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A model of the writing process applied to English writing for Korean college students

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A MODEL OF THE WRITING PROCESS

APPLIED TO ENGLISH WRITING FOR KOREAN COLLEGE STUDENTS

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education

by

Kim Jong Won

June 1998

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June 1998

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ABSTRACT

Based on learner-centered methodology, this project is concerned with exploring the writing problems of EFL students at the college level in Korea. The project presents a new model of the writing process that involves integrated language skills, instructional technology, such as the Internet and e-mail, and mass media, such as newspapers and TV broadcast. A literature review of five key factors investigates current research on the writing process.

Using computers and mass media in the writing process offers solutions to various problems which occur in teaching and learning writing in English as a foreign language. Instructional technology and mass media in the writing process provide benefits for both students and teachers. By using computers and mass media in their classrooms, teachers can improve the efficiency of teaching and furnish materials for writing instruction. In addition, students will gain confidence in their writing and take increased interest in composition. This project traces the relationship between the writing process and technology and mass media in current research literature.

This project is made up of five chapters and two units. The first chapter, the introduction, explores the problems which cause Korean students to have difficulty writing effectively and creatively. The second chapter focuses on the literature review of five key factors in the writing process: the writing process, the role of grammar in writing, integrated language skills, using computers in writing, and genres of newspapers and TV broadcast. The third chapter provides a model of the writing process, and

presents the design and function of the theoretical framework. The fourth chapter

proposes the curriculum design of this project and incorporates five key factors of the

model of the writing process into aspects of the curriculum design. The fifth chapter

illustrates the assessment for evaluating the effectiveness of this project after teaching the

curriculum. Finally, this project has two appendices. Appendix A features lessons about

"Composing Exciting Writing," and appendix B, "Using the Broadcast."

With increasing technology such as fax, the Internet, and e-mail, the ability to

write is an essential tool for college level students in current Korean society. This

curriculum project will help college level students in Korea improve their use of writing

as communication.

ACKNOWLEDGEMENTS

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CHAPTER ONE: INTRODUCTION

Background of the Project

English is an international language. Today, there are more than 700 million

English users in the world, and over half of these are non-native speakers who are

learning English as a second or foreign language. However, all learning situations are not

ideal. For example, the English teaching and learning situation in Korea presents a lot of

problems such as huge class sizes, lack of teacher training programs and appropriate

materials, lack of useful teaching and learning methods, use of traditional teaching

methods, and insufficient technology and visual aids. Yet, the demand for an English-

language education in Korea is growing rapidly, as learning English has become essential

for success in higher education, leading to increased job opportunities.

In Korea, there is a trend to move from traditional grammar- and reading-

based teaching to communicative language teaching. Teaching writing, together with

listening and speaking, is getting more attention as an especially important part of the

curriculum. There are two reasons for this change: current international society needs

more written interaction with foreigners through technology such as the Internet, and

written language has been a part of the university entrance achievement test since 1994.

English in Korea focuses on grammatical competence; almost all teachers still

use traditional teaching methods to teach English. They use teacher-centered teaching

methods, concentrated on translating a textbook, and students memorize and recall

the lesson. Teachers spend much time explaining grammar or asking students to do

practice exercises. Students also spend much time memorizing sentence forms to

increase grammatical competence. In addition, because students have few chances to have contact with native speakers who represent the culture of the target language, students have little cross-cultural knowledge of their target language. As a result, students become passive learners of English.

Writing Education in English as a Foreign Language in Korea

Learning writing may be linked to the cultural environments of learners. Unlike the conventional teacher-centered instruction, learner-centered writing instruction emphasizes the circumstances and needs of learners. Teachers must know what motivates learners. The students who are skillful in their mother tongue can learn a second language well, but before they study the target language, they must understand the similarities and differences of language and culture between the native language and the target language.

Even though Korean students work on their written language very intensively, their proficiency is low. There are several important reasons for this low writing proficiency. The first is the teachers' lack of methods for teaching writing; the second is the students' lack of methods of learning writing; and the third is the teachers and students' lack of knowledge of the culture of the target language. In spite of these problems in teaching written language, most of the teachers and students in Korea seem to be under the illusion that their writing skills are better than any other ones, such as speaking, listening, and reading.

Role of Grammar in Writing

Writing enables students to transform their thoughts into language, but it is the

last and perhaps most difficult skill students learn. In principle, a written language is one thing, and a spoken language is quite another. Speakers can usually use body language such as gestures, motions, signs, and signals as impromptu communicative tools in spoken language to supplement words, and this enables them to communicate thoughts or ideas to other people. On the other hand, because a written language cannot be expressed in body language, one must give expression in a more precise manner to supplement the absence of specific physical characteristics of body language. The method by which meaning can be expressed clearly in written English may be to use standard English grammar.

One important purpose that grammar has is to help people write correctly. Just as there are rules in a society, so there is grammar in a language. Even if people speak well, if they cannot write correctly, they will be considered unlettered. Thus, grammar is an important component of writing because grammar needs to be checked during proofreading drafts in the writing process.

The Problems of English Education in Korea

English education in Korea needs to be changed because learners do not improve their English proficiency and apply the English they have learned in their daily life. Despite students' hard work at English, there are many reasons students do not have the motivation and need to apply their English. I suggest four general reasons; and any other teacher would agree: teacher-centered teaching methods, passive and compliant students, the problems with English textbooks, and the lack of visual aids and technological support.

Teacher-centered teaching methods. Most English teachers in Korea use teacher-centered or teacher-fronted instructional methods, such as teacher-centered questioning and teacher-centered discussion; they control their classrooms. Even though English teachers give students a lot of opportunities to react to course content and application activities for the class, students ask teachers few questions for feedback about the class. When asking students to answer such questions, teachers do not wait for students to respond. Teachers do not know what questions to ask and how to organize question and answer work in class. Thus, as well as knowing what questions to ask, teachers also need to know ways of asking questions. They must give students a lot of chances to ask questions. In Korea, engaging the class in a discussion is a common practice in an English-language classroom. However, most discussions in class are teacher-centered, and teachers do not use a cooperative small-group discussion method. Because teachers trying to hold a discussion with the entire class is difficult to manage, they need to know the ways to make discussions more effective.

Passive and compliant students. Most English teachers in Korea teach their students in semi-feudal educational circumstances, not in democratic educational ones. They are mechanical and authoritative toward the students. They not only ignore their students' motivations for and needs of learning English, but also try to force their English lectures to fit the entrance or employment examinations. They do not actually use English in their classroom and give their lectures in English, nor do they teach writing in English. For the most part, the English teaching is mainly grammar-translation-oriented, teachers have their students memorize long lists of vocabulary words, and ask students to

translate English in written texts into Korean. They never teach English grammar in the context of writing. Because of these teaching methods and attitudes of teachers, students do not use their originality, and become mechanical and passive. Teachers must change these mechanical instructional methods and transform their attitudes toward students into a learner-centered instructional method that is creative and developmental and promotes autonomy.

The problems of English textbooks. Textbooks that combine language samples, explanations, and exercises seem to be the most common materials in English classrooms in Korea. There are in general two types of English textbooks in Korea: one is the textbook that is published by English teachers in Korea, and the other is the textbook that is imported from English-speaking nations and written by English-speaking authors. Many of these texts have too many serious problems to be used as oral or written language materials in English classrooms. To learn a target language, students must understand the culture of the target language. However, English textbooks written by Korean authors lack the cultural content of the target language. The higher the grade level, the more boring textbooks become. At the college or university level, the texts feature essays, literature, or famous speeches that are too difficult to understand, so students lose their motivation to learn English. Because both native and non-native textbooks are written for general English learners, they cannot meet the needs of a particular class. Moreover, the authors of these textbooks cannot predict the motivations and needs of individual teachers and students.

The English teachers in Korea are the ones who make the textbooks work, and

they make them work for their students and for themselves in the context in which they teach. They are particularly more dependent on textbooks than on any other materials. Especially, new teachers with little field experience rely on textbooks more than experienced teachers, and they understandably look to textbooks to tell them what to teach and how to teach. Therefore, most English teachers in Korea rely on English textbooks and use few visual aids such as pictures, objects, and mass media such as journals, magazines, articles, newspapers, TV, and computers. Teachers can use these materials to increase students' interest and improve their English proficiency.

Lack of visual aids and technology support. Most English teachers in Korea dream of finding the ideal materials, such as computers and visual aids, that are accurate and imaginative, offer sequencing and flexibility, and provide variety to their instructional goals. However, teachers' dreams of ideal materials are frustrated by the Ministry of Education. In Korea, the Minister of Education controls teachers' teaching methods and teaching curriculum. Moreover, visual aids and technology support are controlled by the Minister of Education. Budget restrictions and the need to comply with the wishes of the Minister of Education may leave individual teachers with little say in the choice of the materials they use. Moreover, once materials are adopted, they often remain in the curriculum for a number of years. These materials are behind the times, and retard progressive teaching.

Everyone agrees on the importance and effectiveness of technology, multimedia, and visual aids in teaching English. However, some teachers still believe that school should be taught the same way it was when they were students. They never use

technology and multimedia in their English classrooms, although technology can help the non-native speaking teacher who is poor in English if used effectively. However, experienced teachers do not use technology in their English classrooms. Their reasons include fears and anxieties that the technology may replace them, or the technology is too complicated to learn. Actually, there are a lot of evidence that technology can make teaching and learning easier, more effective, and more interesting. For instance, Computer-Assisted Language Learning (CALL) provides interactive, interesting learning activities to build students' linguistic and communicative proficiency.

The Problems of Students in Studying Writing in Korea

It is time for students to change their methods of learning English grammar to improve their writing ability. In Korea, despite about 10 years of formal English instruction, three years in middle school, three years in high school, and two to four years in college or at a university, almost all students are unable to compose in English and use their knowledge of grammar in writing courses. There are two important reasons for this.

First, most students study English grammar in isolation through written texts, and do not have the opportunity to make use of the grammar they have learned. Most students cannot help studying grammar and writing separately. In Korea, most entrance or employment examinations include an English examination. Many students study English in order to enter a high grade school or to obtain well-paying occupations after graduating from school. Most English examination questions are actually not questions of speaking, listening, or writing, but rather test grammar, vocabulary words, and reading comprehension. The English questions on these entrance or employment examinations

are of a very high level and are more difficult than those of any other subject. Because of these examination strategies, most students cannot help studying English grammar and writing separately. Therefore, to the students in Korea, English grammar is not a means of real communication or composition, but simply a tool to perform well on examinations.

Second, English teachers do not provide their students with a chance to use grammar as a tool to improve writing skills. Almost all English teachers in Korea use teacher-centered rather than learner-centered grammar instruction. Although they deal with grammatical issues at the sentence level, most English teachers cannot incorporate authentic language use into communication or writing. They teach English grammar only according to their teaching schedules. Therefore, in Korea, it may be impossible for students to decrease grammatical errors in writing and to write creatively, unless English teachers change their teaching methods toward more learner-centered instruction.

Target Teaching Level

My target level to teach English in Korea is the university. I will teach English in the Cheong-Ju university in the middle of Korea, where I taught English from 1988 to 1996. The Cheong-Ju University has about 16,000 full-time students and about 600 faculty, and is well-known in Korea. This university is prestigious and has a very competitive admissions policy.

There are in general two types of English teachers at the university in Korea. One type is on the faculty of the English department. Although the teachers teach English, they do not use English in class. Thus, they usually teach classes of grammar, writing,

and reading. In contrast, the native-speaking English teachers of this department are always in charge of English conversation classes because they can speak English fluently.

The other type of English teacher is on the faculty of the language research institution of the university, where there are many teachers who teach foreign languages such as English, Chinese, Japanese, Spanish, German, and French. These faculty members, including native speakers, are in charge of the rest of the students except for the students of the English department. They always teach English to their students to help them prepare well for English examinations. They teach grammar, vocabulary, writing, reading, the Test of English as a Foreign Language (TOEFL), and the Test of English for International Communication (TOEIC). Native-speaking English teachers also handle English conversation classes. The subject I taught in this language research institution was English grammar, and I will again teach English grammar and writing in the university.

Objective of the Project

The main purpose of this project is to develop integrated writing skills by using computers and mass media such as newspapers and TV broadcasts, to present new teaching techniques for teaching writing using interesting materials, and to show learner-centered teaching methods. This project presents integrated teaching and learning strategies in order to increase Korean students' motivation and interest in writing and to develop their written-language competence.

This project sets forth the following detailed objectives: to explain how to teach writing and what to teach and write; to show how to reduce mistakes in writing; and to

suggest how to increase students' writing proficiency. To accomplish these purposes,

this project shows various writing techniques using newspapers, TV broadcasts,

interviews, and computers. As this project proceeds, it will adhere to two principles:

one is the relation between writing and grammar, and the other is the optimum way to use

computers and mass media in writing. I hope all my students will become self-confident

and interested in learning writing. To accomplish my wishes, I will incorporate the

following key concepts in my instruction: the role of grammar in writing, the writing

process, using computers in writing, interviewing, and the genres of news and features.

After learning these five key concepts, my students will achieve self-confidence in

writing in English and will improve in the following ways: they will be able to use their

grammatical competence as an important tool for written language and communicative

competence; they will be able to express their ideas clearly, write creative essays, and

revise and edit their writing by themselves; they will be able to use technology such as

computers in writing, revise, edit, and publish their essays using computer techniques

such as PageMaker, layout, and desktop publishing; they will be able to use various

interview skills, and publish their interviews; and they will understand media such as

newspapers and TV broadcasts, and use those formats to enhance their writing.

Significance of the Project

After graduating from the university, students go out into the world. In addition

to gaining professional knowledge from the university, students must also be able to

adapt to society. In this sense, English as a foreign language may be very important in

current Korean society. Especially with the development of technologies such fax

machines and the Internet, students can write their thoughts and ideas in English. In

Korea, students may need to write a resume, a letter, or a project that incorporates

proficient writing skills. To meet these needs, this curriculum design will focus

on improving students' abilities in writing. I believe this will help students think

critically before writing, organize their thoughts and ideas through the writing process,

and write their thoughts creatively.

CHAPTER TWO: LITERATURE REVIEW

The Role of Grammar in Writing

Most teachers will agree that one basic goal in teaching grammar is to have students remember and apply grammar to their writing when grammar is appropriate within the writing process. Stevick (1969) argues that learners will remember what is important to them when they are actively involved in the discovery process. The approach to grammar described in this project involves students in grammar by making them analysts and problem solvers as they inductively discover rules and generalizations, which will give them the tools for making informed decisions about their own writing. I will begin with a brief definition of grammar, then go on to a brief review of the literature on teaching grammar, and provide a description of where grammar should and can be taught within the process approach to writing.

The word "grammar" used in this project is not used in the usual narrow sense of the term that evokes certain rather negative expressions such as rules, drills, and exams. Grammar in this project is used in its broadest sense which includes but goes well beyond the basic structural level. Fotos and Ellis (1991) demonstrate that a task-based approach to grammar is conducive to both learning and communication. Correcting a learner's grammar is less useful than supplying a rich language environment so that the learner's brain can use its ability to acquire syntactic knowledge (Diaz-Rico & Weed, 1995). Law and Eckes (1990) suggest that with younger children's language, it is best to encourage the expression of ideas without correcting grammar, and that communicative grammar-based tasks help EFL learners increase their knowledge of difficult rules of grammar

rules.

Grammatical Competence in Communicative Competence

Canale (1983) identifies four components of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. A significant key to understanding Canale's conceptual scheme is understanding his treatment of the distinction between communicative competence and actual communication, or what others call performance. In Canale and Swain (1980), communicative competence is understood as the underlying systems of knowledge and skill required for communication. A distinction is therefore drawn between the underlying systems of knowledge and what Canale labels actual communication: the realization of such knowledge and skill under limiting psychological and environmental conditions, such as memory and perceptual constraints, fatigue, and nervousness (Canale, 1983). Savignon (1983) suggests that a certain sociolinguistic and strategic capacity allows the learner a measure of communicative ability, even before the acquisition of any grammatical competence. Grammatical competence involves knowing the language code: vocabulary, word formation and meaning, sentence formation, pronunciation, and spelling. This type of competence focuses on the skills and knowledge necessary to speak and write accurately (Diaz-Rico & Weed, 1995). One of the most controversial aspects of the whole discussion is whether or not grammatical competence is to be considered a part of communicative competence (Yalden, 1996). Jakobovits (1970), for example, in his specification of the aspects of knowledge that he considers part of communicative competence, omits grammatical competence. If

grammatical competence is omitted, however, then the relationship between this and other factors in a person's holistic competence is ignored.

The issue is complicated by Krashen's Monitor Theory (Krashen & Terrell, 1983). His distinction between "learning" and "acquisition" and the implications of his work for classroom teaching have given rise to doubts about the wisdom of teaching grammar as a means of developing linguistic competence. If grammatical competence was an area that could not be developed directly through teaching, then teaching for development of the other factors in communicative competence would be the only possible alternative. However, the definition of language as communication requires that grammatical competence be included as a component of teaching. Long (1983) lends new support to the long-established view that grammatical competence can indeed be taught directly.

Meaning-Focused Versus Rule-Focused Grammar Teaching

The above recommendation for including grammar as a component for communicative competence requires a turn away from rule-focused grammar lessons. Rule-based grammar handbooks and reference books designed to help students or writers have been criticized because the rules in the texts are clear only if known (Meyer, 1986). In other words, if students do not already understand the rule, the textbooks will not help students gain the grammatical accuracy required for final-product papers. In an attempt to overcome the inadequacies of the rule-focused method, many have turned to a meaning-focused method of teaching grammar. Meaning-focused grammar is contextualized, presented in a meaningful context beyond just a sentence (Celce-Murcia,

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1988). It is student-centered (Neulebi & Brosnahan, 1987) in that students' own errors

provide the outline of the grammar syllabus: What is to be taught and when it is taught.

