Teaching EAP Writing Online Using Google Classroom

Jamila K. Barton, Georgia State University

English Language Specialist Program

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Agenda

Principles of Second Language Writing Instruction

Online Course Navigation

Module or Unit Activities

Mediation and Scaffolding

Assessments

Communicating with Students

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Online Course Navigation

- Online courses have to be transparent and easy-to-navigate for asynchronous student learning
- Introduce the course with a welcome module to set the tone and ensure student engagement
- Divide course material into weekly units or modules
- Provide and overview and a checklist for each module
- Use consistent headings and instructions for activities

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Welcome Module

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Course Overview / Welcome Module

- Course Introduction and Welcome Video or Virtual Meeting
- Deconstructed Syllabus
- Printable Syllabus (pdf, html, Syllabus Infographic)
- Student Information Survey
    - Quiz questions about the Syllabus
    - Student goals, interests, needs
    - Student Background
- Pre-Term Diagnostic/Reflection Task
- Academic Integrity or Course Contract
- Access to a Help Forum

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Syllabus Quiz: Sample Questions

1. Which is not a Student Learning Objectives for this course?
2. What is the required material and books for this course?
3. When is the research paper due?
4. What day and time are weekly online discussions due?
5. What are the instructor's virtual office hours every week?
6. What is the best way to contact the instructor?
7. How do you contact students for collaborative activities?
8. How long should you expect to wait for a reply to an email to Ms. Doe?

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Course Contract

Course Contract Assignment
Fill this out and submit to the link provided in
webcourses/assignments/course contract.

COURSE prefix, number and section number _____

Sign and return no later than the last day of the first week of classes.

Student Agreement   Name _____ (printed)

I have read and agree to abide by the University Academic Honor code.

(signature)_____ Date_____

I will check my grades and report discrepancies immediately, but no later than the last day of regular classes.

This syllabus contains information about assignments, requirements, and grading. Please refer to it often. You may access this syllabus online. *If you elect to remain registered for the class, I regard that as your agreement to abide by the policies set out in the syllabus, and your acceptance of responsibility for knowing and following these policies.*

I read and understand the above statements.

(signature)_____ Date_____

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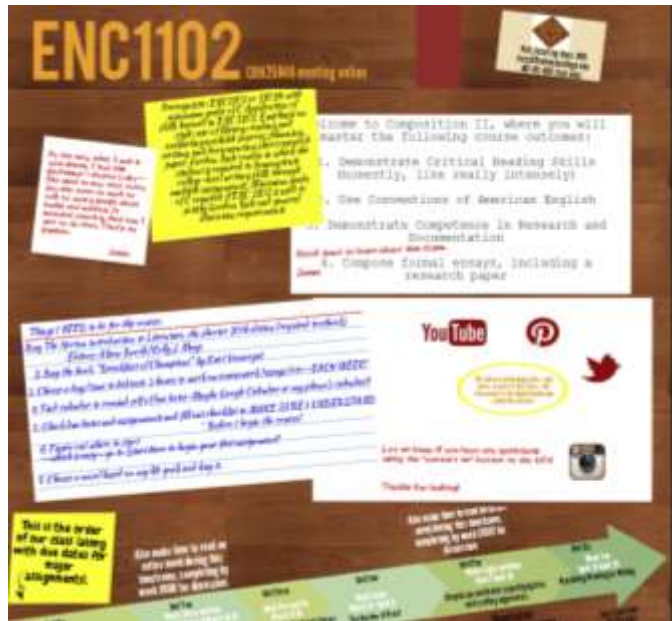# Deconstructed Syllabus as Separate Topics

- **Communicating** with Your Instructor and Other Students
  - Virtual Office Hours, Preferred emails, When and how fast you will respond
- **Course Objectives**
- **Required Texts and Course Materials**
- **Course Expectations**
  - What students can expect from you and what you expect from students
- **Course Activities** (What types? Asynchronous or Synchronous?)
- **Grading and Assessment**
- **Campus Policies and Resources** (Include Links!)
- **Course Technology Tools** (Links to Guides, Screencast Tutorials)

Adapted from SUNY Online Course Quality Rubric

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Syllabus Infographic (English Composition Course)

From Clark, C. (2014) **Turn your syllabus into an infographic**. InspireD2. University of Notre Dame.

