**Effective Academic Writing: Second Edition**
The writing classroom has changed since the first edition of Effective Academic Writing was published. Today more teachers and students are using online tools in classroom-based courses and in blended learning courses. In this new edition we are offering additional features that are now available to support writing teachers in this new landscape.

**Online Resources**
To complement the text, the following tools are available online:

*For Teachers and Students*
- Outline Templates (one per unit)
- Peer Editor's Worksheets (three per unit: two for the main writing task and one for the timed writing)
- Assignment Rubrics (two per unit: one for the main writing task and one for the timed writing)
- Online Grammar Practice activities for every unit

*For Teachers*
- TOEFL- and IELTS-style writing tests for every unit, plus a midterm and final; TOEIC-style tests for some units
  - A grading rubric included with each test
- Answer Key

**Getting Started**
The four levels of Effective Academic Writing guide English learners through a writing process at the high beginner, intermediate, high intermediate, and advanced levels. In order to break the process into manageable steps, the units are organized around the distinct tasks of brainstorming, outlining, drafting, and editing. Because the process includes several submissions, you may want to create a tracking sheet for each student so you (or the student) can take notes on the goals and feedback for each step. The following is an example:

**Tracking Sheet**

| Student's name | Outline | Draft 1 | Draft 2 | Final Comment |
|---|---|---|---|---|
| Assignment 1 | | | | |
| Assignment 2 | | | | |
| Assignment 3 | | | | |
| Assignment 4 | | | | |
| Assignment 5 | | | | |
| | | | | |
| Midterm Comment: | | | | |
| Final Comment: | | | | |

This at-a-glance sheet can be stapled inside a folder that contains the students' writing. It can be used to record grades, note strengths, or simply to keep track of where a student is in the process. It can also be a helpful tool at the beginning of the semester because students can see what will be expected over the course of the class.

You may also find it useful to create a course calendar that details when drafts are due and when you are beginning a new chapter. Sometimes when students are writing multiple drafts, it is difficult to know when to stop. A calendar can help keep everyone on track and ensure that a good number of assignments reach completion.

**The Introductory Unit (Unit 1)**
Each book in the series begins with an introductory unit that reviews skills taught at the previous level and introduces the focus of the new level. This unit is meant to provide a general overview of the writing process and does not take the students through a writing assignment.

**Working through a Unit**

**Writing Process Step 1: Stimulating Ideas**
The purpose of Writing Process Step 1 is to activate students' knowledge around the topic and get them brainstorming ideas. Use the visual that opens the unit to generate ideas and vocabulary. Use the authentic text to point out ways that the text is successful rhetorically. Use the follow-up questions to get students writing sentences that can become models for their own writing.

**Writing Process Step 2: Brainstorming and Outlining**
Writing Process Step 2 introduces the task. The activities that follow provide information, techniques, and practice that support the planning stages for a particular mode of writing.

Each unit has a unique graphic organizer to support students in planning their writing as well as exercises to get students thinking about audience and purpose. At the end of Writing Process Step 2, students should have a plan that guides them in writing their first draft.

Download the Assignment Rubric

Have students download the assignment rubric when you introduce the task. Go over the rubric and make sure they understand the criteria. There are several ways you can use this rubric as you move through the unit:

- Communicate your expectations for their work. Discuss the steps in the process and match the criteria in the rubric with each particular step.
- Help them understand how the rubric applies to particular pieces of writing by using it to evaluate the model of student writing. Practicing with the rubric helps students practice the skills needed for peer editing and self-evaluation.
- Use the rubric to evaluate the students' writing on drafts or the final draft.

Download the Outline Template

Have students download (or provide copies of) the Outline Template. Instruct students to complete the outline with their own ideas at home or in class. If you are using a tracking sheet like the one shown on page 2, add a comment in the outline column that may be useful to the writer in moving forward.

### Writing Process Step 3: Developing Your Ideas
In Writing Process Step 3, students write their first draft. Before writing, students read a second model text and complete a series of activities that draw attention to specific language functions. In the model text, elicit/point out ways in which the model successfully fits the assignment specifications.

Go to the Online Grammar Practice

Direct students to the Online Grammar Practice for additional practice with the Grammar Focus topics. Some students may need more practice than others. The online practice allows students to work individually and focus on the areas where they need the most practice.

**GO ONLINE**

Download the first Peer Editor's Worksheet

After students have finished writing a draft, consider facilitating a peer editing session. Have students download (or provide copies of) the Peer Editor's Worksheet for editing a first draft (the first of three peer worksheets for the unit). For optimal results, take a short break between the drafting process and the peer edit. Consider using peer editing during the next class meeting.