In the student-centered method, students are problem-solvers and analysts as they

discover rules or make generalizations from examples from authentic discourse (Bourke,

1989). Students need to be given many opportunities to discover solutions to their own

problems in writing. The student-centered method makes students more aware of, and

responsible for, correcting their own errors. Students themselves discover meaning,

rules, and generalizations which equip them to make decisions and solve problems as

they write.

The Role of Grammar Teaching in Language Arts

Grammar can be taught effectively if it is presented in a communicative context.

It is not necessary, therefore, to think in terms of syntax being taught solely by drills. A

grammatical item can be presented by the teacher, using expressions from a unit being

currently taught. It can then be incorporated into communicative activities (Yalden,

1996). Grammar teaching has two possible functions in the language arts program

(Krashen, 1984). First, grammar has a role to play in what should be the final stage of

the composing process, editing. Krashen (1984) argues in *Writing Research, Theory, and*

Applications that writers can use their conscious knowledge of grammar to fill in

the gaps left by acquisition, to supply those grammatical items and bits of punctuation

that reading has not provided. Over-teaching of grammar for editing can seriously impair

the composing process (Krashen, 1984). Which rules should be taught for this purpose?

What is important is the recognition that teaching grammatical rules, while necessary, is a

small part of language arts. Such teaching and error-correction should be limited to straightforward rules, and their application should be limited to editing, the very last stage of the composing process (p. 35).

A second function for teaching grammar has nothing to do with developing writing ability. Teaching grammar provides students with information about the structure of language and can provide them with knowledge that is useful in other contents (Krashen, 1984). For instance, it has often been argued that in some cases, one cannot wait for acquisition; remedial writers are in a hurry -- they have tests to pass, or need grammar competence for other subjects. The other reason is the excitement new discoveries in grammar and discourse analysis cause in some (Krashen, 1984). Therefore, Krashen (1984) states that students are not dependent on the results of linguistic science to learn to write, and an effective writing teacher need not be a linguist or discourse analyst.

The Place of Grammar in the Writing Process

The purpose of writing is to communicate ideas on paper. Writing is more than an exercise for the teacher to assign and critique. It is an opportunity for students to link their social and cultural heritages and to begin communicating effectively across cultures (Diaz-Rico & Weed, 1995). Where is the place of grammar in the writing process? A focus on grammar certainly has an appropriate if not essential place in the writing process. Celce-Murcia (1988) states that grammatical accuracy plays a significant role in an instructors' overall impression of a composition, and on the subsequent grade assigned to a student's paper. Santos' (1988) research on the reactions of professors to

nonnative-speaking students' writing found that teachers consider lexical errors the most significant.

Actual attention to grammar in the multiple-draft writing process is usually delayed until the product stage (Celce-Murcia, 1988). The basic reason for this delay is that during the early writing stages, students' attention is focused on expressing content and developing ideas into an organized, coherent whole. It makes little sense to focus on grammar in the early stages of writing since it hinders the flow of ideas and since "problematic" portions of the writing may disappear in future drafts (McDonald, 1978).

Another way of looking at the place of grammar in writing is within the terminology of the high order concerns (HOCs), middle order concerns (MOCs), and low order concerns (LOCs) (Krest, 1988; McDonald, 1978; Reigstad & McAndrew, 1984). A comparison of HOCs-MOCs-LOCs with a process-approach-writing continuum helps show graphically the place of grammar in the writing process.

Table 1. General Order of "Concerns" within the Writing Process (from Krest, 1988)

```
/---------/ Draft 1 /---------/ Draft 2 /---------/ Draft 3 /

----- HOCs -----

          --------- MOCs ---------

                    ---------- LOCs ------------
```
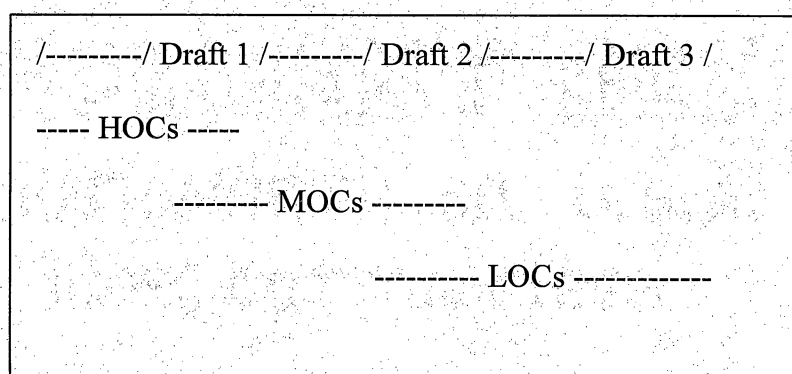
Writing is a messy process by nature. There may be great overlap in the attention given to each area of concern from the first to the final draft. However, the

continuum does help give a rough idea of where emphasis is placed during the writing and rewriting process (Keh, 1991). Initially, attention is given primarily if not exclusively to HOCs: focus, content, organization, and the development of ideas. Somewhere, roughly between the first and second draft, elements that guide students in "how to express ideas" (Krest, 1988), like sentence structure, variety, phrasing, and lexical choice (MOCs), are given attention. Finally, a focus on mechanics, spelling, punctuation, and surface-level grammatical problems (LOCs) is appropriate at the final editing stage of writing (before Draft 3 above—the final draft).

Even though attention to grammar should occur near the final-product stage, Celce-Murcia (1988) suggests that a focus on grammar can be appropriate at the pre-writing stage. Certain types of writing elicit certain types of structures, and these can be taught as preparation for the particular writing task (Keh, 1991). For example, a compare-and-contrast writing task may elicit the contrastive phrase *on the other hand,* or a social science report may elicit the use of passive voice (Celce-Murcia, 1988), which can be taught prior to doing the writing task. However, in recommending this pre-writing focus on grammar, one should be sure that the grammar is always taught in a coherent discourse where students analyze the phrases or structures within a context (Keh, 1991).

Sato (1989) presents a discourse-based focus on grammar (particularly tense) at the conference stage (between Draft 1 and Draft 2 on the above continuum). Talking with the student during conferences can reveal his or her overall intent, and then the appropriate tense can be determined jointly. This is in contrast to a sentence-level approach to tense with no regard to overall text. Harris (1986) uses student-teacher

conferences for informal grammar instruction at the editing phase, between Draft 2 and

Draft 3 above. No matter where attention to grammar occurs within the writing process,

the bottom line is that such attention should not hinder the actual process of writing or

present obstacles to the flow of ideas in writing.

One final way to gain a perspective of how grammar fits into the overall writing

process is by placing the various instructional options on the writing process continuum

(Keh, 1991). The purpose for placing these various instructional options is to begin

analyzing probable causes for the grammatical errors and seriousness of the students'

confusion, and to solve problems of grammar in writing. These instructional options are:

(1) a full lesson presented to the class; (2) a short 5-10 minute mini-lesson; (3) the

discussion to identify problems face-to-face during a student-teacher conference; or (4) a

problem-solving worksheet for group work (Keh, 1991).

Table 2 . The Various Instructional Options on the Writing Process Continuum (from

Keh, 1991)
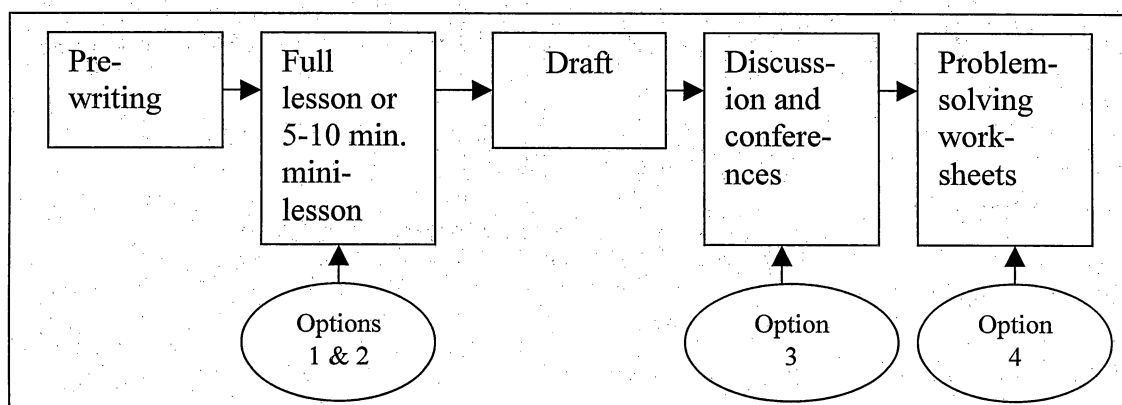
The full grammar lesson involving the entire class follows a three-step plan:

analysis, diagnosis, and production (Keh, 1989). In the first step, students analyze

the function, placement, and relationship of their sentences to other sentences. The second step in the lesson requires students to diagnose sentences to see if the particular item is used correctly. The last step in the lesson is production, which gives students a communicative task or activity in which they apply what they have been learning/ discovering. These tasks or activities may include oral work, group paragraph writing, or more guided writing (Keh, 1989). Simply analyzing one or two sentences may constitute a mini-lesson, the second option. The option can also feature a group problem-solving worksheets, or other tasks to teach grammar. The third option involves discussion during the student-teacher conference. The conference discussion may include the confusion between two words, and it may also include collocations, in which teachers begin by asking questions to find out the student's intention and then brainstorm with the student for possible alternatives. The final option is a group problem-solving worksheet, again involving sentence-level analysis. Therefore, employing to end the various instructional options on the process-writing continuum helps students gain an ability to reason about errors and solve problems by themselves.

The Writing Process

<u>Generating Ideas</u>

Prewriting encourages students to think before they write. "Prewriting" refers to any activity that gets a student's brain to move on a writing task. It can be defined as any structural experience that influences active student participation in thinking, talking, writing, and working on the topic under examination in a writing lesson. Most students spend a good amount of their time planning before they write, and teachers encourage

students to be clear about the message they want to convey in their writing. Accordingly, students should be aware of their purpose and audience, since the selection of content, organization, and language depends on these factors. According to D'Aoust (1986), prewriting activities generate ideas and encourage the free flow of thoughts which help students discover both what they want to say and how to say it on paper. In other words, prewriting activities facilitate the planning for both the product and the process.

Spack (1984) asserts that prewriting techniques teach students to write down their ideas quickly in raw form, without undue concern about surface errors and form. Because students can think and write at the same time rather than think and then write, this practice may help their fluency. According to Shaughnessy (1977), inexperienced or incompetent students tend to slow down their pace of writing by insisting on a perfect essay from the onset. They try to put down exactly the right word, to put the right word into the right phrase, to put the right phrase in the right sentence, and so on. Students are instructed to consider the constraints – personal, material, system, and time – that they are likely to face while writing, and to have a clear understanding of what they expect their readers to do with the writing.

Prewriting Techniques, Activities, and Strategies

Prewriting activities or experiences, which can involve either group work or individual effort, may be oral, written, or experiential in nature. These techniques and strategies have been found effective in teaching writing to native speakers of English. Several scholars, such as Zamel (1983), Spack (1984), and Oluwadiya (1990), have advocated the inclusion of most of these activities and techniques in an English as a

Second Language (ESL) writing program. The techniques should be seen and used as alternative ways of stimulating and motivating students to write more and better essays.

Oral group/individual brainstorming. Brainstorming involves the use of leading questions to get students thinking about a topic or idea. These questions could be written on the chalkboard and each student asked to think out answers to them. The teacher allows an interval of some minutes to let students think. Then the teacher can randomly choose students to respond to the questions. The teacher writes the answers on the board. These answers are then copied by students for subsequent use in their essays. Therefore, brainstorming is a group technique for stimulating creative thinking. Once students master this technique, they can also use it to generate material for their writing. So brainstorming is a versatile thinking tool that can be used at any stage of the writing process.

Clustering. Clustering has been defined as a prewriting technique that enables the writer to map out students' thoughts on a particular topic or subject and then to choose which ones to use (Carr, 1986). Clustering is a nonlinear activity that generates ideas, images, and feelings around a stimulus word. As students cluster, their thoughts tumble out, enlarging their word band for writing and often enabling them to see patterns in their ideas. Clustering may be a class or an individual activity. A teacher can go through the following steps in teaching students how to cluster. First, the teacher explains what clustering is. Next, the teacher circles the stimulus word on the board and asks students to say all that come to their minds when they see that word. Third, the teacher can ask the students to cluster a second word for themselves. The clustering process should be

timed, one or two minutes. Then students can be asked to write a short paragraph using their clusters. Finally, after writing, teachers can ask students to give a title to what they have written. This technique can be used at all levels of the educational system from primary to tertiary, to help create in learners a sense of "can do."

Looping. In looping, students write nonstop without fear of errors or self-censorship on anything that comes to their mind on a particular topic (Spack, 1984). After writing for a while, the writer stops, reads, and reflects or thinks about what he or she has written, and then sums it up in a single sentence. The writer can repeat this procedure two or more times to generate ideas or bits of text for his/her writing.

Cubing. Cubing technique involves a swift or quick consideration of a subject from six points of view: describing it, comparing it, associating it, analyzing it, applying it, and arguing for or against it. The students can be taken through a practical session where a subject is taken, and materials and ideas are generated on it for use at a later date. By the time the students have gone through these six points of cubing, they should have generated a lot of ideas and materials from which they can write their first drafts.

Classical invention. Classical invention is based on the Aristotelian notion of topics. Spack (1984) defines topics as different ways of viewing a subject. Winterowd (1973) defines topics as "probes or series of questions that one might ask about a subject in order to discover things to say about that subject." Thus, a student using classical invention as a prewriting technique can ask and answer questions about the topic at hand that are grouped according to Aristotle's topics: definition, comparison, relationship, circumstance, and testimony.

Debating. Debate is the act of orally presenting two sides of an argument or topic. It can be used to generate ideas, thoughts, concepts, notions, and opinions about any topic. All the advantages that go with an active oral use of language make debating worthwhile for stimulating students to write. Oral language use enhances writing ability. Oral monologue provides an opportunity to develop some of the skills of composing, planning, selecting, marshalling, and organizing ideas, skills that are necessary for learners to feel like they can succeed (Wells & Chang, 1986).

Interviewing. Interviewing is another prewriting activity that students can use to generate ideas for writing. Johnson (1986) says that asking students to interview each other helps to establish a relaxed atmosphere for writing. This technique reduces the fear of writing and feelings of inadequacy that students sometimes have. It gets students talking, laughing, and sharing their writing efforts. It is therefore a good way to get to know each student while introducing the concept of writing as a process. This technique can be used with all categories of student writers, even with graduate teachers in workshops/seminars on the teaching of writing as a process.

Visits to places of interest and importance in the school vicinity. Visits are prewriting activities that can be done across the curriculum. Two or more teachers of different subjects can, in conjunction with the English-language teacher, organize trips to places of interest like the zoo, the local industries, or natural environments in the next vicinity. Before the actual visit, teachers should give students some guidelines on what to look out for during such visits. Visits to places of interest enable students to use their five senses to interact with their environment, thereby creating ideas,

concepts, and thoughts that they may want to verbalize in their writing.

Fantasizing/Mind transportation. Fantasy and mind transportation are actually the same thing in practice; they only go by two different names. They require students to make a voyage into a fantasy world while they are sitting quietly in class (Shuman, 1983). The teacher first requires students to put away all other books and materials from their desk tops. Only their rough draft exercise books, paper, pen or pencil, and erasers should be on their desks. Complete silence is required and maintained. Then the teacher offers possible topics. The teacher and students then sit quietly for some minutes to reflect on such topics. Next, the teacher asks students to write down in their exercise books all they fantasized or meditated about. These techniques are well-suited for providing a mood that makes students want to write.

Lecturing. Lecturing is one prewriting exercise that can be used to stimulate and motivate students to write across the curriculum. It involves the use of an expert in a field related to the topic to do the lecturing rather than the regular English-language teacher. The teacher first tells the students the topic to be treated in the next writing lesson. Then she/he gets in touch with the expert who will do the lecturing. Students could be told to read about the topic if it is one on which resource materials are available in the school. At the end of the lecture, students are encouraged to ask questions, contribute their own ideas, and disagree or agree with the speaker's ideas or those of their peers. After this sharing process, the teacher thanks the guest speaker and can end the lesson by assigning the topic for homework.

Reading. Silent reading or extensive reading is a useful tool for generating ideas for writing as well as a means of exposing the students to the vocabulary, idioms, conventions, and nuances of written language (Smith, 1982). Reading as a prewriting activity offers opportunities for teaching writing across the curriculum, since a topic read in, for example, a social studies class can generate ideas for a topic in the writing class. A novel or a section of it can be read as a prewriting activity. Students can read that section of the novel and then write a version of it. Reading and writing are two skills that mirror each other, and they ought to be taught in such a way as to complement each other (Smith, 1982).

Group discussion. Most teachers are already familiar with group discussion and many use it extensively in language classes. This technique sensitizes students to the need to plan the content and organization of their compositions. The oral interaction also enables the teacher to find out whether the students have the necessary vocabulary and language structures with which to express their ideas in writing. Group discussion of a topic as a prewriting activity is useful as well because it provides the weaker students with ideas and materials about which to write. It also helps to achieve varied perspectives on the topic at hand.

Prewriting techniques take students through oral, written, intellectual, auditory, kinesthetic, and experiential activities that can stimulate higher-level thinking as well as writing skills in students. According to Smith (1983), time spent on this part of the writing process pays off in more finished and better compositions than the compositions created without a prewriting stage. The prewriting activities/techniques outlined here are

some of the most widely used and most effective at all levels. There are several other techniques that can also be adapted for use in an English as a Second Language (ESL) situation. Teachers of writing ought to take their students through the prewriting stage of the writing process if they are to enhance students' writing abilities.

