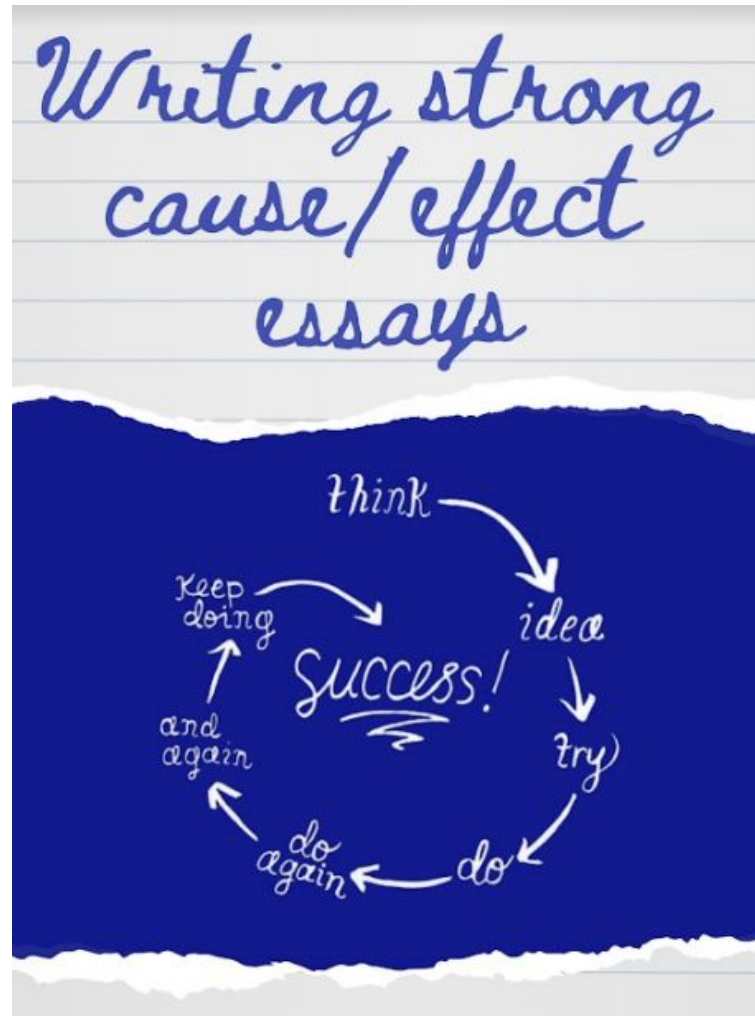
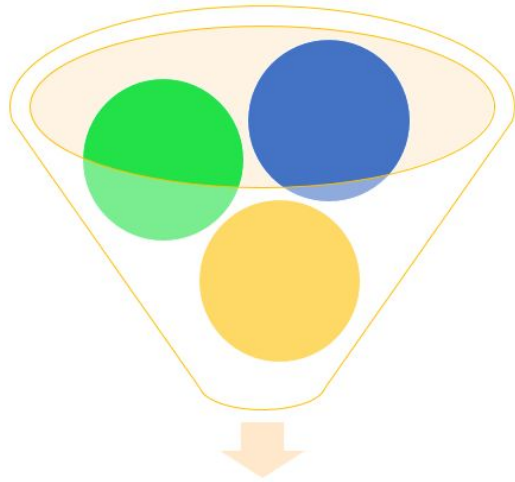