Introduce the role of the peer as someone who is not an expert but has value as a reader. First, students exchange papers and read each other's work as readers, not evaluators. Next, instruct them to use the Peer Editor's Questions in the book and take turns giving oral feedback to the writer. Alternatively, have them use the downloaded Peer Editor's Worksheet to give written feedback. This can be done before, after, or instead of the oral session. The worksheet may be particularly useful in helping certain students who are struggling with the underlying structure of a rhetorical mode of writing.

Follow the peer editing process with feedback of your own on the content and organization. At this point, you may also make choices depending on time and purpose:

- You may want to provide points or a grade for the first draft, or you may want to give comments only.
- You may choose to give students an opportunity to revise their draft for organization and clarity before moving onto specific sentence-level editing.
- If you are using a tracking sheet like the one shown on page 2, put a note in the column that will help guide students moving from first to second draft.

**Writing Process Step 4: Editing Your Writing**

In Writing Process Step 4, students edit their first draft, focusing on errors at the sentence level. Use the exercises in the book to draw students' attention to specific grammar points that will improve their writing.

**GO ONLINE**

Download the second Peer Editor's Worksheet

Finally, after the students have used the Editor's Checklist in the book to check their paper, have them use the second Peer Editor's Worksheet (for editing and rewriting) to get a second pair of eyes. Peer editing is not only useful to the writer receiving feedback, but also for the reader who develops editing skills that are helpful in revising one's own work. This second peer editor's worksheet guides students to look carefully at language and how it is used.

The editor's checklist and the second peer editor's worksheet help students refocus for the final draft. The feedback can help students decide what grammar to practice online (see below)

or set goals for the final paper. It can also provide talking points for a teacher/student conference. If you are using the tracking sheet on page 2, write a note that sets goals for the final draft.

**GO ONLINE**     Go to the Online Grammar Practice

At this point, some students may need further grammar practice. Assign them to relevant practice activities in the Online Grammar Practice.

**GO ONLINE**     Download the Assignment Rubric

Finally, if you haven't already done so, use the online rubric to assess the quality of the final product, bearing in mind how much help and how many drafts it took the student to produce it. Use this guide for scoring the students' work:

> 20 points = Writing element was completely successful (at least 90% of the time)
> 15 points = Writing element was mostly successful (at least 70% of the time)
> 10 points = Writing element was partially successful (at least 50% of the time)
> 5 points = Writing element was slightly successful (at least 20% of the time)
> 0 points = Writing element was not successful.

If you are using a tracking sheet like the one on page 2, note the final score.

### Review: Putting It All Together
The Review section can be useful in several ways:
- To assign activities for homework
- To assign activities to groups in class while you conference or tutor with small groups or individuals
- To use as a test preparation when you are preparing for writing tests

### Timed Writing: Preparing for Academic Success
The Timed Writing section gives students practice in writing about a topic in a timed environment. Tell students that placement assessments and other tests will require them to write about a specific topic. Introduce the steps in the book. Point out the breakdown of time. The test should take one hour + about ten minutes for instruction and transitions.

**GO ONLINE**     Download the Assignment Rubric for the Timed Writing

Use the second rubric to give students feedback on their timed writing tests. Use this guide for scoring the students' work:

> 20 points = Writing element was completely successful (at least 90% of the time)
> 15 points = Writing element was mostly successful (at least 70% of the time)
> 10 points = Writing element was partially successful (at least 50% of the time)
> 5 points = Writing element was slightly successful (at least 20% of the time)
> 0 points = Writing element was not successful.

You may want to follow up with additional topics that they can do on their own for further practice.

**GO ONLINE**      Download the third Peer Editor's Worksheet

Use the third Peer Editor's worksheet (focusing on the timed writing assignment) to provide further reflection and consolidation of the skills taught in the unit.

1) Have all students do peer editing on one sample student test. (Get permission from the student and remove the name from the test before making copies.) Go over their results as a class and use it as a jumping off point to discuss what they have learned in this unit.
2) Have students work in groups of three and discuss their answers on a single volunteer's paper or a paper that you suggest. Follow up by eliciting a list of dos and don'ts for a timed writing like this.

**Assessment**

**GO ONLINE**      Download the Unit Tests (choose a style)

There are several tests available online. One test is provided for Unit 1, which practices a series of skills taught in that unit. In subsequent units, a TOEFL and IELTS style prompt are provided for teachers to choose from. For some units, a TOEIC style prompt is also provided. Every test is accompanied by a rubric for grading.

There are also midterm and final tests (also supplied in TOEFL, IELTS, and TOEIC styles) that can be used to get and give formative and summative assessment on students' progress.

**GO ONLINE**

Download the Midterm Test (choose a style)

The midterm is a timed writing test with a rubric that provides an opportunity for students to show progress and reveal needs halfway through the course. Use the results to help students set goals for the second half of the term.

**GO ONLINE**

Download the Final Test (choose a style)

The final test is also a timed writing test with a rubric, but its role is largely summative. Use the results to determine students' readiness for the next level.