<u>Drafting</u>

Drafting is getting ideas onto paper in rough sentences and paragraphs, and involves writing quickly to get ideas. Students do the best they can in spelling, vocabulary, and syntax without a high level of concern for accuracy. This drafting stage is followed by as much rewriting and redrafting as necessary. Students can help each other by sharing and discussing the content of their writing and the clarity of expression. This interaction helps students expand their ideas and communicate more expressively before the editing stage perfects the form and grammar (Diaz-Rico & Weed, 1995).

The format for an essay for a first-year composition class, an argumentative paper for a speech class, or a master's thesis has the same general content: first, an introduction begins the text, one that appeals to the needs and interests of the audiences, gives background information about the topic, and has a strong, clear thesis statement that gives the main idea of the essay. Next, paragraphs within the body of the text have topic sentences relating to the thesis statement and contain controlling ideas, as well as supporting sentences that explain, define, and/or illustrate controlling ideas through facts, examples, physical description, and/or personal experience. Finally, a conclusion summarizes the main ideas in the essay, emphasizes the important points, and offers predictions, solutions, or recommendations (Reid, 1988).

Writers can have the following kinds of problems: (1) lack of acquisition of the code (written English); and (2) poor or inefficient composing processes (Krashen, 1984). The remedial writer can be defined as one who has neither acquired the code nor has developed an efficient writing process, whereas a blocked writer is one who has acquired the code but has problems in performance. This classification is illustrated in Table 3.

Table 3. A typology of writing problems (from Krashen, 1984)

	Competence	Performance
Remedial writer	—	—
Blocked writer	+	—

If this analysis is correct, solving writing problems requires either or both of the following: helping writers acquire the code and helping them develop an efficient composing process (Krashen, 1984).

<u>The Writing Workshop: Collaborative Writing</u>

In one sense, all writing is collaborative: Every writer needs some kind of audience, some conversation, some reading, and some responding (White, 1995). The process approach to writing is most successful within an environment of collaboration. Students have frequent opportunities to draw upon prior knowledge and experience, to share with one another as they compose and revise, and to view the teacher as a resource for advice and support (Diaz-Rico & Weed, 1995).

Collaboration offers special challenges and possibilities to the writing class. In fact, much of the writing done outside of the university and, increasingly, in the university is now actually accomplished by teams; collaboration in the writing of reports and papers has become more and more common (White, 1995). Williams and Snipper

(1990) name this collaborative approach "the classroom as workshop." In such a

workshop environment, students assume a great deal of responsibility for their own

learning. The teacher's role is to ensure that students are working on projects of interest

to them and to make materials and resources available. In these workshops, students can

draw on native English-speaking students, not just the teacher, as a resource, and, in turn,

can use their own experiences to enrich their writing and that of their peers (Samway,

1992). For example, at CUNY-Brooklyn College, undergraduates are organized to tutor

each other in writing (Bruffee, 1983). At CUNY-Queens College, instructors and

undergraduate students team-teach freshman composition courses (Levy-Reiner, 1985).

Thomas Millard of Montclair State College offers students an alternative to the traditional

term paper by encouraging them to write for publication (Millard, 1986). Elaine Maimon

and her colleagues at Beaver College have established a writing-across-the-curriculum

program in which students read each other's works in progress, whether through formal

group work in class or informal groups outside class (Bruffee, 1983).

All of these programs, in one way or another, recognize that writing is a social

act; it is externalized thought, public conversation (Bruffee, 1983). In an environment of

collaboration, the teacher becomes a facilitator and listener. The main task for the

teacher is to work with students on their progress in writing during the conference.

Teachers ask "following" questions aimed at leading the student toward control of the

topic, "process" questions that help the student organize and focus the writing, and

"basic" questions that ask the student to focus on the basic structure (Graves, 1983). A

procedure recommended for ELD students includes the following steps: (1) address the

student by name when writing comments; (2) recognize the major strength of the paper, along with sentences or paragraphs that are particularly effective or important; (3) phrase any comments tentatively; and (4) list questions and suggestions for change. Students should work at solving major problems of development, organization, and style – they do not benefit much when the teacher solves these problems for them (Peitzman, 1989).

Revising and Editing

Revising. Revising does not just mean correcting or proofreading; it means "seeing again" the content, organization, paragraphs, sentences, and words. Revising takes place throughout the writing process. Revising is taking a draft from its first to its final version by evaluating, adding, cutting, moving material, editing, and proofreading. As the author thinks, plans, develops ideas, and writes, questions continually need answering: How can I make this more interesting for my audience? How can I fulfill the purpose of this assignment? Is this enough detail? Too much? What word should I use here? Is this example related to my topic? Have I defined this clearly? (Reid, 1988). Good writers will be able to do some revision, usually additions and deletions, as they edit, but most students should probably use this time for polishing and cleaning: inserting the occasional missing words typical of a hasty draft, correcting the inevitable spelling errors, replacing commas with semicolons where necessary, checking subject-verb agreement, and so on (White, 1995). Zamel (1983) reports very clear differences between skilled and unskilled second language writers in revision behavior: Skilled writers revise at all levels, from small points of form to important changes in content. Sommers (1982) suggests that writers' attitudes toward revision are identical to those of

experienced first language writers: They regard revision as a means of discovering ideas. Less skilled writers are mostly concerned with "local problems from the very beginning, changing words and phrases but rarely making changes that affected meaning" (Zamel, 1983).

In the last stage of the writing process, students are helped to fix up their mechanics of usage and spelling, particularly when their writing is going to be shared in a formal way. If a perfected or final version is not necessary, students may file their rough drafts in a portfolio. The process has generated writing that is satisfying in its ability to capture and share ideas—the essence of writing for the purpose of communication. If, however, the writing is published or publicly shared, students also achieve the pride of authorship (Diaz-Rico & Weed, 1995). Ways of publishing may vary: a play performed, a story bound into a book for circulation in the class library, a poem read aloud, an essay posted on a bulletin board, a video made of a student reading aloud, a class newspaper circulated to the community (Enright & McCloskey, 1988).

Editing. It is important to distinguish editing from revising, a much more elaborate activity. Editing is a humble cousin of revision, though it may sometimes lead to revision. In general, editing is the last phase of writing, a matter of tidying up the mechanics so that readers will not be distracted by errors or inconsistencies (White, 1995).

Computers can help writers edit their essays. Computers have the potential for changing writing assessment in many additional ways. The computer does ask writers to compose in a different way than the pen does; every experienced writer knows that word

processing aids revision and increases production. Unlike the typewriter, computers can also alter the way writers read and respond to the writing process, with provisions for constant and wide-ranging responses from readers. More and more writing classes are now being taught in computer labs (White, 1995). Writing with a word processing program gives students more time to focus on decisions about content and effective style because it allows students to make quick changes while they write and helps students revise and correct later (Miller & Knowles, 1997).

    <u>Proofreading</u>. As a writer, one needs to make his/her final draft as free from error as possible. He/she can do so by taking time for one last, careful proofreading, which means reading to correct any typographical errors or other slips, such as inconsistencies in spelling and punctuation (Connors & Lunsford, 1996). To proofread most effectively, one should read through the copy aloud, making sure that punctuation marks are used correctly and consistently, that all sentences are complete, and that no words are left out. Then one should go through it again, this time reading backwards so that you can focus on each individual word and its spelling. When one proofreads, he/she should check a final version carefully before handing it in. One needs to make sure his/her work is an accurate and clean transcription of his/her final draft. Proofreading involves a careful, line-by-line reading of an essay. One should proofread with a ruler so that he/she can focus on one line at a time. One should remember that no matter how hard she/he has worked on other parts of the writing process, if his/her final copy is inaccurate or messy, he/she will not be taken seriously (Gordon & Troyka, 1993).

Peer revising and editing. Often, students' classmates can help by responding to their essays. The most important part of peer revision is the writer's reconsideration of the reader's views (Reid, 1988). One should regard carefully the marks made by his/her peer, and one should listen carefully to any questions his/her reader may have. As one revises, he/she should remember that she/he has the final decision about changes; not every suggestion from his/her classmates will be useful. In peer editing, one should act as the reader. She/he can help the writer by finding what is most interesting and what needs more details or explanation (Olsher, 1996).

As we have seen, the writing process is a powerful means to open up the process to group collaboration, whether or not this involves computer-assisted writing. The computer has, however, furnished a powerful impetus both to fluency and accuracy.

Using the Computer in Writing

Computers and the Writing Process

Why do many writers write with a computer? Many writers apply the same methods whenever they write, no matter what tools they use, and have fine results. But a computer is an especially valuable writing tool because its technological functions encourage writers to vary, combine, and rethink their writing processes to fit their goals and the time allotted for a specific writing situation (Miller & Knowles, 1997). A computer makes it easier to think and write simultaneously, helps writers become better editors, and improves the appearance of finished writing.

A computer has changed the way language learners and teachers approach the writing process. As computers became increasingly common in college writing centers

during the early 1980s, the academic response to them was fervent and polarized. Authors frequently credited the computer with allowing them to write more in less time, and to focus on content rather than mechanics, or "process" rather than "product" (Rapp, 1991). Countless writing instructors suggested that with computers, students revised more, produced more sophisticated papers, and actually thought writing was fun. There is evidence that students who use word processors spend more time on writing, change their view of the revision process, make different kinds of revisions, and improve their attitudes toward writing (Simonson & Thmospon, 1994). The enthusiasm of word processing converts led Irene D. Thomas (1985) to write *Report of the NCTE Commission on Instructional Technology*, "We believe that anecdotal reports will in time be substantiated by empirical research. But by no means should we wait for empirical research before going ahead. Our observations should be trusted as never before."

Nearly a decade later, computers are so common that using them and encouraging students to use them is less of an emotional commitment and more a matter of course for most writers. Along with increased access to computers, there is increased choice of tools to use. In addition to the word processing programs which once seemed so revolutionary, more sophisticated programs are available which prompt the students for responses which the computer then strings together into an essay (Rapp, 1991). Investigations into computers' effects on the writing process show similar advances in sophistication. Research indicates that the effects of computerized writing tools are both less and more than was anticipated. They are less, in that computers do not make someone a better writer anymore than a microwave oven can make someone a

better cook (Rapp, 1991).

Computers can help writers edit (Miller & Knowles, 1997). Writing with a word processing program gives learners more time to focus on decisions about content and effective style because it allows writers to make quick changes while they write and helps them revise and correct later. Writers can quickly move to a place where they notice a change is needed. Writers can copy and move words or passages or delete them, either temporarily or permanently. Writers can also search through documents for words and phrases that they want to change. Writers can check the spelling of words, change obvious misspellings, and find alternative choices for words in a built-in spell checker, grammar checker, and thesaurus (Miller & Knowles, 1997).

Steps in Editing with a Computer

There is a glorious opportunity to be realized in the exploration of automation for the editorial office. With the incredible capabilities that have arrived with the advent of desktop publishing and the efficiencies to be had with an in-house pre-press system, there still remains the challenge of using the technology well. The primary task of editing is to bring to the reader the best information for creative or critical thinking available in the clearest, most appealing manner possible. The task involves seeking out good writers and working with them to ensure that their good ideas will be easily understood and well received. There are several steps writers should take to edit their sentences, paragraphs, or passages with computers (Miller & Knowles, 1997).

Reading the whole document. Writers should begin by reading a hard copy for its sense, from beginning to end, marking or highlighting any sections, passages,

sentences, or words that raise questions or even slight doubts. Writers should never

ignore small quibbles about content, logic, sentence structure, word choices, spelling,

spacing, punctuation, and other details. Writers can make the actual changes later, but at

this time they should mark every problem they see to note where they may want to make

additions or deletions later as they read to mark possible changes (Miller & Knowles,

1997).

  Identifying global changes. Editing involves more than changing sentences and

words. After writers read an entire document, they should make decisions about needed

changes in its largest aspects, its content and consistent fit between this content and their

purpose. Writers may need to rewrite an introduction or reorder points that support a

main idea. They may need to add examples to emphasize one or more briefly noted

ideas. They may discover that they have consistently used an approach that does not fit

their writing situation in one or more important ways. Hence, they may need to delete

entire paragraphs, sentences, or wordy passages. They should not waste time changing

details they marked for change until they identify changes in these larger, global elements

(Miller & Knowles, 1997).

  Marking local changes. Writers may mark on the hard copy any specific passages

that need correction, rewriting, deletion, expansion, or substitution. Writers should

briefly identify the kind of changes they will make. Then, they should delete unnecessary

words and, where they can, substitute one word for many (Miller & Knowles, 1997).

  Inserting new passages. As writers read, they should write on the hard copy any

new sentences, clauses, phrases, or words they decide to insert. They should draw clear

lines that show where they want to rearrange any parts of the document that require it (Miller & Knowles, 1997).

Going back to the computer file to make changes. Writers should make their changes on a copy of their file, keeping an unedited version for later reference. They should enter into the file any revisions and additions they have marked on the hard copy. Writers should move sections, paragraphs, and sentences by using the "Copy," "Cut," and "Paste" commands. Writers should always check for transitions, grammatical agreement, and punctuation around parts of the document that they move (Miller & Knowles, 1997).

Saving deletions. Writers should place deleted passages at the bottom of the document in sequence, after a page break, where they can find passages later if they change their mind.

Correcting errors and improving sentences. Writers should correct spelling and other errors they notice as they read the document. Then, writers should eliminate wordiness and redundancy, and delete prepositional phrases when they can insert information as adjectives or in other phrases and clauses.

Desktop Publishing Basics

Newsletter editors themselves now use computer programs to compose their publications. Some advanced word processing software allow for layout of modest yet handsome newsletters. For example, Apple Macintosh computers offer attractive features such as boxes, rules, and a variety of typefaces and fonts that the editor can manipulate to lay out a finished newsletter. Then, by using a laser printer and special laser paper, the editor can produce a camera-ready product ready to go directly to the commercial printer

for duplication and distribution. In a nutshell, desktop publishing involves a powerful personal computer, a special monitor, a mouse, software packages that encompass word processing, page design and graphics, and a laser printer. A personal computer with at least 16MB of memory and a hard disk with a minimum of 1GB of free space, the dedicated software, and a mouse are necessary equipment for the task. An image scanner and a text scanner are highly desirable as well.

Change is so rapid in the computer field that it is pointless to describe features of any hardware or software here. There are a few companies whose software for desktop publishing is enormously popular and likely to continue in the market. Aldus Corporation's PageMaker, Xerox's Ventura Publisher, and Letraset's Ready, Set, Go! are now very popular high-powered integrated systems for desktop publishing.

The PageMaker Advantage

PageMaker makes work more efficient and time more productive. One important benefit to designing and producing documents with PageMaker is the ease with which one can revise. Instead of storing documents in stacks of art boards, mechanicals, and negatives, they can be stored on hard disk or on a few floppies. Making changes is simply a matter of opening the file, editing it, and saving the file. And, if the file is saved under a different name, one still has the original document, plus a second, changed document. When the document has been perfected, it can also be saved as a *template*. Templates are master copies of any document that might be duplicated in the future (Browne, 1993).

Page Layout

There are many considerations when planning a desktop publication. Page design should begin with the main illustration, and its size and shape should be regarded as a fixed element to which the other display elements have to adjust (Evans, 1995). Dummying is the technique of placing elements on a page. The dummy is a blueprint of what goes on paper. When layout editors work on pagination systems, all or most of the elements are placed on the page, and the editor can view the result on a computer screen. Normally, layout is done under deadline pressure. A designer might do one page in two or three hours, but a layout editor may need to do several. Journalists doing layout need to know how to work in modules, in which one makes a rectangular or square shape on a page; running a story in modules means that each column of type is the same depth. They must also understand basic design principles. Before making the layout of the page, one must make several decisions: (1) one determines the number and size of the various stories, pictures, and pieces of art that will be placed on the page; (2) one decides which elements are related and how to group them; (3) one selects the major display elements for the page and builds the page around it; (4) one selects the second major display element for the page and puts it as close to the bottom as possible and on a diagonal line from the major display element; and (5) one identifies the lead story (Moen, 1995).

When dummying a page, one should always keep the following basic principles in mind: (1) one avoids most tombstoning, or the practice of bumping headlines against each other; (2) one does not tombstone unrelated photographs or artwork; (3) on inside pages, one avoids placing art, photographs or boxes next to advertisements because they

usually have a high noise level; that is, they contain their own large type, photographs or artwork; and (4) one tries to avoid copy situations which extend the copy beyond the headline (Moen, 1995).

To know the principles of design is to know why you are doing what you are doing. The five principles of design are balance, contrast, focus, proportion, and unity (Moen, 1995). Formal or symmetrical balance may be useful when building arches, but asymmetrical balance is more flexible and useful to newspaper designers. Balance is not achieved merely by using identical elements. Designers balance a page by contrasting weights. Designers use type to provide contrast. Designers also contrast forms. Pages with focus clearly define the starting points and also show that an editor is not afraid to make decisions. To achieve focus, an editor must decide which elements are most important or visually interesting and must have the courage to let the design reflect the decision. A dominant photograph usually provides focus. Type can also be used effectively to provide focus. Consciously or unconsciously, designers use proportion, or ratio, when working with copy shapes on a page. No designer actually measures the depth of the stories to determine whether the ratio is correct. Proportion helps convey the message. The designer must unify the work on two levels: the sections of the publication and the content and form of the individual package. Designers use unifying devices in series or special packages. On one level, the principles of design are esoteric; they cannot be subjected to quantitative analysis. On another level, they all have specific applications to the day-to-day operations of a newspaper (Moen, 1995).