Independent
Learning
Center

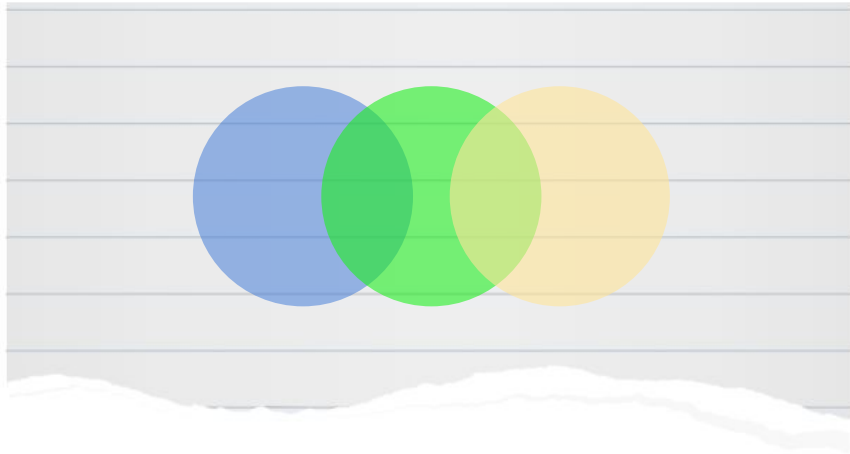
Workshop 3

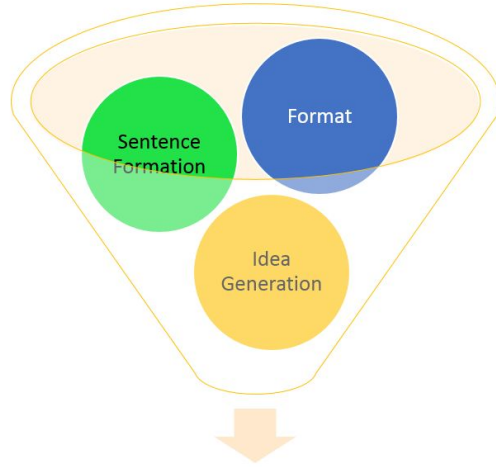
Spring 2022



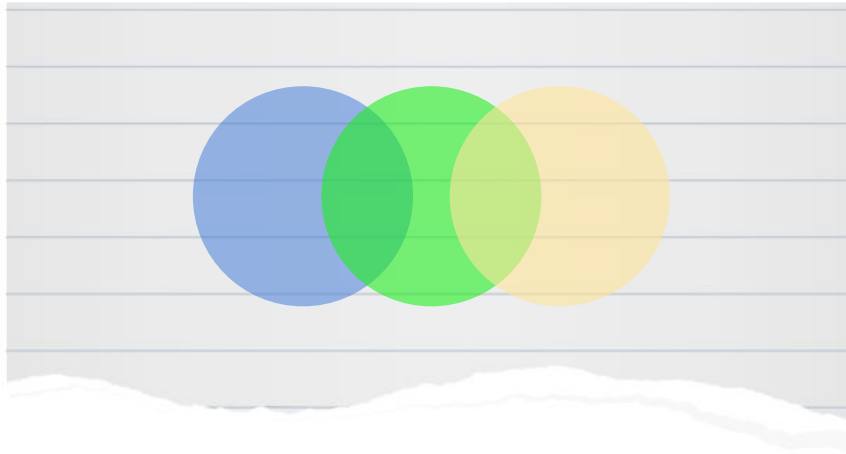


What three ingredients are needed to make a strong essay?





- Essay Format
- Sentence Formation
- Idea Generation

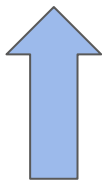


Put these three in order for you from easiest to hardest.

INGREDIENTS OF ESSAY WRITING

FORMAT

- Introduction paragraph
- Body paragraph 1
- Body paragraph 2
- Conclusion



NO PROBLEM:)

SENTENCE FORMATION

- Extending sentences from simple to complex
- Integration of grammar topics
- Integration of vocabulary



SHOULD BE PRACTISED MORE!!