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Online Units / Modules for Teaching EAP Writing

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Content Units / Modules for EAP Writing

Introduction/Overview
- State the goal of the unit and the learning outcomes

Checklist
- Provide a list of tasks in order for students to complete

Content for tasks
- Readings and model analysis activities
- Video Lectures or links to Google Meetings
- Pre-writing activities (freewriting, cubing, discussions)
- Drafting
- Teacher and Peer Feedback
- Assessment

Post –Writing Reflection

Additional Resources (Extension Activities)

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EAP Writing: Unit Planning

"Units of work in literacy courses are perhaps "best seen as real-life activities or situations in which people do specific things through writing" (Hyland, 2004, p. 115)

Unit / Module Organization
- Organized by individual genres or sequence of genres (portfolio of written texts)
- Organized by writing strategy (using sources for research writing)
- Organized by school-based rhetorical modes (narration, classification, argumentation, etc.)

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Planning EAP Writing Units (Hyland, 2019)

1. What is the **goal** of the unit? What are the **learning outcomes**?
2. What **activities** will learners do to accomplish the learning outcomes?
3. What textual, visual, aural, electronic or multimedia **input** and **tools** will you provide for students?
4. What **roles** will teachers and students play during the activities?
5. Will instruction and activities be **asynchronous or synchronous**?
6. How will activities be **assessed**? What **feedback** will you give at different stages?

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Sample Unit Overview

- **Purpose**: In this unit, we will use descriptive and evaluative language to write a visual art critique

- **Learning Outcomes** (At the end of this unit, students will be able to…)
  - Describe works of art using spatial order and language for design principles
  - Make use of evaluative adjectives, adverbs, and verbs to critique works of art
  - Develop positive and negative critiques using examples and explanation

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Sample Unit Checklist

Readings Analysis	• Read the art reviews and post an answer to the questions. • Then, read and reply to two other students.
Video Lectures or Google Meetings	• Video lectures with quizzes – OR – Google Meeting on Describing Artwork and Writing Critiques.
Pre-writing activities	• Respond to the questions about the work of art • Write a group art critique
Drafting	• Draft an individual art critique using the critique checklist
Teacher and Peer Feedback	• Google Meet or Video Tutorial about doing a peer review. • Students review papers and respond to peer comments.
Teacher Feedback	• Review teacher feedback and reflect on changes • Student – Teacher Writing Conference
Assessment / Reflection	• Submit final draft • Reflect on the writing process

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Reading Analysis Activities

- Provide learners with published and student models related to the assignment for reading analysis
- **Tools**:
  - Google Meet for class discussions
  - Google Chat for group discussions
  - Google Classroom - Ask a Question activity

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Sample Reading Analysis Questions

- **Sample Rhetorical Questions**
    - What is the purpose of this writing or section?
    - Can you identify the theme/ content in each paragraph?
    - What makes the layout helpful to the reader?

- **Sample Language Awareness Questions**
    - What connectives are used? What tense is used?
    - Can you identify different types of sentences in the text and comment why they are used?

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Sample Art Review

Questions to consider:

1. What is the purpose of the review?

2. What artwork is the review about?

3. What are the positive and negative critiques?

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Providing Instruction

- **Tools**: Record an asynchronous video lecture with a quick quiz –OR- meet with students F2F online in Google Meet

- **Instructional Approach:**
  - Present on communicative purposes and rhetorical / language features for the genre
  - Provide practice for language features
  - Practice writing collaboratively or with guided controlled activities
  - Introduce assignment using TiLT Principles

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TiLT Assignments (https://tilthighered.com/)

- Use **Transparency in Teaching and Learning Principles** to outline assignments for students
  - Stating the Purpose
  - Explaining Tasks
  - Criteria for Assessment

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Sample TiLT Assignment: **Visual Art Critique**

Purpose:

• To practice describing and critiquing works of art

Tasks:

1. Read the sample art reviews and post a reply to the questions.
2. Watch the video lectures on Describing Artwork and Writing Critiques and complete the lecture quiz.
3. Respond to questions about a work of art and write an art critique as a group using the art review guide.
4. Choose a work of art to critique and freewrite about the questions.
5. Complete a first draft of your critique using the critique checklist as a guide.
6. Meet with your group for peer review.
7. Read and respond to teacher feedback.
8. Write a final draft with a cover letter explaining the changes you made from early drafts.