The most important aspect that newsletters add to the writing process is the public

nature of shared writing that a newsletter makes possible. This expands the

communicative possibilities and expands the audience for writing.

Integrated Communication Skills

Integrated Language Skills

Language skills are learned more easily if integrated (Diaz-Rico & Weed, 1995).

In many ways, relying on conversation to develop language is too simplistic. Much of

language is used to enable both language learning itself and content learning through

language. This means that sensory-motor interactions of all types promote language.

Moreover, many learners do not rely primarily on auditory learning style (Diaz-Rico &

Weed, 1995). Seeing things in writing promotes visual learning as an important means to

reinforce oral learning. Therefore, an integrated approach (Pappas, Kiefer, & Levstik,

1990) that combines reading and writing with listening and speaking, acting and thinking

contains the maximum possibility for success in learners with a variety of styles and

interests.

Smith (1979) suggests that the grouping of four language modes, such as

listening, speaking, reading, and writing, is both arbitrary and artificial. It has generally

been assumed that the four language modes develop in sequence from listening to

speaking to reading to writing. Although listening is the first form of language to

develop, with speaking beginning soon after, parents and teachers have recently

documented children's early interest in both reading and writing (Baghban, 1984; Bissex,

1980). Chomsky (1971) and other researchers have observed young children

experimenting with writing earlier with reading.

Some may argue that integration of the four skills diminishes the importance of the rules of listening, speaking, reading, and writing that are unique to each separate skill. Such an argument rarely holds up under careful scrutiny of integrated-skill courses (Brown, 1994). If anything, the added richness of the latter gives students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing. Rather than being forced to plod along through a course that limits itself to one mode of performance, they are given a chance to diversify their efforts in more meaningful tasks (Cecil & Lauritzen, 1994). Thus, the integration of four skills is the ideal approach to take within a communicative, interactive framework (Chastain, 1988).

Within the writing process, there are several ways to incorporate listening and speaking as well as reading/writing, such as the use of interviews, peer conferences with editing, and presentations/broadcasting to share written products.

Interview

What is an interview? Interviewing can be an important tool for communication. It is a mistake to identify one kind of interview as being relevant to only one kind of job (Downs, Smeyak, & Martin, 1980). Another common misconception is that an interview is just conversation. Although a good interview may appear to be highly conversational, there are some important points that distinguish it from mere conversation. In their classic book, Kahn and Cannell (1963) define an interview as "a specialized pattern of verbal interaction – initiated for a specific purpose, and focused on some specific content area, with consequent elimination of extraneous material" (p. 23). Stewart and Cash

(1978) define it as "a process of dyadic communication with a predetermined and serious

purpose designed to interchange behavior and involve the asking and answering of

questions" (p.13). Consequently, an interview is defined as "a specialized form of oral,

face-to-face communication between people in an interpersonal relationship that is

entered into for a specific task related purpose associated with a particular subject matter"

(Downs, et al., 1980). An interview is usually an oral, face-to-face interchange. The

people involved are in one another's presence and verbalize their messages aloud. This

gives the interview some real advantages over questionnaires, because (a) respondents are

more likely to say more than they will write; (b) people are motivated by the mere

presence of another person; and (c) oral exchanges offer more immediate opportunities

for probing, clarifying answers, and providing feedback (Downs, et. al., 1980).

Interviews are often used to augment listening skills in the communicative approach

(Diaz-Rico & Weed, 1995). The people in an interview are in an interpersonal

relationship. This differentiates it from other face-to-face situations such as lectures and

group meetings. Generally, the interviewer role will be developed in terms of its three

major functions: (1) planning strategies; (2) conducting or managing the interview; and

(3) measuring the results.

The interview as interpersonal communication. An interview is basically a unique

form of interpersonal communication. Berlo (1960) identifies communication as a source

sending a message through a channel to a receiver. Communication in the interview is a

mutual process. Both people in an interview contribute to the interaction, and the

effectiveness of their efforts depends on their mutual cooperation. The mutuality of the

communication process also reinforces the idea that some effort must be expended to create a climate in which the interviewee is willing to communicate. Two-way communication is generally more effective than one-way communication. In a one-way situation the interviewer can never be certain that there is mutual understanding or that the message has been effective because there is no feedback. Feedback refers to the process of correction through incorporation of information about effects received. When people perceive the results produced by their own actions, the information so derived will influence subsequent actions. Feedback thus becomes a steering device upon which learning and the correction of errors are based (Reusch, 1954). Two-way communication, on the other hand, involves feedback. Messages are sent in both directions, so both individuals participate as senders and receivers, and each must be receptive to the responses, or feedback, received from the other. The following suggestions are useful techniques to generate feedback: (1) ask for it; (2) listen when it is given; and (3) train people to expect you to be receptive; and (4) keep a climate that allows feedback (Reusch, 1954).

Each communicator needs a balance of sending and receiving skills. Each person is a unique filter of communication; therefore, one can expect differences. Effectiveness is measured in terms of a number of different yardsticks. In judging effectiveness, the interviewer needs to keep a time frame in mind. Every communication interaction can be examined in terms of its immediate impact or its long-range impact (Reusche, 1954). Any interview is made up of two important dimensions that can be analyzed for effectiveness: content and relationship. The one on which one should focus most

often is the content. However, the relationship between the interviewer and interviewee is equally important in most circumstances. A vital criterion for judging effectiveness is the concept of validity. This refers to the extent to which participants are observing, receiving, or measuring. It is the importance of validity that makes interviewers feel the need for improving their roles as interviewers (Reusch, 1954).

Interviewing skills. Jacobi (1991) investigated thirteen interviewing strategies. First, one should ask intelligent questions. An interviewer should prepare the list of questions to be asked; the greater the preparation, the more flexibility possible. Questions should be specific in wording, but open-ended whenever possible. The double-barreled question creates a common problem. In essence, it occurs when the interviewer asks two or more questions before the interviewee has had a chance to answer the first question. Occasionally, an interviewer will connect two things in one question so that it will appear to be one question rather than actually two. Bipolar questions limit the interviewee to one of two choices. There are many occasions when it is entirely appropriate. However, it is misused when (a) there are in actuality more than two choices available, so the middle ground is neglected and (b) it reduces the answer to an oversimplification. A question becomes a leading question when it is phrased so that it is easier or more tempting for the interviewee to answer it in one way rather than another. Frequently, leading questions include explicit or implicit references to the answer that the interviewer expects (Downs, et al., 1980).

The second strategy is to consider the interview as a performance. Each person plays his or her part with respect for the other participant, showing respect through

a friendly attitude and a zest for the moment. A good interviewer gives the impression that he/she knows a lot and yet knows nothing. It should be clear that one has taken the trouble to find out as much as possible about the subject and person being interviewed, but that now the purpose of the exchange is to learn from an expert. One should know why one is talking to a source. Is it for information, for clarification, for justification, for argumentation, for a combination of some or all? Questions should be asked accordingly.

When the interview begins, one should engage in preliminary discussion, making clear what is expected from the interviewee. During the interview, it is important to listen, giving the source a chance to talk and being encouraging. The interviewer does not interrupt the interviewee to talk. The interviewer should remember that the person he/she is talking to is his/her source. The interviewer should be open to what that source can impart.

The interviewer should listen for information he/she never even thought about and threads he/she never even considered. The interviewer should listen for prompts that may lead new directions. The interviewer should work to establish an atmosphere of trust. The interview is a collaboration of two people working together to provide information for a third person, the reader. The interviewer should use a tape recorder, openly. The interviewer can ask permission, and probably should. Most sources feel reassured by the presence of a recorder. They know at least that the interviewer is more likely to get things right, taking notes as well, in case the recorder didn't operate properly. The interviewer should take it easy, but take it, building toward the more difficult or sensitive questions. The interviewer should gain the source's confidence first,

asking and asking again. The interviewer should make sure he/she has heard correctly, giving the respondent a chance to correct or elaborate. The interviewer should ask for more detail, using eye contact. Eye contact is important but less so than note-taking. The interviewer does not think he/she has to look at the other person all the time. The interviewer should be humble, making the other person feel more important than you. The interviewer should be empathetic, understanding the interviewee's problems. At the end, the interviewer should wrap it up. At the conclusion say, " Is there anything else you want to tell me? Have you any final thoughts?"

Kinds of interview. There are several kinds of interviews. The most common one is used to elicit hard news. News may be facts or opinions. News sources are often more reluctant to give opinions than to release facts, because voicing an opinion may mean sticking one's neck out (Metz, 1985). Metz (1985) states that there is the kind of interview that produces a feature story, which has certain elements of the factual interview, but more of the subject's personality is woven into the story: it is often called the personality interview.

If one is not conducting the interview under the pressure of deadline, more time can be taken to plan. The first goal is to schedule the interview as early as possible in advance of actually conducting it. One can make an appointment by telephone or by letter. One can tell the person with whom the interview is sought something about the story that is planned. One states the amount of time that will be needed, and decides upon a time that will be convenient for both parties (Holgate & Broussard, 1982). The personality or feature interview differs markedly from the factual interview in almost

every way – how and where it is conducted, the preparation for it, how it is written – even the purpose of it. Feature interviews are playing an increasingly important part in newspaper and magazine journalism. A factual interview is usually a one-shot deal: the reporter makes a single visit, asks questions and then goes back to the newsroom and writes the story, not so with the personality interview (Metz, 1985).

There is the deadline interview. Many questions that will be asked and many interviews conducted will be done under the pressure of deadline. Holgate and Broussard (1982) suggest guidlines when interviewing under deadline pressure: (1) if one should not have time for advance preparation, he/she sticks to material that one is certain the interviewee knows; (2) the interviewer should not try to cover too much material in one interview if he/she has a running story; (3) if the interview will be ad-libbed, one tells the interviewee in advance how much time he/she plans to spend on the interview; (4) when the interviewer wants to break into the conversation, he/she should raise his/her hand just slightly as a signal. This keeps him/her from distracting the interviewee; (5) one should break major questions into several short ones; (6) one establishes early the interviewee's expertise or credibility on the subject; (7) one keeps his/her listeners oriented by repeating portions of responses whenever necessary; (8) the interviewer should not be a pawn for the interviewee; (9) one should avoid interruptions; (10) the interviewer should try to have the interviewee conclude by summarizing main points; (11) one should try to keep the interview conversational to avoid sounding memorized and rehearsed; and (12) when taping, one should avoid "I see," "uh huh," and other such interjections that may prove difficult to edit from an actuality selected for use in a story. Like the personal

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interview, every telephone interview is a little different from the deadline interview.

These features of interviews highlight the communicative possibilities of the interview. Including interviews as a part of the writing process helps to expand the content of writing as well as extend the integration of writing with listening/speaking skills.

Peer Conversation During Editing

Using peer conversation as a means for enriching a student's exposure to language maximizes the opportunity for a student to hear and enjoy English; mixing more skilled with less skilled speakers supplies more advanced language models for English learners (Diaz-Rico & Weed, 1995). In the case of students' writing process, peer conversation during editing and revising encourages integrated language skills. Students can explain errors and suggest improvements.

Presentation

What is a presentation? An oral presentation is a good integrated language skill. The ability to give an oral presentation is an important skill in a varied range of careers, and training in public speaking can help students develop important linguistic and personal qualities in students (Hyland, 1991). Many teachers of advanced English as a second language (ESL) courses consider oral presentations a desirable activity, since this is one opportunity for students to apply what they have learned by expressing their ideas and points of view without interruption and with previous preparation in the foreign language (Iribarren, 1990). Training in public speaking not only cultivates confidence and clear articulation, but also develops useful research skills and encourages careful

planning and preparation in the use of language (Hyland, 1991). However, many teachers think that they can do little to help for students beyond getting a topic, providing class time, and offering post-presentation advice. Although this view is understandable, students can improve their oral presentation ability if teachers offer detailed help in the planning and preparation in the use of language. This skill area can be taught just as systematically as any other in the syllabus if it is treated as a practical step-by-step process leading to the final presentation.

The oral-presentation process. The oral presentation is typically a partly spoken, partly visual form of communication which is designed to inform or persuade, and occurs in organizational settings (Stanton, 1982). Because time is limited, students must carefully prepare the presentation. Students must be sure of their facts and objectives, have a carefully structured outline, support their talk with visual aids, deliver the presentation clearly and confidently, and then handle questions from the audience. This oral presentation process needs practice, but it is achievable with an awareness of oral communication skills and practical experience. According to Stanton (1982), there are seven general stages in the process of developing oral-presentation skills: (1) short talks and awareness of oral communication strategies; (2) deciding objectives and gathering facts; (3) organizing discourse structure and developing an outline; (4) preparing supporting visual material; (5) rehearsals and feedback; (6) delivery of presentation and handling questions; and (7) evaluation.

Before students deliver their talks, there are skills and strategies that can be taught to make the task easier and help students discover some of the problems. For example, to

demonstrate a number of basic percepts of oral communication, students can practice

giving simple presentations of a few minutes' duration (Stanton, 1991). These might

merely involve a speaker describing a hidden diagram consisting of a few simple shapes

that the audience has to draw. The teacher can easily prepare a number of diagrams in

advance and ask a series of students to present them (Marshall & Williams, 1986).

Communication always has a purpose. General objectives of a presentation are to

inform the audience and to persuade. More precise aims are content specific, but to

achieve any objectives, the speaker must have some knowledge of the target audience

(Stanton, 1991). Therefore, the presentation must be planned with the hearers' interests,

background knowledge, prejudices, and temperaments. To prepare a presentation on any

subject, students can gather data through various data-gathering activities, such as

searching a library for information, interviewing, note-taking, and making use of

reference materials.

Designing an outline is the key stage in the process of oral presentation

development (Hyland, 1991). This is the speaker's guide which provides the discourse

organization and content notes for the final presentation. It serves both to waken

students' memory and structure what is said, sequencing the information and establishing

a beginning, middle, and end. Students are not normally familiar with outlining skills

and need a lot of practice to develop them (Hyland, 1991). Outlines are hierarchical, and

a central idea is supported by three or four main points, which are in turn supported by

sub-points.

If presentations incorporate visual aids, they are usually more interesting and

informative. These visual aids must be carefully planned in advance. Drawings and diagrams must be kept simple to be easily seen and understood, they must be interesting and appropriate, and they must be presented effectively (Hyland, 1991). Visuals can make the topic both more interesting and more understandable. There are many types of visual aids available to speakers, but overhead-projector transparencies are perhaps the most effective and flexible medium.

To reduce nervousness, the speaker needs to be confident that the talk is well organized, clear, and interesting. Rehearsals are important in order for the speaker to gain confidence. The actual presentation should last no longer than 10 minutes, with another 5 minutes for questions (Hyland, 1991). Evaluation should focus on the following: (1) the organization of the presentation; (2) the accuracy, interest, length, and relevance of the content; (3) the speaker's relationship to the audience; (4) the quality, appropriateness, and effectiveness of the visual aids; (5) the delivery and performance aspects; and (6) the handling of questions (Hyland, 1991). Oral presentation skills take a long time to develop, and teachers should try to be positive in their criticism and avoid damaging the speaker's self-esteem. Moreover, speakers are normally their own best critics, and evaluation should include their views (Iribarren, 1990).

As we have seen, the presentation is a skill that improves with practice, and students need plenty of opportunities to perfect it. The obvious fact is that the presentation is a teachable skill that has an important place in second language teaching. The ability to choose a topic and narrow its focus, to research it and organize the data, and then to present the information logically is an perfectly integrated language skill. A

good oral presentation depends on careful preparation and familiarity with the rules of oral communication.

By using integrated communication skills such as interviews, peer conversation during editing, and presentations, language skills can be learned more easily. Integrated language skills not only combine listening and speaking with reading and writing, but also combine the acting and thinking of learners. By applying the integrated communication skills to learners, the possibility of success in learners with various styles and interests are maximized.

Genres of News and Features

Genre: Feature Writing

International affairs. Writing about international affairs may be either the most difficult or the easiest topic for writer, since the mayor, governor, and neighboring nations are not present to contest the accuracy of the story. Instead, when writers write about international affairs, the problem they face is how to interest readers in foreign issues. Most surveys show that features about foreign affairs rank also low on the list of readers' preferences (Rystrom, 1994). Thus, subjects should be made very clear. A powerful headline can help attract and hold reader's attention. The first sentence may also be important because it can involve a powerful reaction in readers who agree or disagree with related issues.

Business and economy. Features about business and the economy can be as broadly defined as business and economy themselves. To interest potential readers, features in these topics can focus on a company's potential profits, an important

economical issue, world economy, a stock market, investment in stocks, and stock quotations. For readers concerned with these issues, these features can be bright and more interesting than any other features in the newspaper. Because many readers may have financial investments in the stock market, an important element of business and economy features is the function of the stock market and the operations of corporations which may have a good or bad influence on the price of readers' stock.

Art and culture. Features on arts and culture are not popular in newspapers. Interest in these art and culture features usually ranks lower than most other features. While many daily newspapers are trying to expand other features, they often seek to decrease the art and culture features. Bowie (1989) suggests that when something very good or very bad makes the headlines, the feature writers seem to turn their attention away from the arts, treating the arts topically without the day-by-day research they give to other community issues. Features on the arts are often limited to "drawing-room" subjects or language, that is, topics that can be used for social chit-chat without involving deeper analysis or extensive technical knowledge (Bowie, 1989).

Science, medicine, and the environment. Medicine and the environment are other areas which feature writers may ignore. These topics are often ignored because feature writers have to acquire both the knowledge of what they will write about and an understanding of those who disagree. If the writers work on a small or medium-sized newspaper, they may find that no one is assigned full time to cover science, medicine, or environmental topics. Where can writers look for feature ideas on these subjects? The best sources for medicine are specialized publications or journals such as the *American*

Medical Association, the *New England Journal of Medicine*, and *Medical World*.