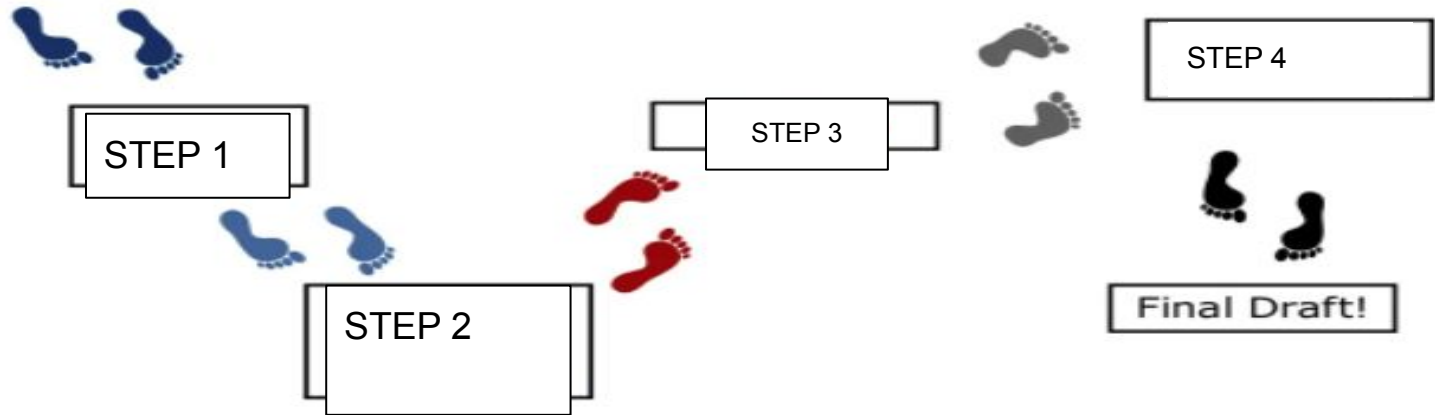
IDEA GENERATION

- Brainstorming
- Categorizing/Grouping
- Outlining



In addition to the ingredients, there is also a process....
Can you name these steps?

The Writing Process Steps in Writing an Essay



The Writing Process

Steps in Writing an Essay



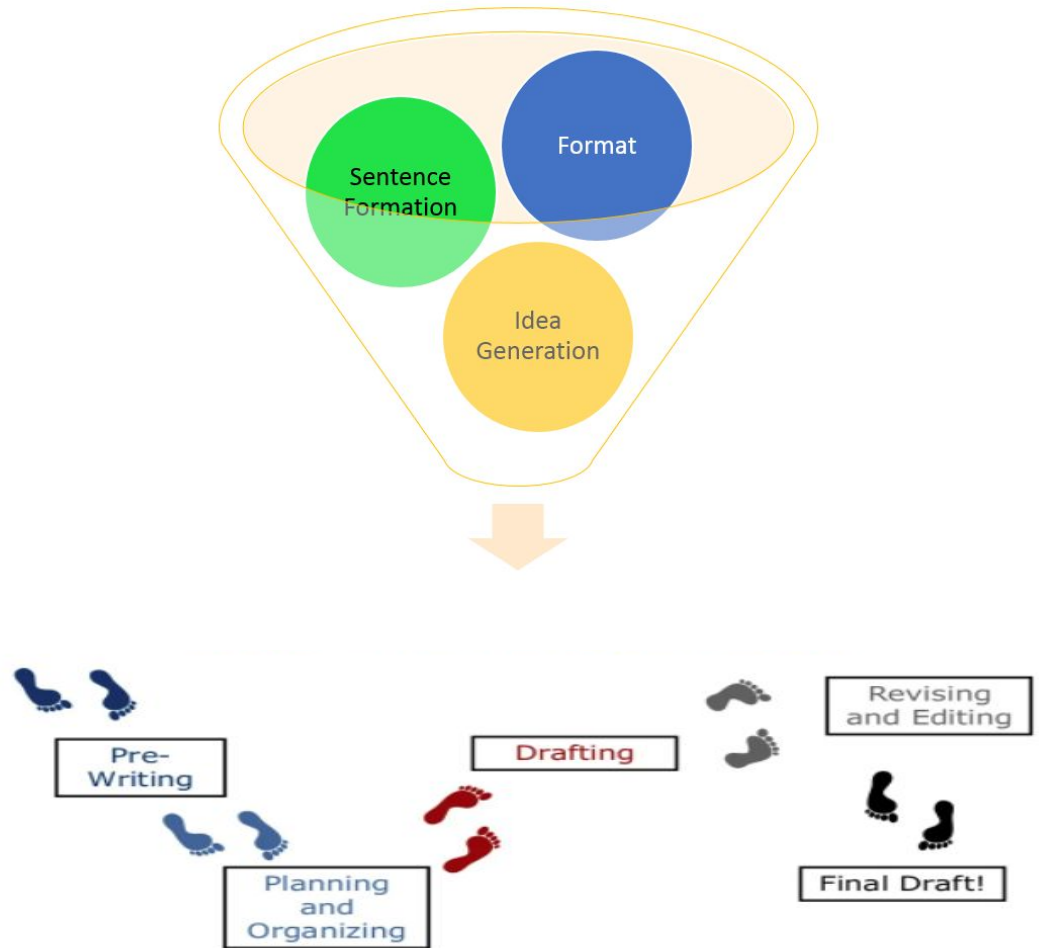
Which ingredients should be focused on in each step of the writing process?