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TiLT Assignment: Scoring Criteria

	Percent of Grade
CONTENT The draft introduces the artwork, describes it, and give background information. The draft gives an overall impression, positive critiques, and negative critiques.	50
ORGANIZATION There are two paragraphs – summary and critique, each with a topic sentence and supporting sentences. Each main point is illustrated and explained. Use of PIE for supporting details.	25
LANGUAGE/STYLE Writing is edited for phrase and clause errors, word choice, word order, word forms, punctuation, spelling, and capitalization Sources are cited and there is no evidence of plagiarism	25

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Pre-writing and Planning Activities

Pre-Writing Activities

- Freewriting
- Cubing
    - Describe or define it.
    - Compare and contrast it.
    - Associate it. What does it remind you of?
    - Analyze it.
    - Apply it. What can you do with it?
    - Argue for and against it.

Planning Activities

- Sort and organize ideas from freewriting
- Use a graphic organizer
- Write a formal outline

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Teacher Mediation During Drafting

- Providing an exemplar text with functional stages or moves and a rubric
- Providing Teacher Feedback
    - Oral recording, Comments in Microsoft Word or Google Docs, live sessions in Google Meet
    - Decide in advance what to comment on at what stage
    - Make 2 – 3 global notes and up to 5 marginal comments
    - Highlight language errors for corpus consultation –OR- use a proofreading guide with abbreviations
- Activities for Follow-Up
    - Students read comments and freewrite about changes they want to make
    - Students submit a memo with drafts addressing teacher and peer comments

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Presentation: What is an Art Critique?

- Another common college assignment asking you to interpret, analyze and/or evaluate a text for a variety of purposes
- Common examples of this kind of writing include:
  - book reviews
  - literary critiques
  - case studies
  - literature reviews for research articles
  - legal analyses
- Read the **sample critique** and identify the sentences or paragraphs that discuss:
  - The student writer's overall opinion or impression of the reading
  - The main positive and negative critiques the student writer has

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Presentation: Evaluative Language

Frequently used adjectives to critique positively:

- *useful, important, significant, interesting, informative, insightful, clear, accessible, successful, well + an adjective (like organized, balanced, written, documented, explained), persuasive, compelling, strong, correct, detailed, up-to-date, comprehensive, practical, relevant*

Frequently used adjectives to critique negatively:

- *difficult, poorly + an adjective (like documented, explained, organized, written), unconvincing, uninteresting, weak, incorrect, irrelevant, inconsistent, restricted, misleading, lacking, narrow*

Frequently used verbs/verb phrases:

- *(The artist) succeeds in -ing, excels, clarifies, persuades (positive)*
- *(The artist) fails to …, confuses, suffers from (negative)*

Frequently used adverbs:

- *good, well, clearly (positive)*
- *bad, poorly, unclearly (negative)*

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Stages for Describing Artwork

Introduction
- *The Art through Time series from the Annenberg Learner website features a mask made of wood and other natural materials from an unknown artist in Indonesia (Barong Mask, 1900 CE – 2010 CE) .*

Description
- *...large, bulging eyes of the creature are enhanced with pigment. Two prominent wooden tusks protrude from either side of the mouth. The ornate mane that spreads out around the face consists of elaborately tooled leather and hair has been threaded beneath the lower lip to give the creature a beard (Hamilton, 2017)*

Background
- *Gorlinski (2012) suggests that the Barong is a symbol of good luck and fortune. These masks are typically used in a Balinese ceremonial dance where the Barong fights and wins against the witch, Rangda as a triumph of good over evil (Gorlinski, 2012).*

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Stages for Writing Critiques

Overall Impression
- *The Barong mask featured in the Art through Time Annenberg Learner series is a good example of the use of ceremonial art for spiritual practices in different cultures; however, in my opinion, it is problematic to exhibit art used in rituals separate from the ceremony used in the culture.*

Positive Critiques
- *The Barong Mask displayed in the Fowler Museum (Barong Mask, 1900 CE – 2010 CE) provides viewers with a window into Indonesian culture.*

