>
<tr>
<td>(0.51)</td>
<td>(0.86)</td>
<td>(0.52)</td>
</tr>
</tbody>
</table>

21. My organization in my papers improved throughout the semester. | 4.59 | 4.09 | 4.45 |
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<tbody>
<tr>
<td>(0.51)</td>
<td>(0.82)</td>
<td>(0.52)</td>
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</tbody>
</table>

22. My voice in my papers in my papers improved throughout the semester. | 4.53 | 3.91 | 4.27 |
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</thead>
<tbody>
<tr>
<td>(0.62)</td>
<td>(0.93)</td>
<td>(0.65)</td>
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</tbody>
</table>

23. My sentence fluency in my papers improved throughout the semester. | 4.29 | 3.91 | 4.45 |
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<tbody>
<tr>
<td>(0.69)</td>
<td>(0.96)</td>
<td>(0.52)</td>
</tr>
</tbody>
</table>

24. My word choice in my papers improved throughout the semester. | 4.18 | 4.03 | 4.36 |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>(0.73)</td>
<td>(0.93)</td>
<td>(0.67)</td>
</tr>
</tbody>
</table>

25. My conventions in my papers in my papers improved throughout the semester. | 4.31 | 5.00 | 4.10 |
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>(0.70)</td>
<td>(7.00)</td>
<td>(0.74)</td>
</tr>
</tbody>
</table>

26. I became more familiar with the library and how to locate information in the library because of this course. | 4.53 | Not Applicable | 4.20 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(0.62)</td>
<td>Not Applicable</td>
<td>(0.42)</td>
</tr>
</tbody>
</table>

27. I became more familiar with the genre of an American university because of this course. | 4.53 | Not Applicable | 4.10 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(0.51)</td>
<td>Not Applicable</td>
<td>(0.57)</td>
</tr>
</tbody>
</table>

With the exception of one question, the results were positive. The only question which was not positive was question number seven which asked about the students’ perception of the helpfulness of the writing center. The student’s opinions of the writing center decreased as the year progressed, finally ending with a mean of 2.36. This data supports the comments students frequently made in class about their frustration with the
writing center and its tutors, even the one tutor who is available for a few hours a week and is identified as an ESL tutor.

Question eight was an attempt to understand to whom students turned for help writing assignments, since they had previously expressed their frustration with the writing center. Many students said they looked to their friends or roommates for help, but as the standard deviation shows, not all students had access to native-English speaking peers. There was actually quite a discrepancy in student responses. When I asked students about this question, several students said their American roommates were just too busy or that they didn’t know any native English speakers well enough to feel comfortable asking for help. It was these students who particularly expressed a desire for a second language writing center.

Questions one and two dealt with the required text for the course. The instructors chose not to continue using the same text after the first semester of the course, because they did not feel it was as effective as it could have been. During fall semester, apparently students agreed with the statement on the evaluation that the text provided helpful information; however, once the text was changed, during winter semester the scores increased from the fall scores to a mean of 4 at mid-term and 4.18 at final.

Teacher availability scored very high, between 4.45 and 4.86. Students agreed and strongly agreed that their teachers were available and willing to help them. They also responded positively (between 4.15 and 4.65) when asked to respond to the helpfulness of instructor feedback on their drafts. It is evident that teacher involvement is crucial in this course.
Feelings about busywork decreased throughout the semester; perhaps that is due to the number of small assignments leading up to the research paper. Students felt that the assignment sheets and rubrics for each of the major papers were helpful. They knew what was expected of them. When asked to respond to whether the course had improved their writing according to each of the six traits, students agreed or strongly agreed, even when asked about their conventions, which they had said was the most difficult part of the course. The students feel that their writing is improving, and that has a great effect upon student motivation and overall satisfaction with the course.