Prewriting:

Organizing:

Drafting:

Revising:



STEP 1: Prewriting = Idea Generation

Topic: Causes of War

Think
about
wars you
know
about
from
history
and what
caused
them

political
differences

competition
over land

ideological
changes

imperialism

to
control
minority
groups

political
uprising

wanting
to
control
resources

religious
differences

revenge

to
expand
territory

revolution

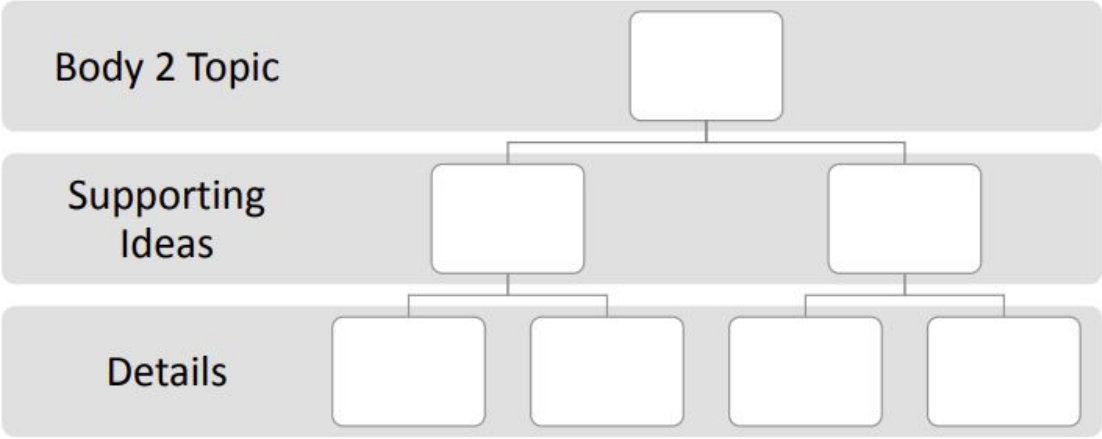
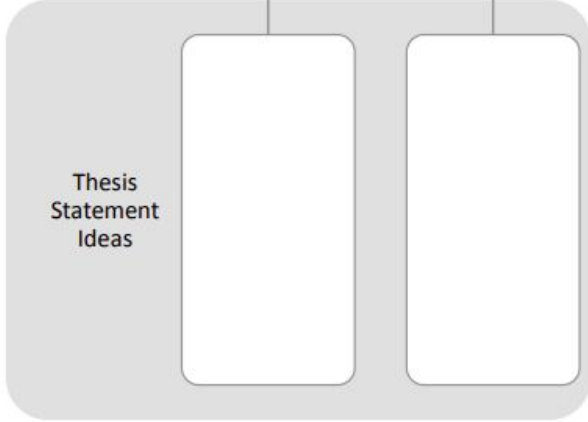
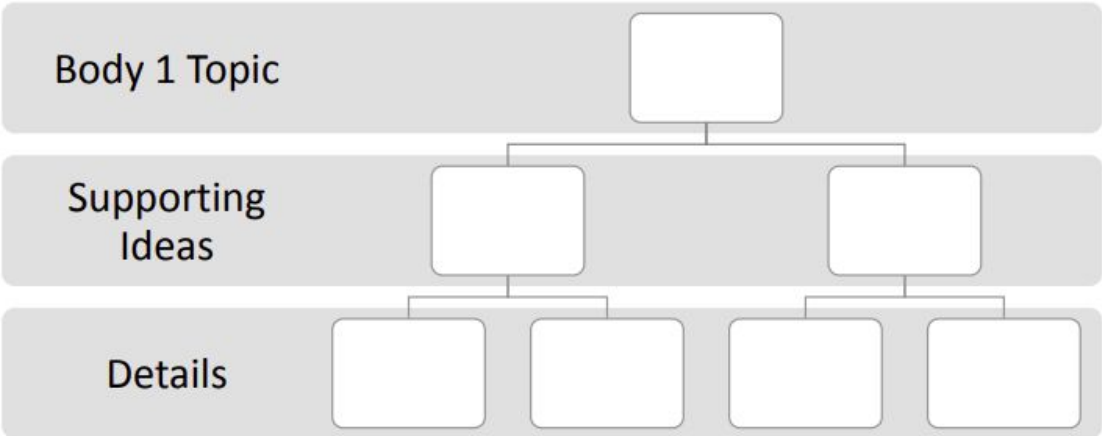
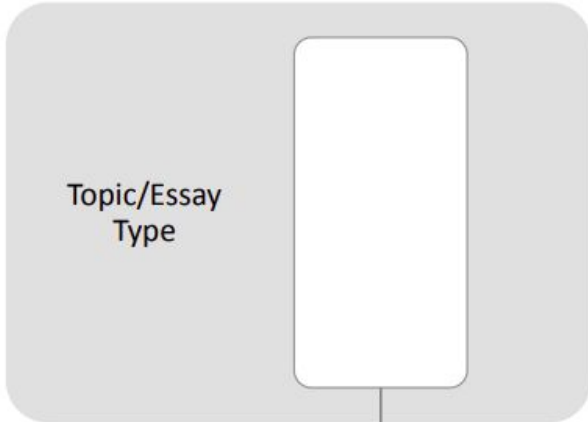
disagreements
about rights