Feature science writers can look for necessary materials in professional agencies or

through the assistance of experts. To write environmental issues, writers can find

important sources in *Natural History Magazine*. In spite of difficulties, the features of

science, medicine, or the environment give readers great challenges and rewards. The

challenge is in discovering and explaining developments and issues that are important to

readers. Rewards can come in the form of prizes, pay raises, or recognition by writers'

sources and peers (Brooks, Kennedy, Moen, & Ranly, 1980).

Sports. The realm of sports seems to be increasingly regarded as a suitable topic

for features. The reason for this is that sports features have widened their coverage far

beyond the simple reporting of the results and descriptions of events. Sports writers are

not limited to activities which involve teams or individual performers. Sports features

now offer opportunities for satire and fantasy (Rystrom, 1994). Sports offers plentiful

material for good writing. Many writers of sports features think of themselves more as

writers than reporters. However, good writing in sports features still begins with good

reporting.

Genre: TV News

Headlines. Most broadcasts begin news with an abbreviated summary of the

major issues. These headlines tell each story in a few words and should be delivered with

some urgency. In TV news headlines, the present tense works best. A general method of

starting a newscast is to give a headline and a promise of some details before identifying

broadcasters (Meppen, White, & Young, 1984). There are two styles of headlines in TV

news: teases and self-sufficient headlines. A tease is supposed to intrigue listeners and keep them listening out of curiosity. Self-sufficient headlines, on the other hand, should be complete, and listeners should be able to tune in, hear only the headline, and get a basic understanding of the story (Stephens, 1980).

      <u>Sports</u>. After the reporters have given the major news stories, the last part of their broadcast usually will include brief sports news. The first requirement for sports reporting is for the reporter to enjoy sports. The other major requirement is to be able to convey their enthusiasm. Too many sportscasters, who may know all they need to know about sports, fail in their efforts because they mutilate the language (Bliss & Hoyt, 1994). There are some skills that are more critical than others in sports reporting. Once the reporters are familiar with the various sports, teams, and participants, they will be expected to use that knowledge to report under severe deadlines. While the games are in progress, the reporters are often on the air with the sports report. The reporters should make their script, record changing scores, and report or explain the games to their viewers without any prepared script. These continuous activities require great knowledge of sports, so most sports reporters are veterans. However, the broadcast industry is becoming more and more interested in sportscasters who are writers and reporters, good writers and good reporters (Bliss & Hoyt, 1994). Although the industry still insists on using some former jokers as sports reporters, because of their name recognition value, those who have been successful as sportscasters have had to prove their writing and reporting skills.

The stock market. Stock market news is very important to some viewers such as stockbrokers, stockholders in a company, investors, and capitalists. Unlike business and the economy features of newspaper, the stock market news may be brief and simple. To understand the stock market news, viewers may not need much knowledge about the stock market. However, viewers should at least know the stock market's functions. In contrast, the reporters should know enough about how Wall Street operates and how the stock market functions to report the stock market news intelligently.

Weather. Weather news is probably the most popular subject for most TV viewers. Many people care about the weather news. For example, boat owners are interested in the winds and how rough the waters are, and skiers want information that will help them plan weekend trips (White, Meppen, & Young, 1984). Unlike the weather news of the newspaper, the weather news on TV uses a lot of technological equipment to increase accuracy such as screens, computers, films, and satellites. Usually, the reports give the temperature, chance of precipitation, the wind conditions, and the barometer reading.

As we have seen, both broadcast news and newspapers consist of various types of genres, and each genre plays an important role in newspapers and broadcast news. Because all genre contents are gathered by trained, professional reporters, are examined by experienced editors, and are intended to provide readers and viewers with information they need and want to know, they are made up of facts. Although relevant, genres of newspapers and broadcasts are not all the same. Each genre has its own characteristic. In this sense, genres of newspaper and broadcast news must be useful materials for

integrated language skills of four language models such as listening, speaking, reading, and writing.

Text Processing of News and Features

Processing newspaper content. Today many people subscribe to newspapers, and they derive a lot of beneficial information from them. To collect good information from newspapers, it is essential that readers process information adequately. Processing media information is not a purely cognitive affair. Understanding and representing news is at the same time a social accomplishment, if only because of the participation of the readers in processes of public communication and because of the vast social knowledge and beliefs that are presupposed in these processes (Dijk, 1988). Comprehension of newspaper content includes six stages from the first perceptual awareness, to the result of processing, the possible alteration of the belief system (Dijk, 1988). The following sections discuss each of these stages in turn.

Perceptual processing of news text involves the identification of newspaper formats and news item layout. These are matched with the visual information associated with specific news articles. Headlines are salient in perception as markers that govern attention and perception. Because most headlines are printed across the full width of a news article, they indicate the strategies for the perception and identification of news items.

Reading is not an isolated process that can be separated from understanding. Reading involves a host of processes, including the distribution of attention and perception as well as word- and sentence-level analyses and inference.

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Decoding and interpreting a given text begins with writing processing headlines, because the decoding and interpretation of a headline may lead to a decision to continue or to stop reading the rest of the news article. Interpretation involves judgement and evaluation, as well as use of background knowledge and language ability.

Representation in memory requires readers to store textual structures in episodic memory in the form of a textual representation. This representation is mainly semantic and schematic. Understanding a news context is a complex integrated process of strategic selection, retrieval, and application of various information sources in the construction of textual representations and models (Dijk, 1991).

Foundation of a situation model means construction of the reader's mental image of the situation. Once readers have constructed an acceptable model of the situation, one can say that a newspaper item has been understood. Then, this model may be used for further generalization, abstraction, and decontextualization.

Transformation of social knowledge and beliefs is the last stage of text processing. This may or may not occur as a result of reading a news article (Dijk, 1991).

As we have seen, understanding news context involves several major steps. The processes of comprehension of a news context previously described is essentially strategic, and they do not operate according to fixed rules or at separate levels of analysis and understanding. Most of the processes take place simultaneously and mutually assist each other in the establishment of fast and effective interpretations. These steps may be only part of a theory of news understanding.

<u>Processing broadcast news</u>. TV news has a simple objective: that is to capture the essential ingredients of a story and deliver them to viewers in straightforward, simple language that can be easily understood when heard over the air (Hoyt, 1994). Understanding TV news is much easier than understanding newspaper content because the content of TV news is much shorter and less complicated than that of the newspaper. Unlike newspaper news, spoken news items in many ways have a simpler organization, but various kinds of visual aids such as news film, scenes, and photographs on TV play a primary role in comprehending TV news. These visual aids help viewers understand broadcast news better. To improve accuracy and promptitude, broadcasts use technology such as videotape, live reports, computers, and satellite news-gathering equipment. The technology also help the TV audience understand broadcast news easily. Most broadcasts start on the news with headlines which have short summary of the major news. Although these headlines seem to be very brief, they touch the core of the major news contents. Thus, understanding spoken headlines is the first step for the comprehension of the broadcast news content. Most headlines tell each story in a few words, delivered with some urgency but without theatrics (White, <u>et. al</u>., 1984). Because broadcast news has time limits, completely understanding broadcast news may be difficult. However, unlike newspaper news, because broadcasts deliver news briefly and rapidly, broadcast news seems to be more suitable than newspaper news for those who lead a busy life.

No matter which media one uses to publish broadcast feature writing, each genre has its own specific features: text formats, typical topics, vocabulary, and linguistic

characteristics, and style. These components can only be mastered by practice and expert supervision. In this effort, the writing process plays a major role. In this sense, using mass media as materials in writing means an escape from text-centered teaching methods. Writing teachers should reject methodologies based on writing textbooks, and should seek to find methodologies which help students construct their own knowledge, solve real problems of writing, and write creatively. New methodologies for using mass media in the writing process may provide more effective motivation for students.

Five key areas, such as the role of grammar in writing, the writing process, the use of computers in writing, integrated communication skills, and genres of news and features, have played some part in the improvement of writing. All of these key areas are closely related to each other. In the writing process, grammar offers syntactic and semantic rules, computers are used for various purposes such as the Internet, e-mail, PageMaker, and layout publication. Using interviews, presentations, and peer conversation seems to be useful for integrating language skills in four language modes such as listening, speaking, reading, and writing. Finally, the use of mass media such as newspapers and broadcast news provides a new means to disseminate student writing. The purpose this research is to move from teacher-centered teaching method to student-centered teaching method. These new writing approach will help students become self-confident and improve their writing abilities.

CHAPTER THREE: A MODEL OF THE WRITING PROCESS

Description of the Model

The literature reviewed in Chapter Two was organized around five key areas: (1)

the role of grammar in writing; (2) the writing process; (3) using the computer in writing;

(4) integrated communication skills; and (5) genres of news and features. The five key

areas become the five factors of the writing process, and can be combined to provide a

theoretical framework for the writing process. This furnishes a model for the curriculum

design project (see Figure 1). Although these five key areas seem to be interdependent,

each key area has its own function in the writing process, and interacts with other key

areas.

Figure 1. A model of the writing process applied to news and feature genres

News and feature genres form the Background of application.

The Writing Process

Generating Ideas → Drafting → Revising and Editing → Publishing

Integrated Language Skills   Meaning-Focused Grammar   Computer-Assisted Instruction   Specific Genre Features
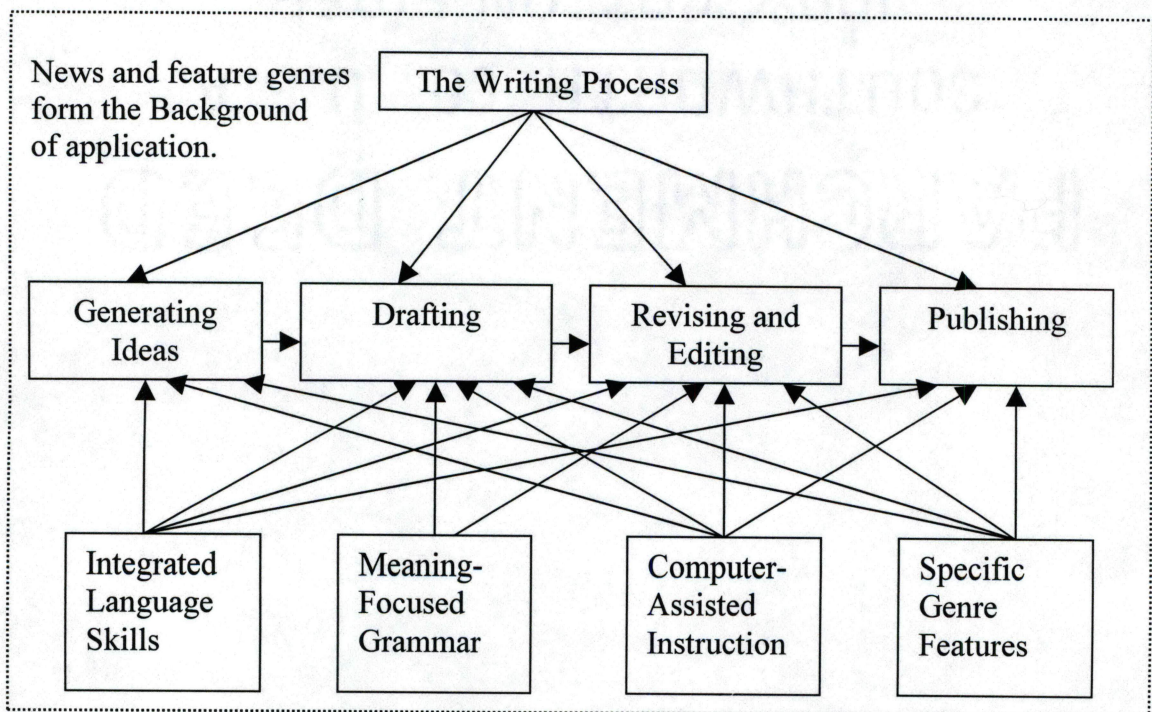
The model of the writing process shown in Figure 1 is divided into two horizontal parts. The four boxes of the upper part in Figure 1 represent the writing process, which is comprised of four components: generating ideas, drafting, revising and editing, and publishing. In the upper part, arrow signs indicate the direction of the writing process. The four boxes of the lower part in Figure 3 indicate the writing process-assisted factors, consisting of four: integrated language skills, meaning-focused grammar, computer assisted writing, and genres of news and features. In the lower part, arrow signs indicate the correlation of the writing process-assisted factors with the components of the writing process. Therefore, this model shows both the connection between the writing process components and the writing process-assisted factors.

The Components of the Writing Process

First, the writing process components have to be considered in the model of Figure 1. The first component of the writing process in the model is generating ideas. Before writing an essay, generating ideas is important. To get good ideas, one can use various prewriting techniques such as oral group/individual brainstorming, clustering, looping, cubing, classical invention, debating, interviewing, visits to places of interest and importance in the school vicinity, fantasizing/mind transportation, lecturing, reading, and group discussion. These prewriting techniques have been found to be effective in teaching writing to both native and non-native speakers of English.

The second component of the writing process in the model is drafting an essay. Drafting is getting ideas onto paper in rough sentences and paragraphs, and involves writing quickly to get ideas. When drafting ideas, one uses a collaborative writing

strategy. The most successful writing is within an environment of collaboration.

Collaboration gives special challenges and possibilities to writing class. In drafting

ideas, one should consider grammatical elements such as sentence structure, variety,

phrasing, and lexical choice.

The third factor of the writing process in the model is revising and editing drafts.

Revising and editing take place throughout the writing process. Literally, revising means

"looking again." Revising and editing involve looking again at the whole substance of

the drafts -- at their tone, at their general aim and method, at the relation between their

thesis and the paragraphs that support them.

The final component of the writing process in the model is publishing essays,

such as newsletter and feature articles. To publish essays, one uses computer technology

such as PageMaker and desktop publications or a news broadcast format.

The Writing Process-Based Factors

Integrated language skills. The writing process-based factors are located in the

lower part of the model in Figure 1. The components and factors are outlined in Table 4.

In the model, the first factor to be considered is integrated language skills. Integrated

language skills have effects on generating ideas, drafting, and revising and editing within

the writing process. This factor uses interviewing, peer conversation, and presentations

of materials to generate ideas, thereby providing students with various writing sources.

These integrated language skills indicate methodologies by which students can acquire

listening, speaking, reading, and writing simultaneously.

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Meaning-focused grammar. The second writing-based process factor is meaning-focused grammar. In this model, meaning-focus grammar has effects on generating ideas, drafting, and revision and editing of the writing process. The approach to meaning-focused grammar in the writing process involves students by making them analysts and problem solvers about their own writing. In this model, meaning-focused grammar is utilized in the focus, content, organization, and development of ideas. In addition, attention to grammar is focused on sentence structure, variety, phrasing, and lexical choice. Finally, in the model, grammar has important effects on revising/editing the writing process. In the final revising and editing of writing, a focus on mechanics, spelling, punctuation, and surface-level grammatical problems is appropriate.

Table 4. Matching Writing Process-Based Factors with the Writing Process Components

Writing Process Components	Writing Process-Based Factors
Generating Ideas	Integrated language skills: peer conversation, presentation
	Meaning-focused grammar
	Computer-assisted instruction
	Genres of news and features: topics
Drafting	Integrated language skills
	Meaning-focused grammar
	Computer-assisted instruction
	Genres of news and features: style, vocabulary
Revising and Editing	Integrated language skills
	Meaning-focused grammar
	Computer-assisted instruction
	Genres of news and features: linguistic characteristics
Publishing	Integrated language skills
	Computer-assisted instruction
	Genres of news and features: text format

Computer-assisted instruction. The third writing process-based factor is

computer-assisted instruction, the use of computer-based materials to assist learners in

understanding and acquiring information. Computers have changed the way students and

teachers approach the writing process. In the model, computer-assisted instruction is

connected with all the writing process components. Students can get good information

during the drafting component by using technology such as the Internet and e-mail. Also

through computers, students can think and write simultaneously, quickly moving to a

place where they notice a change is needed , to add or delete words or passages,

and check the grammatical elements. Writers now use computer programs to compose

their publications. Some advanced word processing software allows for PageMaker and

desktop publications. The major benefit in designing and producing essays with

PageMaker is to allow writers to revise them with ease. Computers are highly desirable

for all the components of writing process--to make work more efficient and time more

productive.

Genres of newspapers and broadcast news. The final writing process-based

factor is specific features of the genres of newspapers and broadcast news. This factor is

connected with the whole writing process. Newspapers and broadcast news consist of

various topics such as headlines, international affairs, business and economy, art and

culture, science, medicine, the environment, sports, the stock market, and weather.

Because these various topics provide many kinds of sources for writing, students can use

these sources to get ideas. The production process of newspapers and broadcast news

follows the same writing process as do students' compositions. Therefore, understanding

these mass media helps students write their essays more creatively and effectively.

As we have seen above, there is the close relation between the writing process components and the writing process-based factors. To accomplish this purpose, this model systematically connects the components and factors as a guide for teaching.

CHAPTER FOUR: CURRICULUM DESIGN

Description of Curriculum Organization

Purpose

The purpose of this curriculum design is to improve the written language

proficiency of college level students in Korea by using computers, newspapers, and

broadcasts in the writing process, and in addition, to accomplish integrated language arts.

Based on the principles that I have set up in the theoretical framework in the previous

chapter, I have designed two unit plans: "Composing Exciting Writing: Newsletters" and

"Using the Broadcast" (see Appendices A and B). These two unit plans focus on the

writing process and materials for helping students write their ideas with more creativity

and organization. The content of these two units includes student-centered learning

concepts which are significant for achieving integrated language skills of the four

language models such as listening, speaking, reading, and writing. To accomplish this

purpose, the two units include lessons that may prove to be useful and practical for

college level students in Korea.