*Final Editing Identification Test and Final Writing Sample*

Results of the multivariate analysis of variance (MANOVA) showed a significant multivariate effect for course \[\text{Wilk’s } \Lambda = .166, \ F (11,13) = 5.924, \ p<.01\]. This means that at least one writing score was significantly different for the two groups. This analysis was followed by individual analyses of variance for each variable. For ELang 105 \(N=12\), and for English 115 \(N=13\). Table 5 displays descriptive statistics for each variable by group (course), including the F value for each item; items with an asterisk are items in which there are significant statistical differences.
Table 5.

Means and standard deviations for writing sample scores and grammar test scores as a function of course.

<table>
<thead>
<tr>
<th>Variable</th>
<th>English 115</th>
<th></th>
<th>Elang 105</th>
<th></th>
<th>ANOVA F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mean</td>
<td>sd</td>
<td>mean</td>
<td>sd</td>
<td></td>
</tr>
<tr>
<td>Writing sample</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>19.27</td>
<td>3.93</td>
<td>19.08</td>
<td>3.33</td>
<td>0.02</td>
</tr>
<tr>
<td>Voice</td>
<td>18.23</td>
<td>1.90</td>
<td>18.08</td>
<td>1.29</td>
<td>0.05</td>
</tr>
<tr>
<td>Organization</td>
<td>16.62</td>
<td>1.87</td>
<td>15.25</td>
<td>1.99</td>
<td>3.12</td>
</tr>
<tr>
<td>Word choice</td>
<td>13.81</td>
<td>0.72</td>
<td>12.08</td>
<td>1.48</td>
<td>14.14*</td>
</tr>
<tr>
<td>Sentence fluency</td>
<td>9.23</td>
<td>1.20</td>
<td>6.98</td>
<td>1.34</td>
<td>20.01*</td>
</tr>
<tr>
<td>Conventions</td>
<td>8.86</td>
<td>0.85</td>
<td>6.38</td>
<td>1.35</td>
<td>31.56*</td>
</tr>
<tr>
<td>Editing identification test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>32.01</td>
<td>2.81</td>
<td>26.17</td>
<td>3.22</td>
<td>24.03*</td>
</tr>
<tr>
<td>Sentence fluency</td>
<td>14.23</td>
<td>4.46</td>
<td>8.33</td>
<td>4.46</td>
<td>11.75*</td>
</tr>
<tr>
<td>Word choice</td>
<td>13.62</td>
<td>4.13</td>
<td>11.75</td>
<td>3.60</td>
<td>1.44</td>
</tr>
<tr>
<td>APA format</td>
<td>26.85</td>
<td>8.47</td>
<td>13.92</td>
<td>6.83</td>
<td>17.45*</td>
</tr>
<tr>
<td>Paragraph organization</td>
<td>3.69</td>
<td>1.89</td>
<td>3.25</td>
<td>2.30</td>
<td>0.28</td>
</tr>
</tbody>
</table>

*p<.01

The global traits (content, voice, and organization) are considered to be the most important components of a student’s writing; they constitute the majority of a student’s score on each of the major assignment rubrics. These are the traits that are emphasized the most in both Elang 105 and English 115. When Elang 105 students were compared to English 115 students in these three areas, the results were not significantly different. The Elang 105 students appear to have mastered the desired level of proficiency in these important areas.

As students stated in their interviews, grammar and word choice are very difficult aspects of second language writing for them. Their scores relate this difficulty. There is a significant difference in all three of the local traits (word choice, sentence fluency, and
conventions) in the student writing sample. When students were required to identify errors in local traits, they successfully identified errors in word choice; however, there is a significant difference in Elang 105 students’ ability to identify or articulate sentence fluency and conventions, which include punctuation and APA format.

Qualitative assessment

Interviews

At the end of winter semester, eight students were interviewed. They responded to the following three questions:

Question 1: What was the most helpful part of Elang 105?

Three students mentioned that the handouts and written examples of the different genres were the most helpful to them. They felt the expectations were clearly articulated and an adequate number of examples were supplied. Two students expressed their appreciation for learning the culture and expectations of an American university. They said that since this semester was their first experience writing for an audience in a foreign country, they appreciated learning elements of formal, academic writing in English. Two students said that they learned to make sure that their papers were not plagiarized. They were aided in this process by learning how to correctly cite sources.