for
economic
gain

desire for
power

After brainstorming, you should think about how to group/organize ideas. You want two related ideas together in each body paragraph, and you don't want any of your ideas to be too similar.

STEP 2: Organizing = Format



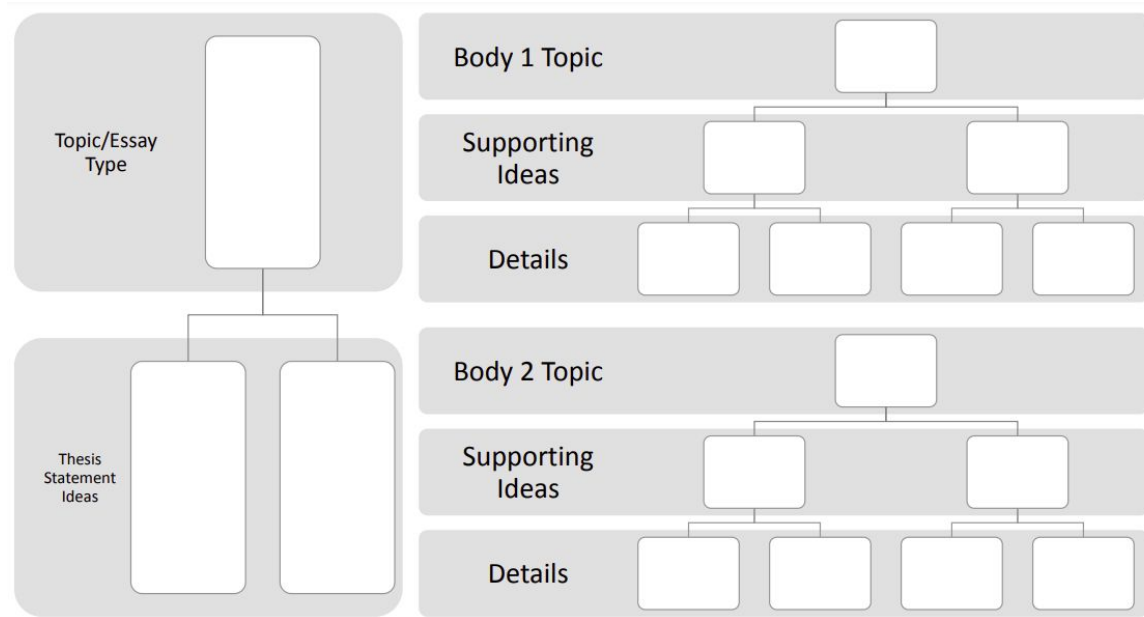
BACK TO STEP 1: Prewriting = Idea Generation