Negative Critiques
- *Artwork like the Barong mask should not be separated from the ritual and culture it comes from.*

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Sample Feedback

Student Name

Practice Summary Critique

August 20, 2019

Summary Critique of Barong Mask (APA Style)

The Art through Time series from the Annenberg Learner website features a mask made of wood and other natural materials from an unknown artist in Indonesia (*Barong Mask, 1900 CE – 2010 CE*). According to the art historian, Hamilton (2017), the mask depicts a creature much like the lion called a *Barong Kat*. He describes the mask with:

...large, bulging eyes of the creature are enhanced with pigment. Two prominent wooden tusks protrude from either side of the mouth. The ornate mane that spreads out around the face consists of elaborately tooled leather and hair has been threaded beneath the lower lip to give the creature a beard (Hamilton, 2017).

In a short reference article, Gorlinski (2012) suggests that the Barong is a symbol of good luck and fortune. These masks are typically used in a Balinese ceremonial dance where the Barong fights and wins against the witch, Rangda as a triumph of good over evil (Gorlinski, 2012).

The Barong mask featured in the Art through Time Annenberg Learner series is a good example of the use of ceremonial art for spiritual practices in different cultures, however, in my

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Summary opening sentences describe the source and the main idea
Additional sentences describe the work of art and give the meaning using sources as illustration.

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Parenthetical citation of artwork

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Within sentence citation to introduce the source

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Technical or specialized term

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Block quotation

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Opening critique sentences give the writer's overall positive and negative critiques.
Additional sentences make points, use sources as

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Sample Proofreading Guide

SYMBOL	MEANING	CORRECT THE EXAMPLE
1. Frag	Not a complete sentence	Because the new culture seems familiar.
2. RO	run-on sentence	Jane went to the store she came back without bread.
3. CS	Incorrect use of comma	Culture shock is not unusual, it happens to almost everyone.
4. CI	incorrect adv, noun or adj clause	The survey asked that an unhappy marriage is preferable.
5. T	Incorrect tense	He is here since June.
6. V	verb phrase – object/complement	The report implied us that changes were needed.
7. SV	Subject and verb don't agree	There are a cup on the table.
8. Voc	incorrect active or passive voice	Unexpected consequences were occurred.
9. WC	*Word choice error*	She got on the taxi.
10. WF	Word form	I saw a beauty picture.

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Peer Feedback During Drafting

- Setting up for successful peer review
  - Discuss the benefits of peer response
  - Model responding to writing with a writing sample
  - Discuss helpful and unhelpful responses

- Using Live Chat or Google Classroom Ask a Question for peer review sessions
  - Set expectations and provide questions to guide peer responses
  - Form groups based on personal characteristics, goals, writing styles, level of proficiency

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Sample Peer Review Task
(Ferris and Hedgcock, 2018, p. 274)

1. Read your group member's paper and answer the questions.
2. Post a brief summary specifically mentioning at least two things you liked about the draft and at least two suggestions for the writer to consider while revising.
3. Meet and discuss each group member's draft in turn (about five minutes per writer).
4. Answer questions about your own text and ask questions about your peers' feedback on your work.
5. Offer constructive and respectful comments, but don't be so polite that you don't say anything helpful.

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Assessing Writing (Rubrics)

Holistic Scoring
- Assign a level based on descriptors of the text as a whole
- Pros: assesses the whole text; Cons: not helpful for student improvement

Analytic Scoring
- separate task into different elements or weighted criteria
- Pros: students can see what to improve
- Cons: false impression of separable parts

Trait-based Scoring
- identify the qualities or traits of the genre for the communicative purpose
- Pros: focus on socioliterate aspects
- Cons: Time-consuming to create

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Sample Trait-Based Scoring

CARLA Center for Advanced Research on Language Acquisition

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Student Self Assessment and Reflection

- Reflection is one of the key variables linked by composition scholars to student transfer of skills from writing classes to future studies
- Activities:
  - Beginning of the term reflections or surveys of writing experiences
  - in-progress memos on writing tasks
  - responses to feedback
  - individualized editing exercises using proofreading guides or corpus consultation
  - final draft memos,
  - end of term writing about what they learned

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Useful References

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