Question 2: What was the most difficult part of Elang 105?

Two students responded that the research paper with all of its attendant prewriting and drafting assignments was the most difficult part of the course. They also mentioned that locating sources and reading so much information was very time consuming. Two students said that grammar was the most difficult aspect, both understanding grammar “rules” and finding someone to help them review their paper for grammatical errors.
Two students said the reading assignments and accompanying guided reading questions were most difficult. One student said,

Actually for me reading is the most difficult part, ‘cause understanding all the words in the book is hard, and then we read the articles we have to read, and then answer, the articles weren’t that easy, not the personal essays or narrative readings but the things like informative and argumentative readings were very difficult to understand. And I felt like I really, really had a barrier of language. So I think that’s my bad point. One article (if I can concentrate on the reading) like 4 or 5 pages, took me like 40 minutes. But even after taking 40 minutes I could never understand totally sometimes. . . . Normally I spent a lot of time going back to my articles and just deciding, “No, I will just answer them, just do my best.”

Question 3: What is the most difficult part of writing in English?

All eight of the students interviewed mentioned grammar and vocabulary as the most difficult components of writing in English. They expressed that they do not find it difficult to generate ideas, but they become frustrated with the language barrier when it comes to precisely *how* to say it. Several students stated that they were familiar with the grammar “rules,” but they had trouble applying them to their writing. Two students requested a separate grammar class, specifically designed to help them in this area.

One student expressed dissatisfaction with her intensive English program. She said she feels that her grammar skills are still at the beginning level but that she was placed in high intermediate classes because of her speaking and reading skills. She feels this placement was not beneficial in the end, because she still does not understand the basics of grammar.
Several students expressed that because of their lack of understanding about word choice and convention, they spend many hours sitting at the computer, trying to translate their message in their minds from their native language into English, or literally translating it with the use of an online or electronic dictionary. They continued to explain their personal writing processes which, although they may be long and sometimes laborious, have proven to be successful throughout this course.

Summary

Two questions guided the evaluation of the Elang 105 curriculum development project. Questions one: how do students perceive the effectiveness of different aspects of the course, including homework, assignments, texts, teacher feedback, and assessments? The students responded positively to the evaluation questions about the course; they also responded positively to interview questions about the course. They expressed appreciation for the course and its assignments; however, they commented on the difficulty of some of the assignments, particularly the research paper with all of its attendant reading and analyzing mini-assignments.

Question two: how well did Elang 105 students perform in comparison with English 115 students? There was no statistical difference between Elang 105 and English 115 students’ ability to produce writing with effective global traits (content, voice, and organization). Likewise, students had no statistical difference in identifying errors in organization. A statistical difference was found, however, when comparing the students’ scores regarding their ability to correctly produce and correctly identify errors regarding the local traits (word choice, sentence fluency, and conventions).
CHAPTER 6

CONCLUSIONS

As we can see from the literature and research, L2 writing is its own discipline and not just part of composition studies or applied linguistics; therefore, at BYU, a second language writing course needs its own permanent location, housed within the Department of Linguistics and English Language. Elang 105 was piloted over the course of two semesters, and according to the student evaluations, the results were generally positive. The student data reports are also favorable. I make the following recommendations for future research, instructors, the Linguistics and English Language Department, and the University:

Recommendations for future research

Due to time, budget, and the practicality restraints of my being a graduate instructor with only a fixed teaching schedule as determined by the composition department and the Linguistics and English Language department, only one section of Elang 105 and one section of English 115 were compared. Further research needs to be done to assess the effectiveness of this course compared to 115, or even to the other first-year writing options. English 115 is only mentioned here because it is the most common first-year writing course, with over 45 sections offered each Fall semester.