There are other approaches to brainstorming that can make it easier.

The method you use will depend on the type of essay and topic you choose.

- Short-term vs. long-term
- Different points of view
- Divide a large idea into smaller ones
- Combine small ideas into a larger one

STEP 2 Organizing (Format) AGAIN: Create an outline for one of the topics you just practiced. Make sure you have something in EVERY BOX.



Once this part is done, you can stop focusing on thinking of ideas and start focusing on getting them written down. On to STEP 3...

STEP 3: Drafting = Sentence Formation

You want to write the easy parts faster so that you can spend more time writing the harder and more complex ideas. To write faster:

1. You should be able to write thesis statements, topic sentences, and conclusion sentences very quickly. You should know the standard structures to use for these so you don't have to spend much time on them. You can find these in your writing course materials.
2. You should be able to easily remember what part of the essay you are working on and what part is coming next. In this way, you can easily use the right connectors and transition phrases. For this, you should know essay format and connectors WELL.
3. You should have all your ideas, including your details and examples, already organized (written anywhere on your paper in any way that helps you). You don't want to stop writing sentences to think about ideas.

By doing these things, you can focus on explaining your ideas well. You want your ideas to be well-written, strongly voiced, and engaging. You are trying to make your reader interested in your ideas!

STEP 3: Drafting = Sentence Formation

Academic writing requires using a variety of sentence styles.

Your sentences should not all be simple sentences.

Here are three ways to improve your sentences.

A. Extending sentences from simple to complex (also see PDF from previous workshop)

Issues among countries can cause battle.

When complex issues arise between countries, it is possible that a war will start.

Wars can happen between people and governments.

Wars can happen not only between countries but also between citizens and their government.

STEP 3: Drafting = Sentence Formation

B. Integration of grammar topics (Ex. relative clauses, conditionals)

Starving is the worst problem in society.

Starvation, which causes thousands of children to die, is a huge problem around the world.

Food from rich countries can help poor countries.

If rich countries gave food to poor ones, nobody would starve.

STEP 3: Drafting = Sentence Formation

C. Integration of vocabulary (Ex. hedging language)

Issues among countries cause war.

In some cases, political issues among countries can cause war.

Starving is the worst problem in society.

Starvation seems to be one of the worst problems in society.