Lessons

The first unit, "Composing Exciting Writing: Newsletters," is made up of seven

Lessons (see Table 5). Lesson One: The Writing Process; Lesson Two: Using Graphic

Organizers; Lesson Three: Proofreading the Draft; Lesson Four: Internet Editing; Lesson

Five: Feature Article; Lesson Six: Analyzing a Newspaper; and Lesson Seven:

Newsletter Composing. The second unit, "Using the Broadcast," consists of six lessons.

Lesson One: Understanding the News Format and Newspaper and TV Broadcasting;

Lesson Two: What is News? -- Brainstorming and Planning; Lesson Three: Interview

Skills; Lesson Four: Writing Up the Interview; Lesson Five: Editing the Interview; and

Lesson Six: Broadcast Role Play.

Table 5. Lessons of Two Units

Unit	Lesson
One	One: The Writing Process
	Two: Using Graphic Organizers
	Three: Proofreading the Draft
	Four: Internet Editing
	Five: The Feature Article
	Six: Analyzing a Newspaper
	Seven: Newsletter Composing
Two	One: Understanding the News Format and Newspaper and TV Broadcasting
	Two: What is News?--Brainstorming and Planning
	Three: Interview Skills
	Four: Writing Up the Interview
	Five: Editing the Interview
	Six: Broadcast Role Play

The Objectives of the Lessons

All lessons of two units have their particular objectives. The purpose of

objectives is to present serial learning processes to students, and to maximize students'

learning competence. The objectives in these lessons mean "students' learning

objectives" that are related to student-centered teaching. Although these lessons

assign a number to objectives, the objectives are interdependent, and they have a serial

order to help students understand lessons effectively. All objectives of lessons are

closely related to task chains.

Materials

The materials used in two units are divided into three types: Focus Sheet, Work

Sheet, and Test Sheet. These materials are essential for meeting students' learning objectives. Teachers will give students these materials in class to help them understand the lessons better, and to evaluate students. The content used in these sheets is extracted from newspapers, broadcast scripts, the Internet, and college-level textbooks. Detailed explanations of these materials are as follows.

Focus sheets. The first important materials given to students in class are focus sheets. The primary goal of the focus sheets is to motivate and challenge the students to write while, at the same time, developing language skills. Focus sheets are designed to present information. To enhance the students' understanding of each lesson, all lessons consist of various focus sheets, matched with work sheets. The teacher leads students in task chains through using the focus sheets along with the work sheets.

Work sheets. In this curriculum design, work sheets are used as essential materials in developing language skills, encouraging creativity, and eliciting the differences of opinion among students. The purpose of these work sheets is to check students' understanding of the focus sheets. Even though work sheets are designed for individual or cooperative work, they are flexible enough for teachers to use both for guided and independent practice. The work sheets can be used for integrated skills activities, such as discussions, reading, and collaborative writing. Using work sheets in writing activities helps students gain greater motivation and objectives for writing, increases their awareness of writing as a process, and helps them apply the writing process strategies in their writing.

<u>Test sheets</u>. Assessments of the students are performed through test sheets, so the test sheets are important for summative evaluation. Moreover, test sheets are important materials because they are designed to evaluate each student's understanding and learning of given materials. Because the contents of the test sheets are related to what students have already learned in the specific lesson, the teacher can get feedback and an indication of the students' learning by using test sheets. The teacher can then adjust their subsequent teaching directions by analyzing the feedback from students.

<u>Task Chains</u>

Task chains used in this curriculum design present "activities." All lessons have specific task chains, which meet the objectives of lessons. In some task chains, students are asked to work alone, in pairs, or in cooperative small groups. In others, students are asked to solve problems and analyze written texts by themselves. Various activities which utilize task chains help students connect with their own knowledge, experience, and opinions to build a framework for using writing.

As we have seen above, two unit plans in this curriculum design can stimulate students' motivation to learn written language in a meaningful, practical, and interesting way. The goal of the two units is to elicit and publish student writing by using various means, such as computers and mass media. This curriculum design showing the writing process will introduce a new writing methodology in Korea, and these lessons will help teachers change text-based teaching methods into genre-based teaching methods.

Fixing the Design of the Curriculum to the Model of the Writing Process

The design of this curriculum is based on the model of the writing process

developed in Chapter Three, and it is, therefore, related to the model of the writing

process which is derived from the five key areas of investigation. The following section

describes how the design of the curriculum is connected to the model of the writing

process.

<u>The Writing Process</u>

The curriculum design in this project is connected with the concept of the writing

process (see Table 6). In this project, the writing process consists of four components:

generating ideas, drafting, revising and editing, and publishing. These components show

a serial order in the writing process continuum, and they are linked systematically with

the design of the curriculum. Each lesson plays a particular role in the writing process,

building on background knowledge gained in the previous lesson.

In the first and second unit, many task chains are designed to build up the writing

process. The writing process is featured in the first lesson of the first unit. After learning

this lesson, students can recognize the writing process, and apply it to their writing.

The second and sixth lessons of Unit One, and the first, second, third, and sixth

lesson of Unit Two focus on generating ideas, which is the first component of the model

of the writing process. By means of the lessons that discuss topics such as graphic

organizers, broadcast news, interview skills, newspapers, and broadcast role play,

students can use these concepts in writing, and can generate good ideas.

The fifth lesson of Unit One and the fourth lesson of Unit Two are based on drafting,

which is the second component of the writing process.

Table 6. The Design of the Curriculum Connected to the Model of the Writing Process

Model of the Writing Process	Design of the Curriculum		
	Unit	Lesson	Objective
The Writing Process	One	One	The Writing Process
		Two	Using Graphic Organizers
		Three	Proofreading the Draft
		Four	Internet Editing
		Six	The Feature Article
		Seven	Newsletter Composing
	Two	One	Understanding the News Format in Newspaper and TV Broadcasting
		Two	What is News?--Brainstorming and Planning
		Three	Interview Skills
		Four	Writing Up the Interview
		Five	Editing the Interview
		Six	Broadcast Role Play
Integrated Language Skills	Two	Three	Interview Skills
		Four	Writing Up the Interview
		Five	Editing the Interview
		Six	Broadcast Role Play
Meaning-Focused Grammar	Two	One	Present Tense
		Two	Active Voice
		Three	Transitional Words and Phrases
		Four	Parallel Structure and Paired Conjunctions
		Five	Subordinating Words
		Six	Sentence Combining
Computer-Assisted Instruction	One	Four	Internet Editing
		Seven	Newsletter Composing
	Two	Five	Editing the Interview
Genres of News and Features	One	One	The Writing Process
		Five	Feature Article
		Six	Analyzing a Newsletter
		Seven	Newsletter Composing
	Two	One	Understanding the News Format in Newspaper and TV Broadcasting
		Two	What is News?--Brainstorming and Planning
		Six	Broadcast Role Play

These lessons focus on writing interviews and feature articles. By means of these lessons, students can gain experience and knowledge of their writing.

The third and fourth lesson of Unit One, and the fifth lesson of Unit Two focus on revising/editing, which is the third component of the writing process. These lessons show various strategies, such as peer revision skills, e-mail editing skills, the Internet editing skills. After finishing these lessons, students can proofread, revise and edit their drafts by themselves. Because computers are essential for revising and editing drafts, these lessons give students ways to use technology, such as the Internet and e-mail.

Publishing, the fourth component of the writing process, is the topic of the seventh lesson of Unit Two. This lesson, which describes newsletter composing, explains, desktop publishing and PageMaker. After this lesson, students will be able to function as editors.

All lessons of the second unit are connected with the writing process. These lessons focus on genres used in the writing process, especially broadcast news and interviews.

Integrated Language Skills

The design of this curriculum matches the concept of integrated language skills, which combines reading and writing, listening and speaking, and acting and thinking. An integrated approach to learning contains the maximum possibility for success in learners with a variety of styles and interests.

In the second unit, several task chains are designed to build up integrated language skills, especially the third, fourth, fifth, and sixth lessons. For example, in the

third lesson, students learn interview skills, and they are asked to interview a partner. In the process of teaching, the teacher points out the basic techniques of interviewing. Before meeting with their interview partners, students prepare for interviewing, and then conduct the interview. In the fourth lesson, students write up an interview. Before writing the interview, students gather the facts, assign them, and decide the lead of the story. In the fifth lesson, students learn to edit drafts of the interview. While learning these lessons, students acquire integrated language skills. In the sixth lesson, students learn another language skill by role playing a broadcast. This lesson helps reduce the threat of role playing, thinking creatively, and acting as the leader.

Meaning-Focused Grammar

This curriculum design is based on meaning-focused grammar, which is the third key area of the model of the writing process. The term "grammar" as used in this curriculum design is not used in the usual narrow sense of the term that evokes certain, rather negative, expressions such as rules, drills, and exams. In an attempt to overcome the inadequacies of the rule-focused method, many teachers have turned to a meaning-focused method of teaching grammar. For example, in the second unit, all lessons have "grammar focus." The topics of these grammar focus activities are the following: present tense, active voice, transitional words and phrases, parallelism structure and paired conjunctions, subordinating words, and sentence combining. All these activities focus on the context of writing. After finishing grammar-focused activities, students can themselves identify and correct grammatical errors in their writing as they proofread drafts.

Computer-Assisted Instruction

The design of this curriculum is linked with computer-assisted instruction, which is the fourth key area of the model of the writing process. Computers in this project focus on the revising, editing, and publishing aspects of the writing process. The use of computers offers solutions to a variety of language learning difficulties which currently exist in English as a second language (ESL)/ English as a foreign language (EFL) pedagogy. From the literature review in Chapter Two, the relationships between learning theories and the use of instructional technology have been traced. For example, in the first unit, the fourth and sixth lesson includes computer-assisted instruction. In the fourth lesson, students can learn editing skills using the Internet. After students finish learning this lesson, they can use the Internet and e-mail as tools for editing drafts, and can acquire various skills of technology. The seventh lesson of the first unit teaches publication skills, such as PageMaker and desktop publishing. These publication skills are very professional. In this lesson, to publish a classroom newsletter, students will use PageMaker and Desktop publication software programs.

Genres of News and Features

The design of this curriculum is connected with the fifth key area of the model of the writing process: the genres of news and features. An important factor in deciding what to write about, and how to write, is the identification of exemplary writing. In this sense, because the genres of news and features are written and edited by professional journalists or editors, they can serve as excellent examples. To increase students' motivations and interest for learning writing, the design of the curriculum includes two

primary genres: newspapers and broadcast news programs. As we have seen in the second chapter, there are many differences between the genres of news and features. These differences are shown in the first lesson of the second unit, which contrasts the genres of news and features.

As we have seen above, this curriculum design is based on the model of the writing process. All lessons of two units are related to the model of the writing process which consists of five key areas. The lessons support these five key areas and will help students acquire written language skills effectively.

CHAPTER FIVE: ASSESSING THE EFFECTIVENESS OF INSTRUCTION

Purpose of Assessment

Assessment is a process for determining the current level of a student's proficiency or knowledge. Evaluating students is the best way to decide whether a curriculum is appropriate and particular teaching methods are successful. According to Diaz-Rico and Weed (1995), assessment instruments can be used for a number of purposes: proficiency tests determine a student's level of performance; diagnostic and placement tests provide information needed to place students in the appropriate level of academic or linguistic courses; achievement tests assess the student's previous learning; and competency tests assess whether or not a student may be promoted or advanced.

One of the major activities of teachers in writing classrooms may be the comparison of students with their own previous performance to assess academic growth. Hence, devising writing evaluations for students in writing courses is one of the most burdensome of teachers' jobs. However, there is no way to escape this task. To evaluate the effectiveness of this curriculum, I focus on classroom tests, self-assessments, essay tests, and quizzes. The purpose of using these assessment methods is to trace students' language and academic development, identify students' specific writing problems, evaluate the effectiveness of instruction, decide students' achievement level, and give students positive feedback. The final aim of selecting these assessment methods is to help students improve their written language proficiency and integrated language skills.

Design of the Writing Process Assessment

The design of assessment in this curriculum uses two assessment methods to

evaluate students' written language proficiency: one is a performance-based assessment method, and the other is an observation-based assessment method. In this assessment design, performance-based assessment can be divided into two categories: classroom tests and portfolio assessment.

Classroom tests will be teacher-made tests. Teacher-made tests will be formal assessments that are the basis for classroom grading. Portfolio assessment can be self-assessment. Self-assessment will be informal or formal, which is done by the students as a part of their learning process. The purpose of portfolio assessment is to maintain a long-term record of students' progress, to provide a clear and understandable measure of student productivity, instead of a single number, to offer opportunities for improved student self-image as a result of showing progress and accomplishment, to recognize different learning styles, and to provide an active role for students concerning self-assessment (Cudgo, Castro, & Carrillo, 1991). Teacher-made tests are given students after finishing a lesson. In the first unit, every lesson includes a teacher-made test, and the content of the test is listed by a Test Sheet. This test sheet has various test forms such as true or false, match, description, and essay tests. These teacher-made tests are designed to be conducted within time constraints.

This curriculum design, in addition to teacher-made test assessment and self-assessment, uses observation-based assessment. Observation-based assessment is a structured method of performance-based assessment, in which students can be assessed by the structured observations. An observational checklist allows teachers to circulate among students while they are working, and monitor specific skills. In this curriculum

design, observations will be performed by the teacher during all lessons. The results of these observations will be formal or informal, depending on the situation. In the formal assessment, observations of students will be scored and graded through the observational checklist.

Although self-assessment work seems to be a painful and difficult process for students, it is powerful in helping students develop the ability to assess their own work. Without self-assessment, students will not revise, or will do so reluctantly and without the requisite personal involvement. Therefore, students' self-assessment provides an important method for both teachers and students to use evaluation. In this curriculum design, most work sheets provide self-assessment. The revision stage of the writing process is based especially on self-revising and peer-revising. The basis of the students' revisions is self-assessment. To support self-assessment more directly in this curriculum design, there are many work sheets for self-assessment and peer-assessment. Sometimes, according to a scoring guide, self-assessments will be formal. A holistic scoring guide, used consistently by the teacher and by the class as a whole, will be applied to self-assessment as well as to group assessment. For example, a score of 6 is superior, a score of 5 is strong, a score of 4 is competent, score of 3 is weak, score of 2 is inadequate, and a score of 1 is incompetent. This holistic scoring guide is used to evaluate students' essay tests in this curriculum design. Self-assessment in this curriculum design will help students monitor their learning, select learning strategies, and evaluate their own abilities and problems.

The purpose of assessment of this curriculum design is to help tests to be positive

learning activities, and help show students what they are capable of. Tests are for

motivating students, and students will check their learning processes because of tests.

However, these tests will be classroom activities, and these activities will help students to

be motivated and challenged. Students will sometimes give each other their tests, orally,

in pairs during class. These tests will be another means of learning through negotiated

interaction.

APPENDIX A

UNIT ONE: COMPOSING EXCITING WRITING: NEWSLETTERS

Lesson One: The Writing Process
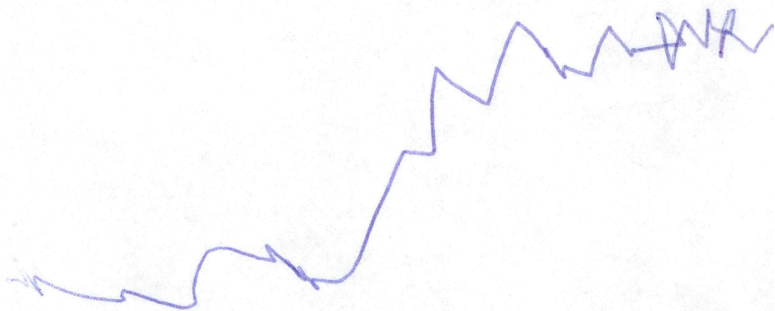
Lesson Two: Using Graphic Organizers

Lesson Three: Proofreading the Draft

Lesson Four: Internet Editing

Lesson Five: The Feature Article

Lesson Six: Analyzing a Newspaper

Lesson Seven: Newsletter Composing

Lesson One
The Writing Process

Students' Learning Objectives

1. To preview the writing process
2. To generate topics and ideas
3. To achieve the first or rough draft of paragraphs
4. To learn how to revise and edit

Target Vocabulary: topic, planning, draft/drafting, revision/revising, editing, paragraphs, brainstorming, outlining, listing, clustering, treeing

Materials

Focus Sheet I.1.1: Three Parts of a Composition
Focus Sheet I.1.2: Composition Format
Focus Sheet I.1.3: What is a Paragraph?
Focus Sheet I.1.4: The Processing of Writing a Paragraph
Work Sheet I.1.1: Identifying Parts of a Composition
Work Sheet I.1.2: The Checklist of the First Draft of a Composition
Work Sheet I.1.3: Peer Responding Work
Test Sheet I.1.1: Testing the Writing Process

Involving Students' Background, Interest, and Prior Knowledge

Ask students these questions:

Have you heard of the writing process?
Can you describe your writing process?

Task Chains

Task Chain 1. Viewing the Writing Process

1. Introduce three stages of writing process
   A. Prewriting: generating ideas
   B. Drafting the essay
   C. Making revisions

Task Chain 2. Prewriting: Generating Ideas

1. Define prewriting
   An important part of prewriting is deciding on a purpose for writing.

The purpose of prewriting is for students to think before writing. This is the exciting first stage of the writing process. It is any activity that gets students' brain to move on a writing task.