Recommendations for instructors

It is evident from my findings that the instructor plays a crucial role in aiding international students in their first year writing course. Students reported in both mid-semester and final course evaluations that instructor feedback on drafts, regular instructor
conferences, and availability of instructor were very effective. In one interview, when asked about the most effective part of Elang 105 a student replied,

> The teacher. No honestly, you are very patient with us. And you understand the deadlines and due dates. The questions, you answer thoroughly and very carefully, to make sure all the students understand what they’re supposed to do. And you’re very professional, so that was very helpful to me. If it wasn’t for that, if there was a teacher there telling you what to do but not explaining what to do and what was required, . . . that brings a tension feeling to the students and they don’t perform well. So I’m glad I took this class.

Upon completion of Winter semester 2005, all three instructors discussed their recommendations for the course. One of the most common was a desire to establish some uniformity between sections of the course. They also expressed a desire to maintaining the integrity of the program by not allowing students to pass the course unless their writing was truly advanced enough to do so. They suggested several options: A summative evaluation at the end of the course; if students failed to pass the exam they could not receive credit for their GE course; they would have to take another first-year writing course or retake Elang 105. Another option would be for students to be required to receive a C grade or higher in order to advance to their advanced writing requirement for general education. Either way, students who do not have the required proficiency could not advance.

Recommendations for the Linguistics and English Language Department

The curriculum proved to be successful throughout the first year of the course. Teachers, students, and administrators were pleased with the results. The five major
papers have a firm foundation in second language writing literature and practice; they are used in Purdue University’s second language first-year writing course and similar assignments are also found in BYU’s English 115 freshman writing course. Therefore, they should remain intact. I do recommend looking into an increased component on grammar instruction through weekly grammar principles and the implementation of a course-wide editing midterm and final exam. This would allow teachers to adequately assess their instruction in these areas and compare their section to other sections, thus maintaining further consistency among varying sections.

While culture and understanding the rhetorical situation of the North American university is already a crucial component of the course, I recommend increased emphasis on study skills, sociocultural aspects, and metacognitive evaluation. Dr. Strong-Krause suggested adding the Aims of a BYU Education to the reading list to help students better understand the culture and values of the university.

Another suggestion for the department is coming up with a uniform text for all sections in order to unify the curriculum and make changing sections easier for students. Currently, the teachers enjoy the freedom of experimenting with their personal choice of text, but if there were a uniform text, teachers could collaborate on how best to incorporate the text; they could also come to a consensus on which text would be most beneficial for the course.

My last suggestion for the department is to re-evaluate the placement process and add a diagnostic essay to pre-screen students before the first day of class. All three Elang 105 instructors expressed dissatisfaction with the current placement process. Each section had students at various levels; some students clearly were not prepared for Elang
105 and should have been placed in ESL 304 to prepare them for this class; other students exceeded the expectations of the instructors and could have done equally well in English 115 or another first-year writing course. In order to ensure that all students enrolled in Elang 105 are adequately prepared for a first-year writing class, beginning Fall semester 2005, students should be given a diagnostic writing assessment. Each of the three instructors should rate the writing sample, independent of the others. The results should then be evaluated, and students whose writing proficiency level does not meet all three instructors’ approval should be encouraged to enroll in ESL 304 before taking Elang 105.

Recommendations for the University

Multiple students mentioned that, from their perspective, their biggest obstacle to second language writing is grammar and word choice. Many students feel that as nonnative speakers of English, they are at a serious disadvantage when it comes to word choice and conventions, such as grammar, spelling, and punctuation. Several students expressed a sense of hopelessness. They did not have anyone to ask for help except their writing instructor. Other students expressed a similar frustration, and said that they desperately turned to roommates and native English-speaking friends for help. As a result, they often felt frustrated by the inconsistent advice they received from these friends. Students asked for more instruction in these linguistic areas. The first-year writing course is already a very busy course, so students will need additional help from somewhere else. The Department of Linguistics and English Language proposes that the university sponsor a second language writing and resource center to meet the continuing language needs of second language students. This center would be for all students, not
just first-year writing students. It will be a place where students can go for additional
language skills help.