Quantifiers: some many most	Verbs (and negative forms): seem to appear to tend to	Modal verbs: can could may
Expressions: In many cases, ... Generally speaking, One of ...	Frequency adverbs: sometimes often frequently	Probability adverbs: possibly likely/ unlikely probably

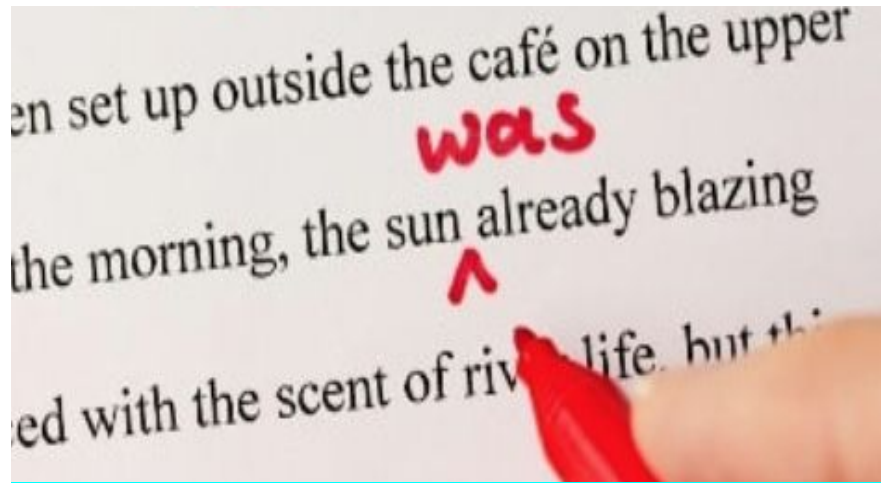
WHY DO WE
NEED
THEM?



To avoid making
generalizations

To soften our words and
make them less fixed

STEP 4 Revising: Sentence Formation



NOBODY writes perfectly
on their first draft.

You should save a few minutes at the end to REVISE your sentences.

When you are revising, change your way of thinking to being an **analyst**.

You should already be familiar with the types of errors you commonly make. (If you're not, your writing teacher definitely is - ask them!)

Make a short list of the most important ones that you can use to revise your first draft.

STEP 4 Revising:



- ❑ I need to check all my subject-verb agreement.
 - ❑ Eg. third person singular (“s”!)
 - ❑ Eg. no missing verbs (especially forms of “be”)

- ❑ I need to check singular-plural mistakes.
 - ❑ Eg. “Another countries”
 - ❑ Eg. “this children”

- ❑ I need to check I am using the right form of a word.
 - ❑ Eg. verb tense (choose vs chose)
 - ❑ Eg. word form (success vs succeed)

Subject-verb agreement

People doesn't take good points...

One of the causes of poverty are ...

First problem water shortage.

Singular/plural

This problems

This people

This solutions

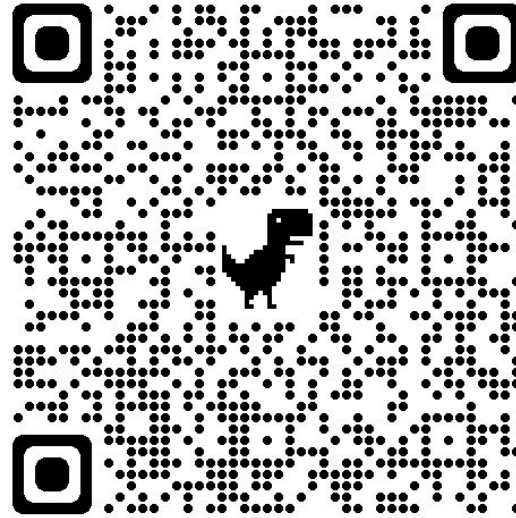
Another causes

Word families

If students choice medicine,...

The secondly causes of ...