Task Chain 3. Drafting the Essay

1. Describe the three parts of a composition (see **Focus Sheet I.1.1**).
2. Give students the format for writing compositions (see **Focus Sheet I.1.2**).
3. Define "paragraph." (see **Focus Sheet I.1.3**).
4. Describe the processing of writing a paragraph (see **Focus Sheet I.1.4**).
5. Have students justify parts of a composition (see **Work Sheet I.1.1**).

Task Chain 4. Revising the Essay

1. Divide students into cooperative groups to revise and edit each other's writing.
2. Ask students to prepare copies of their rough drafts, and then ask students to revise each other's writing.
3. Have students follow the checklist and write their final drafts (see **Work Sheet I.1.2**).
4. Let students fill out peer-response sheet (see **Work Sheet I.1.3**).

Assessment

1. Give students **Test Sheet I.1.1**.
2. Criteria for grades by point value:

90-100	A
85-89	B+
80-84	B
75-79	B-
70-74	C
60-69	D
<60	F

Using Graphic Organizers

Students' Learning Objectives

1. To understand what graphic organizers are
2. To learn various strategies of graphic organizers for developing some ideas before starting to write on a specific topic
3. To use a diagram, one of the graphic organizers
4. To write an essay on the causes or effects of a specific topic, obesity

Target Vocabulary: Graphic organizers, Fishbone Map, T-Chart, Compare/Contrast Matrix, Spider Map, Clustering, Continuum/Scale, Network Tree, Venn Diagram, Line Graph, Bar Graph, Circle Graph, Flow Diagram

Materials

Focus Sheet I.2.1: Various Types of Graphic Organizers
Work Sheet I.2.1: Making a Cluster Diagram
Test Sheet I.1.1: Testing Graphic Organizers

Involving Students' Background, Interest, and Prior Knowledge

Ask students these questions:

Can you describe prewriting techniques to generate ideas?
What kind of methods have you used to generate ideas?
Have you ever used graphic organizer methods to generate ideas?

Task Chains

Task Chain 1. Explaining Various Types of Graphic Organizers

1. Define and describe various types of graphic organizers to students: flow charts, pie charts, line charts, family trees, fishbone maps, T-Charts, compare/contrast matrices, spider maps, cluster diagrams, continuum/scale diagrams, network tree diagrams, and Venn diagrams (see **Focus Sheet I.2.1**).
2. To check comprehension of graphic organizers, ask students to look at Work Sheet I.2.1.

Task Chain 2. Using Cluster Diagram to Get Ideas of a Topic

1. Divide students into cooperative small groups.
2. Give students a topic, *obesity*.
3. Have them together think of a word or phrase that interests them about a given topic.
4. Ask them to write this word or phrase on a sheet of paper.
5. Ask them to draw a circle around it.
6. Have them let their minds wander over the subject.
7. Have them think of related ideas, and write those ideas.
8. Ask them to draw circles around the related ideas, and attach those ideas to the first subject with lines.
9. Have them let thoughts wander over the related subjects.
10. Have them let each group make connections between these ideas and new ones.
11. Ask them to connect to write down the ideas and circle them.
12. Have them connect circles that are related to each other.

Task Chain 3. From Paragraph to Article: Writing an Essay of Causes and Effects about Obesity

1. Ask each group to make cluster diagrams about a given topic, obesity (see **Work Sheet I.2.1**).
2. Ask each group together to choose the most important characteristics of obesity, and then share with other groups.
3. Have each group write an essay on the causes or effects of obesity.

Assessment

1. Give students **Test Sheet I.2.1.**
2. Criteria for grades by point value:

90-100	A
85-89	B+
80-84	B
75-79	B-
70-74	C
60-69	D
<60	F

Lesson Three
Proofreading the Draft

Students Learning Objectives

1. To learn proofreading marks
2. To correct errors of paragraphs by using the proofreading symbols
3. To learn peer revising

Target Vocabulary: proofreading marks, capitalization, spelling, punctuation, noun, verb, sentence structure, word form, preposition, pronoun

Materials

Focus Sheet I.3.1: Proofreader's Symbols
Focus Sheet I.3.2: Major Grammatical Error Categories
Work Sheet I.3.1: Using Proofreader's Symbols
Work Sheet I.3.2: Grammar-Editing Work
Work Sheet I.3.3: Peer/Self Grammar Editing Work
Test Sheet I.3.1: Testing Proofreading and Editing the Draft

Involving Students' Background, Interest, and Prior Knowledge

Ask students these questions:

What is proofreading?
Have you used proofreading marks?
What kind of errors do you make in writing most often?

Task Chains

Task Chain 1. Using Proofreading Marks

1. Explain the definition and the contents of proofreading:
   The final step in revising students' writing is proofreading, which means checking for errors in capitalization, spelling, punctuation, and grammatical elements. The time to proofread is after students have finished revising.
2. Explain proofreader's symbols and use them in revising paragraphs (see **Focus Sheet I.3.1**).
3. Give students paragraphs full of errors, and have students correct errors by using the proofreader's symbols (see **Work Sheet I.3.1**).
4. Describe types of the grammatical errors which students often mistake in writing.

1. Noun Errors
2. Verb Errors
3. Punctuation and Sentence Structure Errors
4. Word Form Errors
5. Preposition Errors
6. Pronoun Errors

Task Chain 2. Self/Peer Editing of Grammatical Elements

1. Review major grammatical error categories (see **Focus Sheet I.3.2**).
2. Exercise grammar-editing (see **Work Sheet I.3.2**).
3. Practice peer/self grammar editing workshop (see **Work Sheet I.3.3**).

Assessment

1. Testing proofreading and editing the draft (see **Test Sheet I.3.1**).
2. Criteria for grades by point value:

90-100	A
85-89	B+
80-84	B
75-79	B-
70-74	C
60-69	D
<60	F

Lesson Four
Internet Editing

Students' Learning Objectives

1. To learn the Internet
2. To understand typical activity using the Internet: E-mail
3. To revise and edit through the Internet
4. To submit final draft for assessment

Target Vocabulary: Internet, browser, protocol, Gopher, hypertext, bulletin board, telnet, on-line, off-line, icon, mouse

Involving Students' Backgrounds, Interest, and Prior Knowledge

Ask students these questions:

Do you have a personal computer?
If you do, what kind of computer do you have?
What do you like about using the computer?
Do you know what the Internet and e-mail are?
What have been your previous experiences using the Internet or e-mail?

Materials

Focus Sheet I.4.1: The Terminology of the Internet
Focus Sheet I.4.2: Popular Net Resources--Education and Language
Focus Sheet I.4.3: Interesting Sites Which Deal with Keypals
Focus Sheet I.4.4: E-mail is Still "Cool."
Test Sheet I.4.1: The Internet and E-mail

Task Chains

Task Chain 1. Explaining the Internet

1. Explain the terminology of the Internet (see **Focus Sheet I.4.1**).
2. Explain how to access the Internet.
3. Students themselves browse the Internet through popular net resources (see **Focus Sheet I.4.2**).

Task Chain 2. Using E-mail

1. Introduce the function of e-mail.
2. Make a class e-mail directory.

3. Find keypals (e-mail penpals) for students (see **Focus Sheet I.4.3**).
4. Operate e-mail, send or receive e-mail messages, read them, and reply to e-mail messages (see **Focus Sheet I.4.4**).

Task Chain 3. Peer/Self Editing and Evaluating Work through E-mail

1. Edit and evaluate the e-mail letters of one another.
2. Help students write, edit, and evaluate their peers' writing.

Task Chain 4. Editing and Evaluating the Final Draft by the Teacher through the Internet

1. Receive final draft from students through e-mail.
2. Evaluate final draft, and send to students for revision.

Assessment

1. The teacher will score final draft to evaluate students' progress to assess their writing skills and grammar.
2. Re-teach common problems found in drafts.
3. Students resubmit if necessary.
4. Final grade is given to student's last submission before deadline date.
5. Next class, students will have an examination about the Internet and e-mail (see **Test Sheet I.4.1**).
6. Criteria for grades by point value:

90-100	A
85-89	B+
80-84	B
75-79	B-
70-74	C
60-69	D
<60	F

Lesson Five
The Feature Article

Students' Learning Objectives

1. To improve feature article writing skills
2. To have the chance to use new and different kinds of research materials
3. To show feature article writing process
4. To complete writing feature articles

Target Vocabulary: feature article, topic, introduction, paragraphs, body, supplement, conclusion, facts, opinions, magazines, computers, brochures, list, enumerate, outline, design, summarize, review, interpret, define, prove, demonstrate, byline, publish, photos, charts, graphs, diagrams, editorial

Materials

Focus Sheet I.5.1: What is a Feature Article?
Focus Sheet I.5.2: A Sample of Feature Article
Focus Sheet I.5.3: A Sample of an Essay Outline
Work Sheet I.5.1: The Checklist of Questions and References
Work Sheet I.5.2: Note Cards
Work Sheet I.5.3: The Main Topic Heading
Test Sheet I.5.1: Testing Writing Feature Article

Involving Students' Background, Interest, and Prior Knowledge

Ask students these questions:

Do you ever read feature articles?
What kind of feature magazine articles have you read?

Task Chains

Task Chain 1. Choosing a Topic: "The Necessity of Korean Foreign Language Education for Korean-American Children"

1. The teacher will explain what a feature article is (see **Focus Sheet I.5.1**) and give students a sample of a feature article (see **Focus Sheet I.5.2**).
2. The teacher will identify the underlying purpose of writing a feature article.
3. Students will focus and plan thoughts.

4. Students will decide how to write.
5. Students will discuss the topic with peers and the teacher.

Task Chain 2. Writing Questions and Identifying References

Instructions for students:
1. Start by thinking about the topic: "The Necessity of Korean Foreign Language for Korean-American Children."
2. Begin the good questions about the topic.
   Questions help guide students in looking for information.
   Questions help focus a topic.
3. Brainstorm lists of possible questions.
4. Then pick five questions and write them in the checklist of questions and references (see **Work Sheet I.5.1**).
5. Do not fill in the possible references yet.
6. Circle the number of the question that is the most important or interesting.
7. List five possible references for each question.
8. Visit a library or store to find references.
9. Use the Internet to find references.

Task Chain 3. Collecting and Organizing Information

1. Students will read and talk about the topic to people to collect a lot of information.
2. Students will use note cards to organize the information.
3. Students will use note cards or special reference pages to keep track of information (see **Work Sheet I.5.2**).
4. Students will use miniature note cards with one fact on each card.
5. The teacher will have students decide how to sort and group the information.

Task Chain 4. How to Make an Outline

1. Explain the importance of an essay outline to students.
2. Give students a sample of as essay outline (see **Focus Sheet I.5.3**).
3. Explain the process of subsumption, including indents four levels.
4. Provide students in pairs with a card containing a single paragraph in invitation to a wedding in the USA.

5. Text of card:

> Invitations to a Wedding in the USA
>
> About three months before the wedding, the bride and groom make a list of invitees, including both sets of relatives and friends. The invitation itself consists of the invitation, specifying place, date, and time; also included are a response card and self-addressed envelope. The invitation usually includes an invitation to the wedding reception, which may take place at a different location.

6. Check students' outline.

Task Chain 5. Writing an Outline

Instructions for students:
1. Organize ideas and notes into an outline.
2. Make an outline of main topic headings.
3. Then use a completed outline to write feature article.
4. Look over original questions.
5. Turn each question into a statement—main topic headings.
6. Turn questions into main topic headings (see **Work Sheet I.5.3**).
7. Organize note cards into groups that match main topic headings.
8. Read through note cards.
9. Use some facts or details as subtopics in outline.
10. Decide which facts or details to use as subtopics.
11. Write subtopics under the main topic headings on the outline.

Task Chain 6. Writing an Introductory Paragraph

1. The teacher will ask if students know about main topics and subtopics.
2. The teacher will introduce the topic.
3. The teacher will tell why the topic is important.
4. The teacher will have students avoid the words such as I, we, or you.
5. Students will include an interesting fact or question which will engage reader's attention immediately.
6. Students will write an introductory paragraph about a given topic.

Task Chain 7. Writing the Paragraphs of the Body

1. The teacher will explain the characteristics of the body paragraphs.
2. The teacher will describe how to write the body paragraphs.
3. Students will write the paragraphs of the body about a given topic.

Task Chain 8. Writing the Conclusion

    1. Students will use a word or phrase that describes a topic.
    2. Then students will repeat one of the most important ideas.
    3. Students will ask the reader a question or state an opinion.

Task Chain 9. Writing and Revising Feature Article more than Five
                  Paragraphs

    1. Students will write the first or rough draft following the guidelines.
    2. Students will revise the first draft.
    3. Students will type the final draft or write in ink.
    4. Students will edit the final draft.

Assessment

    1. Give students **Test Sheet I.5.1**.
    2. Criteria for grades by point value:

90-100	A
85-89	B+
80-84	B
75-79	B-
70-74	C
60-69	D
<60	F

<center>**Lesson Six**
Analyzing a Newsletter</center>

Students' Learning Objectives

1. To understand the writing genres of a newspaper
2. To analyze the format of a newsletter

Target Vocabulary: masthead, headline, type style, type size, font, title case, author, writer, box, shaded box, shadow box, picture, graphic, article, bold print, italic print, upper case, low case, centered case, left-justified, full-justified, layout, column format

Materials

Focus Sheet I.6.1: The Content of a Newspaper (Genre Contrast)
Focus Sheet I.6.2: Analyzing a Newsletter
Test Sheet I.6.1: Test for Analyzing a Newsletter

Task Chains

Task Chain 1. The Content of a Newspaper: Genre Contrast

1. Have students bring the content of a newspaper to the classroom to look at the writing genres.
2. Contrast the writing genres of newspaper such as news, feature, opinion, and advertisement (see **Focus Sheet I.6.1**).
3. Describe the differences between news, feature, opinion, and advertisement.
4. Students will find an example of each kind of genre on Focus Sheet I.6.1.
5. Students will find two topics of each genre.

Task Chain 2. Analyzing the Format of a Newsletter

1. Give students a sample of a newsletter.
2. Analyze the newsletter (see **Focus Sheet I.6.2**).
3. Using the newsletter samples, students will find one example of each term on Focus Sheet I.6.2.
4. Students will compare examples.
5. In pairs, students will quiz each other on the definition of terms on Focus Sheet I.6.2.

Assessment

1. Have students take a test about the important terminology of the newsletter (see **Test Sheet I.6.1**).
2. Criteria for grades by point value:

90-100	A
85-89	B+
80-84	B
75-79	B-
70-74	C
60-69	D
<60	F

Lesson Seven
Newsletter Composing

Students' Learning Objectives

1. To do newsletter layout
2. To learn tips on producing a good newsletter

Target Vocabulary: layout/design specialist, writing/writer, photograph/photographer, graphic/graphic artist, pre-press service bureau, printer, mailing house

Materials

Focus Sheet I.7.1: The Components Needed to Produce a Quality Newsletter
Focus Sheet I.7.2: Tips on Producing a Good Newsletter
Test Sheet I.7.1: Test of Newsletter Composing

Task Chains

Task Chain 1. Doing Newsletter Layout

1. Explain components needed to produce a quality newsletter (see **Focus Sheet I.7.1**).
2. Have students be ready to start the work of laying out the newsletter.
3. Have students create the masthead and place the lead story.
4. Ask students to place the graphic image and wrap the text around it.

Task Chain 2. Describing Tips on Producing a Good Newsletter

1. The teacher will distribute **Focus Sheet I.7.2.**
2. Students will discuss tips on producing a good newsletter.

Assessment

1. Give students **Test Sheet I.7.1.**
2. Criteria for grades by point value:

90-100	A
85-89	B+
80-84	B
75-79	B-
70-74	C
60-69	D
<60	F

Three Parts of a Composition

In general, a composition has three parts. Look at the parts of a composition and the examples below.

Parts of a Composition	Examples Topic: Against Advanced Technology
The Introduction	We are now living in the twentieth century in which various kinds of technology have been developed and are being developed. Some examples of these are computers, video-telephones, computerized television, and satellite systems. People have benefited and are benefiting from these technological advances, but there are negative sides to them also. I do not support the idea of having a new information age because it encourages people not to read and think, and it also makes it easy for others to get personal information about you.
The Body	The first argument against the new technology is that it takes time away from reading and thinking. Before television, people used to read, think, and converse. They had the time to look at their lives and values. Today, people prefer to watch exciting things on video and television. Few people find time to read books, journals, and newspapers. Students today belong to the "TV generation" and find it hard to read a book. This affects their ability to study for school. Also, because people do not read or think, they cannot look at their own lives and values. Secondly, because most services are or will be computerized, it is easy for others to get information about a person. For example, right now if you give a check to someone, your bank account number will be on it, and if someone finds out your Social Security number, it will be easy for that person to know how much money you have in your bank account. Also, the use of a credit card number to pay your bills or go shopping can take away your privacy. Someone can easily find out what you bought and what you paid for it. This can also lead to others using your credit card number, or, in other words, theft.
The Conclusion	In conclusion, although we have a very comfortable life because of modern technology, it has created some negative aspects such as taking time away from reading and meditating, and also taking away our privacy. It is important to develop modern technology, but I think it is also important to face and solve its negative aspects.

Composition Format

	(1) Tim Wills (2) May 3, 1996	
(5)		(6)
	(3) **Tim's Dream**	
	(7)	
	(4) My name is Tim Wills, and I'd like to tell you	
	(8)	
	about my dream. From the time I was a young	
	boy in a small town in Vermont, I wanted to see	
	new places and people. These days, I'm a student	
	at New York University, and I live in Greenwich	
	Village. I'm majoring in international relations.	
	My dream is to live in other parts of the world	
	and help people in poorer countries. After I	
	graduate, I hope to coordinate big projects that	
	can help make peoples' lives better.	
	(9)	

(Adapted from Olsher, 1996, p. 12)

(1) Name
(2) Date
(3) Title
(4) Indent
(5) Left margin
(6) Right margin
(7) Double-spacing after title
(8) Double-space in body
(9) Page number

Focus Sheet I.1.3
What is a Paragraph?