Since the need for a first-year general education writing course for international
students has been well-established and the results thus far are highly favorable, I would
like to ensure that this class is a permanent addition to the GE curriculum. In addition, an
increasing number of sections should be offered in order to meet the high demand of
interested students.
REFERENCES


Perspectives on L2 reading/writing connections (pp. 84-105). Ann Arbor: University of Michigan Press.


APPENDICES

Appendix A: IRB approval

June 10, 2005

Tamara Lamm
639 Wymount 11C
Provo, UT 84604

Dear Tamara:

Thank you for your recent correspondence concerning your protocol entitled "Elang 105: A GE First Year Writing Course for International Students." The proposal has been assigned the following number: 05-0191. The research appears to pose minimal risk to human subjects and meets the Federal guidelines.

You are approved to begin your research. This approval is good until June 9, 2006 (a year from the date it was approved). A few months before this date we will send out a continuing review form. There will only be two reminders. Please fill this form out in a timely manner to insure that there is not a lapse in your approval.

Enclosed is a date stamped consent form. Please use this in obtaining consent.

Please notify Nancy Davis, (801) 422-2970, A-285 ASB, of any changes made in the instruments, consent form, or research process before instigating the alterations, so that we can approve them before the change is implemented.

If you have any questions, please let us know. We wish you well with your research!

Sincerely,

Dr. Renee L. Beckstrand, Chair /
Nancy A. Davis, CIM, Administrator
Institutional Review Board for Human Subjects
RLB/cfc

Enclosure
Consent to be a Research Subject

The purpose of this research study is to gather information about the effectiveness of the first-year writing course, entitled Elang 105. This research is being conducted by your instructor, Tamara Lamm, under the supervision of the Linguistics and English Language Department at Brigham Young University.

You are asked to participate in three types of evaluation: filling out a mid-semester and final evaluation form with questions about the course, completing a final writing sample and editing identification test, and responding to three oral interview questions regarding your feelings about the course. The oral interview questions will be recorded, and the recordings will be destroyed after the research is analyzed. The results will help the instructor and the Linguistics and English Language Department understand how to make the course better.

There are no known risks to you for participation in this study. Your participation, however, could help improve the course for future students. Participation is voluntary and will have no bearing upon your grade in this course. You have the right to refuse to participate and the right to withdraw later without penalty. Strict confidentiality will be maintained.

If you have any questions regarding this research, you may contact Tamara Lamm by phone at (801)371-2661 or by email at tlb65@email.byu.edu. If you have questions regarding your rights as a participant in a research project you may contact Dr. Renea Beckstrand, Chair of the Institutional Review Board, 422 SWKT, Brigham Young University, Provo, UT, 84602; by email at reneabeckstrand@byu.edu; or by phone at (801) 422-3873. **By signing and returning this form, you agree to participate in this research and allow the researcher to use the related information of this research.**

________________________  ______________________
Signature                Date

________________________
Printed Name

APPROVED  EXPIRES
JUN 1 0 2005 - JUN 0 9 2005
Appendix B: worksheet on six principles

The Six Traits of Effective Writing

There are a lot of different ways to describe successful writing. But in English 115, in order for everyone to have a common vocabulary about writing, your writing will be evaluated according to the "six traits" of effective writing developed by the Northwest Regional Education Laboratory <www.nwrel.org/assessment>. The NWRL describes these traits as follows:

**Ideas**
The Ideas are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. Successful writers do not tell readers things they already know; e.g., "It was a sunny day, and the sky was blue, the clouds were fluffy white." They notice what others overlook, seek out the extraordinary, the unusual, the bits and pieces of life that others might not see.

**Organization**
Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern, so long as it fits the central idea. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to closure, answering important questions while still leaving the reader something to think about.

**Voice**
The Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. And it is that individual something—different from the mark of all other writers—that we call voice.

**Word Choice**
Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, careful word choice moves the reader to a new vision of things. Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well.

**Sentence Fluency**
Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. How does it sound when read aloud? That's the test. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length and style, and are so well crafted that the writer moves through the piece with ease.