Please take one
minute to give
us feedback on
the workshop



ITU/ SFL UPP PROFICIENCY LEVEL ESSAY GRADING CRITERIA



	ANSWER TO QUESTION	FLOW OF IDEAS	ORGANIZATION	GRAMMAR	VOCABULARY
18 - 20	Question is answered thoroughly with interesting insights and well-supported ideas.	Ideas flow completely cohesively due to flexible and skillful use of linking words, skillful referencing* and a logical flow of ideas.	The essay includes: *an introduction with appropriate background information and effective thesis statement. *body paragraphs with clear topics and well-developed supporting ideas. *a conclusion with a strong summary and final comment.	Advanced grammatical structures are used frequently and flexibly with a high degree of accuracy.	Appropriate expressions as well as advanced vocabulary are used with a high degree of accuracy.
15 - 17	Simpler aspects of the question are answered well, but complex ideas are not explained fully or explained with less clarity.	Ideas flow cohesively due to effective use of a range of cohesive devices without overuse. Occasionally, links between ideas are not fully clear. Referencing is used effectively but there may be errors in complex sentences.	The essay includes: *a strong introduction but background information may not be fully developed or thesis statement may be less than perfect. *body paragraphs with clear topics; most ideas are supported fully, but not all. *a good conclusion though summary or final comment may be a bit brief.	Easier grammatical structures are generally used accurately but advanced structures, while often attempted, contain some errors. The errors do not affect communication.	There is a good range of academic vocabulary which expresses ideas clearly but some errors in word choice, word formation and collocations.
12 - 14	There is basically an adequate response which answers the question directly. There are almost no problems with simple ideas but complex ones may be avoided or not explained clearly.	The essay shows a logical thought process, ideas generally flow cohesively and formal connectors (such as, although, therefore) are used well. Occasional wrong use or lack of connectors makes the connection between some ideas difficult to grasp. Referencing is attempted but there are some errors, underuse and/or lack of clarity.	The essay has *an introduction with adequate background and a thesis which may be a bit mechanical or vague but comprehensible. *body paragraphs have generally clear topic sentences with supporting ideas that are relevant but may lack some development or have weak areas. *a conclusion with somewhat weak summary and/or final comment. The essay may contain frequently-used or over-used phrases, but they are generally used correctly and help make the structure clear.	Easier grammar structures are usually used accurately and overall meaning is generally clear. Advanced structures are sometimes used correctly beyond memorized phrases but sometimes avoided or used incorrectly.	Basic expressions are generally used correctly. Sometimes vocabulary is insufficient to express complex ideas clearly but generally word choice does not cause difficulty for the reader. The writer may be a risk taker with a mix of complex, correct vocabulary and some basic errors.
10 - 11	There is a minimally adequate response, but there are one or two irrelevant ideas or examples which detract from the essay and make it overall insufficient.	Ideas are present but the student struggles to communicate them. Use of connectors is generally simple (and/but/so/because) with little correct use of more complex connectors. Rather than referencing, words are over-used.	The writing is in essay format and may make use of memorized phrases for key sentences like the thesis statement or topic sentences. These phrases are only sometimes used effectively, but there is a thesis and underlying organization. The supporting ideas are often unclear. The conclusion has a weak summary and final comment.	Some sentences are produced correctly, but there are frequent errors or oversimplicity in language use. Most attempts at complex structures cause difficulty in understanding for the reader.	Basic vocabulary is minimally adequate to express ideas but there are obvious limitations and some mistakes even with basic expressions. Errors cause some difficulty for the reader.
7 - 9	More than a handful of sentences have been written but the response is hard to understand, fails to answer the question directly, or lacks supporting evidence.	Ideas are present but do not flow. Use of connectors, while evident, is generally simple (and/but/so/because) or incorrect. Sentences are nearly always short. Repetition of words is intrusive with almost no referencing.	The writing is generally in essay format but the format contributes only occasionally to the reader's comprehension. Memorized phrases are frequently used incorrectly or ineffectively. There may be errors in paragraphing. Supporting ideas are occasionally acceptable but often unclear. The conclusion may be missing or very weak.	Numerous mistakes are made even with basic grammatical structures. There are some examples of correct grammar. The meaning of basic sentences is generally understandable.	Vocabulary is a mix of barely sufficient and insufficient for the topic. There is evidence that the student could manage simpler communication on familiar academic topics.
3 - 6	The student's response is too brief or unclear to answer the question, or it is almost completely off topic.	There are very few connections between ideas that can be understood.	There is usually no clear essay structure, or if there is an attempt to organize ideas in essay form, the poor English makes the structure nearly irrelevant.	Little grammatically correct language is produced.	Little vocabulary is used correctly.