**Conventions**
Conventions are the mechanical correctness of the piece—spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation. Writing that is strong in conventions has been proofread and edited with care. [...]

(http://www.nwrel.org/assessment/definitions.asp?d=1)
Appendix C:

Final Course Evaluation

Teacher’s Name______________ Course____________  Section____ Date:___________

Instructions: Please complete this final evaluation carefully and honestly in pen or pencil. Your response will be reviewed by your instructor and the Linguistics and English language writing program coordinators. We really appreciate your help and cooperation in our efforts to make this course as helpful as possible and to see that this course can continue to help future international students.

Please note that responses will be confidential and will not have any bearing upon your grade. Please do not put your name anywhere on this form.

Key: SD=Strongly Disagree, D=Disagree, N=No Opinion, A=Agree, SA=Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>SD: Strongly Disagree</th>
<th>D: Disagree</th>
<th>N: No Opinion</th>
<th>A: Agree</th>
<th>SA: Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>The required texts for this course provided helpful information.</td>
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<tr>
<td>The required texts for this course were at the appropriate level for my reading and writing abilities.</td>
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<td>My understanding of grammatical concepts increased during the semester.</td>
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<td>My reading skills improved throughout the semester.</td>
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<td>My conferences with my instructor were helpful to me as a writer.</td>
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<tr>
<td>Instructor feedback on drafts was helpful.</td>
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<td>The writing center was a helpful tool to me this semester.</td>
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<td>My friends and/or roommates were helpful in reviewing my papers</td>
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<td>The homework load for this course was appropriate.</td>
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<td>All assignments were beneficial and not just busywork.</td>
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<td>My teacher was available and willing to give me assistance all throughout the writing process.</td>
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<tr>
<td>The 5 major papers allowed me to</td>
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</table>
adequately express my writing ability.

The in-class journals helped me to improve as a writer.

The out-of-class journals helped me to improve as a writer.

Please place an X in the column that best matches your response to each item.

<table>
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<tr>
<th>SD</th>
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<th>SA</th>
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</table>

The portfolios were helpful to show my teacher what I had learned throughout the unit.

Assignment sheets were detailed and adequately explained the assignment.

Rubrics were clearly stated and allowed me to know what areas I needed to work on.

Peer review sheets (local and global) allowed me to get helpful feedback on my work.

Class lectures helped me to improve my writing skills.

My content and ideas in my papers improved through this course.

My organization in my papers improved throughout the semester.

My voice in my papers improved throughout the semester.

My sentence fluency in my papers improved throughout the semester.

My word choice in my papers improved throughout the semester.

My conventions in my papers improved throughout the semester.

I became more familiar with the library and how to locate information in the library because of this course.

I became more familiar with the genre of an American university because of this course.

Additional comments or suggestions:

________________________________________________________________________
________________________________________________________________________
Appendix D:  

Final Writing Sample

Please do not put your name or any other identifying feature on any page, besides this cover page. The results of this sample should be anonymous.

Name:________________________________________
Course:________________________________________

You will have 30 minutes to complete this writing sample. It is not for a grade, so try not to stress. The results of these writing samples will be used to simply evaluate what you have learned, as a class, this semester. Do not use a dictionary or any other reference. Do not discuss your response with anyone or get any assistance on content or conventions. This is to see how you do on your own, without grammar check, spell check, or peer review. You may either write on the paper that is provided, or you may use your own notebook paper. Either way, do not write your name on your essay, just attach any additional papers to this cover sheet.

Directions: Choose one of the two following statements to respond to. Please write the number of the statement you have chosen at the beginning of your response.

Hint: Think of presenting your response in the form of an argument, with a few main points and then supporting evidence, like you did in the analysis and research papers.

Present your perspective on the issue below, using relevant reasons and/or examples to support your views:

1. All university students should be required to take courses in the sciences, even if they have no interest in science.

2. The pressure to achieve high grades in school seriously limits the quality of learning. An educational environment without grades would promote more genuine intellectual development.