A paragraph is a basic unit of organization, a group of sentences that develop one main idea. There are three parts to a paragraph:

1. A topic sentence
2. Supporting sentences
3. A concluding sentence

Parts of the Paragraph	Explanation
Topic Sentence	(1) The topic sentence is the most important sentence in the paragraph. (2) The topic sentence contains the main idea of the paragraph. (3) The topic sentence controls and limits the ideas that can be discussed in a paragraph. (4) The topic sentence has two parts: the topic and the controlling idea. (5) The topic is the subject of the paragraph. (6) The controlling idea limits or controls students' topic to one aspect that students want to write about.
Supporting Sentences	(1) Supporting sentences develop the topic sentence. (2) Supporting sentences give the reader reasons, examples, and more facts about the topic sentence. (3) Supporting sentences must all be related to the topic sentence.

Concluding Sentence	(1) The concluding sentence is the last sentence of a paragraph.
	 (2) This sentence signals the end of the paragraph.
	 (3) The concluding sentence is similar to the topic sentence.
	 (4) They are both general sentences.
	 (5) The concluding sentence can be written in two ways:
	    1. State the topic sentence in different words.
	    2. Summarize the main points in the paragraph.
	      Begin a concluding sentence with one of these phrases:
	      In conclusion, ...
	      In summary, ...

(Broukal, 1994)

Focus Sheet I.1.4
The Process of Writing a Paragraph

1. Choose a subject that you know about.
   <u>Example</u>: *Studying Abroad* (Topic)

2. Identify your audience.
   <u>Example</u>: *Classmates*

3. Narrow your subject to a sentence that will interest your audience.
   <u>Examples</u>: *Advantages and Disadvantages of Being a University Student in the United States*
   Problems of Living Alone While Studying at a University in the United States

4. Collect some ideas about your topic.
   <u>Examples</u>: *Having to clean the apartment*
   No one to wake me up in the morning
   Having to shop and cook for myself
   Missing classes because I don't keep a regular schedule
   Spending my money too quickly
   Having to do the laundry
   Loneliness
   Not getting my studying completed- no one to discipline me

5. List details about some of your ideas that will interest your audience.
   <u>Examples</u>: *Waking up: late for class, never time for breakfast*
   Housework: wastes time, looks nice when finished
   Loneliness: homesick, no American friends

6. Limit the ideas to the most important ones you want to communicate.
   <u>Example</u>: *housework or loneliness ---> choose one ---> housework*

7. State the main idea of the paragraph in your topic sentence.
   <u>Example</u>: *Since I began living in an apartment and going to school, my biggest problem has been the housework.*

8. Paragraph outline
   Since becoming a student at a university in the United States, the most serious problem of living alone has been my housework.

   A. Cleaning the apartment
      1. Taking away from my studies
      2. Making the apartment look nice
   B. Shopping for food

1. Not knowing the English names for things
2. Spending time asking for help
C. Cooking my food
    1. Food uncooked or overcooked
    2. Sometimes made incorrectly
D. Doing my laundry
    1. Far away—wastes time
    2. Instructions are complicated
    3. Have to sit with the women
       If I did not have to do these jobs, I would have many more hours to concentrate on my studies.

9. Write the paragraph, using the details you have listed.

Since I began living in an apartment and going to school, my biggest problem has been the housework. Cleaning the apartment is not too bad; although it takes time away from my studies, at least when I finish the apartment looks nice. Shopping for my food is more difficult because I don't know the English names of many foods, and often I have to spend extra time asking for help. Cooking my food is a bigger problem. I have never had to cook before, and usually the results are discouraging. Sometimes the food is burned, sometimes it is not cooked enough, and sometimes I have not measured correctly, so the food tastes terrible. The worst problem is doing my laundry. The laundry room is far from my apartment, and I waste much valuable time. I also have trouble with the complicated instructions, so occasionally I end up with pink socks or a shirt that is too small. Mostly I am embarrassed as I sit in the laundry room with all the women, and so I wait until all my clothes are dirty before I do this horrible task. If I did not have to do these jobs, I would have many more hours to concentrate on my studies.

(Reid, 1988, pp. 14-16)

Work Sheet I.1.1
Parts of a Composition

Name:_____   Date:_____

I. Direction: Read the short composition below. Circle the topic sentence, body, and the conclusion, and then label them.

Alice: From Sea and Song to Business

I'd like to introduce myself. My name is Alice, and I'm from Massachusetts. I grew up in Rockport, a small seacoast town north of Boston. When I was growing up, I used to love spending time at the beach, playing volleyball and swimming.

Then, when I was in high school, I joined the drama club. We produced big musicals like *My Fair Lady* and *The Sound of Music*. I really enjoyed the music and the good friends I made, but it kept me very busy. Rehearsals took all my time after school and on weekends.

These days, I'm a sophomore in college, and I take my studies seriously. I'm a business major, and I'm also studying Spanish. In my free time, I like to practice singing South American folk songs with my friend Sonia, who is an exchange student from Peru.

One more thing I'd like to tell you about is my dream for the future. I want to be an international businesswoman. My dream is to work for a big company and live in Spain. Well, I think I'm going to enjoy this writing class. I look forward to getting to know you this semester.

II. Go back and underline any words or phrases you think you could use in writing a composition about yourself. Compare your answers with a partner.

(Olsher, 1996, p. 13)

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Work Sheet I.1.2
General Revision/Self-Revision Checklist

General Revision Checklist

1. Is the paragraph about one idea? What is that idea?

2. Underline the topic sentence.

3. What question do you expect will be answered in the paragraph?

4. Does the paragraph communicate successfully?

5. What is the best part of the paragraph? Why?

(Reid, 1988, p. 16)

Self-Revision Checklist

1. Does my writing have a clear focus?

2. Do I need to add more details?

3. Is my writing organized in a way that makes sense?

4. Are there any unnecessary parts I should leave out?

5. Is my writing style appropriate for my purpose and audience?

6. Are my sentences clear and complete?

7. Could I improve my choice of words?

(from Rinehart & Winstone, 1988)

Work Sheet I.1.3
Peer Response Sheet

Writer's name:_____ Date:_____
Peer Responder's name:_____
 (Writer: Attach this to the draft the peer responder reads and responds on)
Peer Responder: Ask the writer what he/she would particularly like you to think about
                as you read/listen to her/his paper in addition to the areas listed below.
                Use the back of the page if necessary.
Peer's areas of concern:

1. In several sentences, state what you like best about this paper
2. Is the title suitable?
3. Has the essay fulfilled the purpose of the assignment? If yes, tell how. If no, tell why and give suggestions for improvement.
4. Has the writer successfully avoided plagiarism? Indicate any problem areas.
5. Underline the topic sentence on the draft.
6. Is the paper well organized?
7. Are the body and conclusion adequate?
8. Comment on the style and tone.
9. Who is the audience?
10. What else would you suggest for improving this paper if you were turning it in for a grade?

(from Olsher, 1996, p. 48)

Name:_____   Date:_____

Direction: Read the introductory paragraphs below and answer the questions.

> I. There is a difference between being an onlooker and being a true observer of art. Onlookers just walk by a work of art, letting their eyes record it while their minds are elsewhere. They have no true appreciation of art. Observers, on the other hand, are informed and appreciative. They have spent the time and energy to educate themselves so that art will be meaningful. They don't just exist side by side with art, they live with it and are aware of its existence in even the smallest part of their daily lives.

1. What is the topic sentence (10 points)?

2. What is the thesis statement (10 points)?

3. Write your own concluding paragraph within 100 words (30 points).

> II. "The only difference between me and a madman is that I am not mad," said Salvador Dali, probably the most famous Surrealist artist. Like many other modern artists, such as Vincent van Gogh, Edvard Munch, and Jean Dubuffet, Dali was interested in the relationship between madness and creativity. Certainly the works of these artists, with their swirling lines, strange scenes and fantastic dreamlike quality, appear to be the products of unstable minds. Van Gogh produced a whole body of work while in an asylum, so the question of whether madness contributed to his work, and might even have been the force behind it, is a valid one. Where does creativity end and madness begin? Is the line separating them so thin as to be unrecognizable? These are questions that must be explored in any study of the relationship between madness and creativity in the world of art.

1. What is the topic sentence (10 points)?

2. What is the thesis statement (10 points)?

3. Write your own concluding paragraph within 150 words (30 points).

Various Types of Graphic Organizers

1. Venn Diagram
The Venn Diagram is made up of two or more overlapping circles. It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enable students to organize similarities and differences visually.
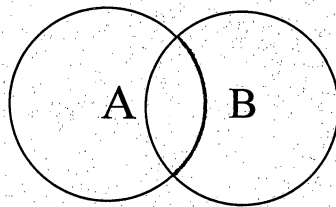
2. T-Chart
The T-Chart can be used to help students see relationships between information. It can be used to list causes (left column) with effects (right column) or to list words associated with a topic or story character.

Causes   Effects
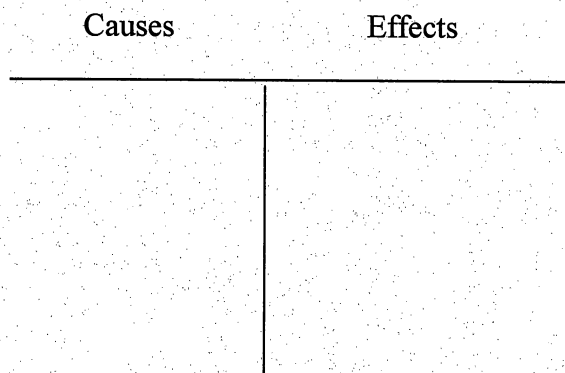
3. Compare/Contrast Matrix
The Compare/ Contrast Matrix used to show similarities and differences between two things (people, places, events, ideas, etc.). Key questions to ask: What things are being compared? How are they similar? How are they different?

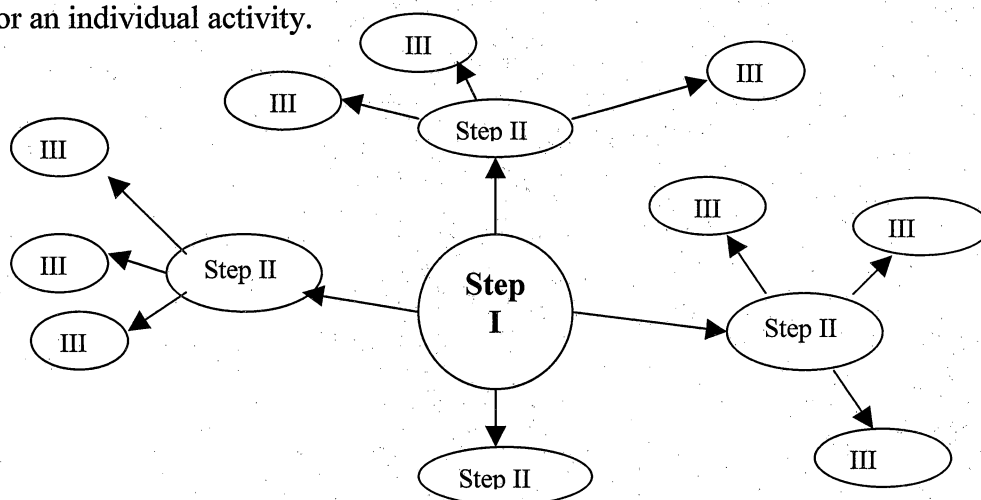| Attribute	Item 1	Item 2
Attribute 1		
Attribute 2		
Attribute 3		

4. Spider Map

The Spider Map is used to describe a central idea: a thing, a process, a concept, a proposition. The map may be used to organizer ideas or brainstorm ideas for a writing project. Key questions to ask: What is the central ideas? What are its attributes? What are its functions?

Details _____   Details _____

_____   _____

Topic
Concept
Theme

_____   _____

_____   _____
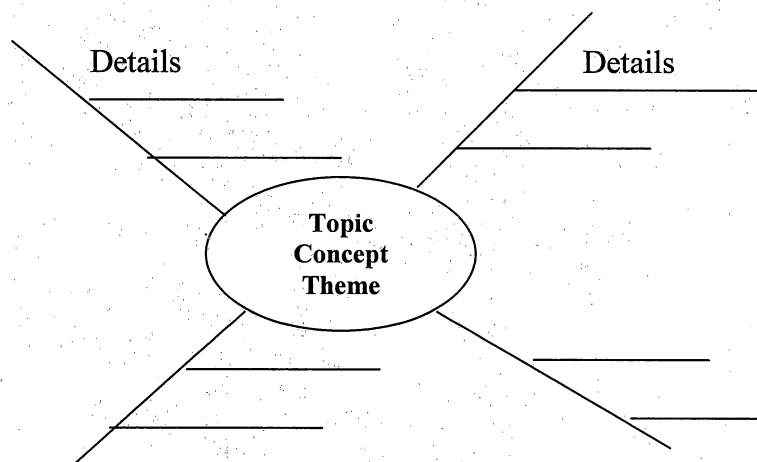
5. Clustering Diagram

Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word. As students cluster, their thoughts tumble out, enlarging their word band for writing and often enabling them to see patterns in their ideas. Clustering may be a class or an individual activity.

III

III   III

III   Step II

III

III   Step II   **Step**   III   III
                                  I

III   Step II

   Step II   III

6. Continuum/Scale

A continuum/scale is used for time lines showing historical events, ages (grade levels in school), degrees of something (weight), shades of meaning or rating scales (achievement in school). Key questions to ask: What is being scaled? What are the end points?

Low|_____|**High**
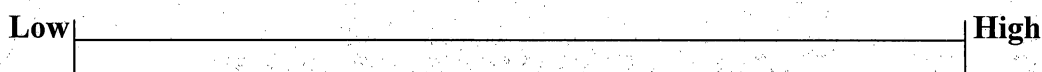
7. Fishbone Map

A fish map is used to show the casual interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key questions to ask: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?
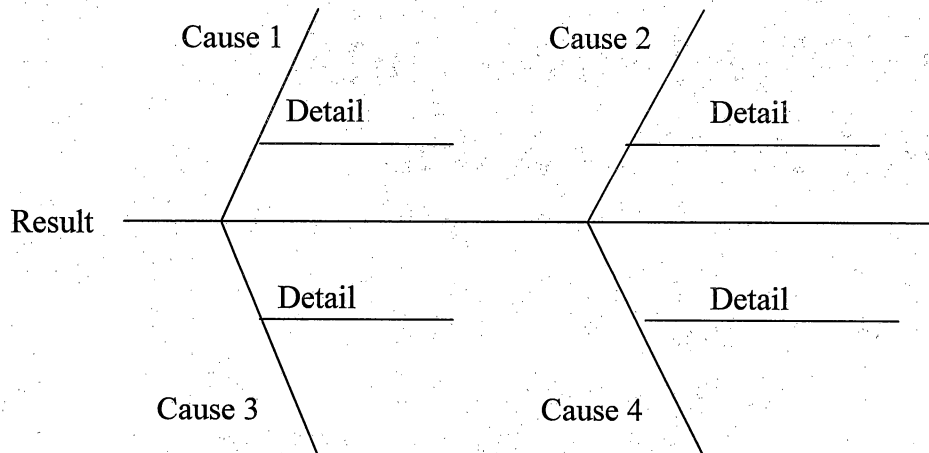
8. Network Tree

A network tree is used to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key questions to ask: What is the super-ordinate category? What are the subordinate categories? How are they related? How many levels are there?
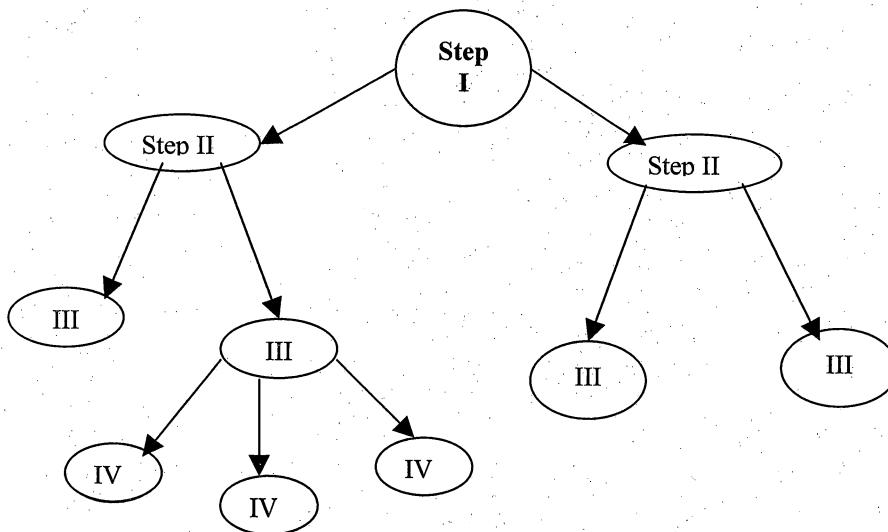
(Jones, Pierce, & Hunter, 1988)

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Work Sheet I.2.2
Clustering: Obesity

Direction: Think of a topic "Obesity" and cluster your ideas as an example below.

Test Sheet I.2.1
Graphic Organizers

Name:_____ Date:_____

I. Direction: Read the following descriptors about graphic organizers and write what
kind of graphic organizer it is (each 10 points).

1. It is used to show causal information (causes of poverty), a hierarchy (types of
insects), or branching procedures (the circulatory system). Key questions to ask: What is
the subordinate category? What are the subordinate categories? How are they related?
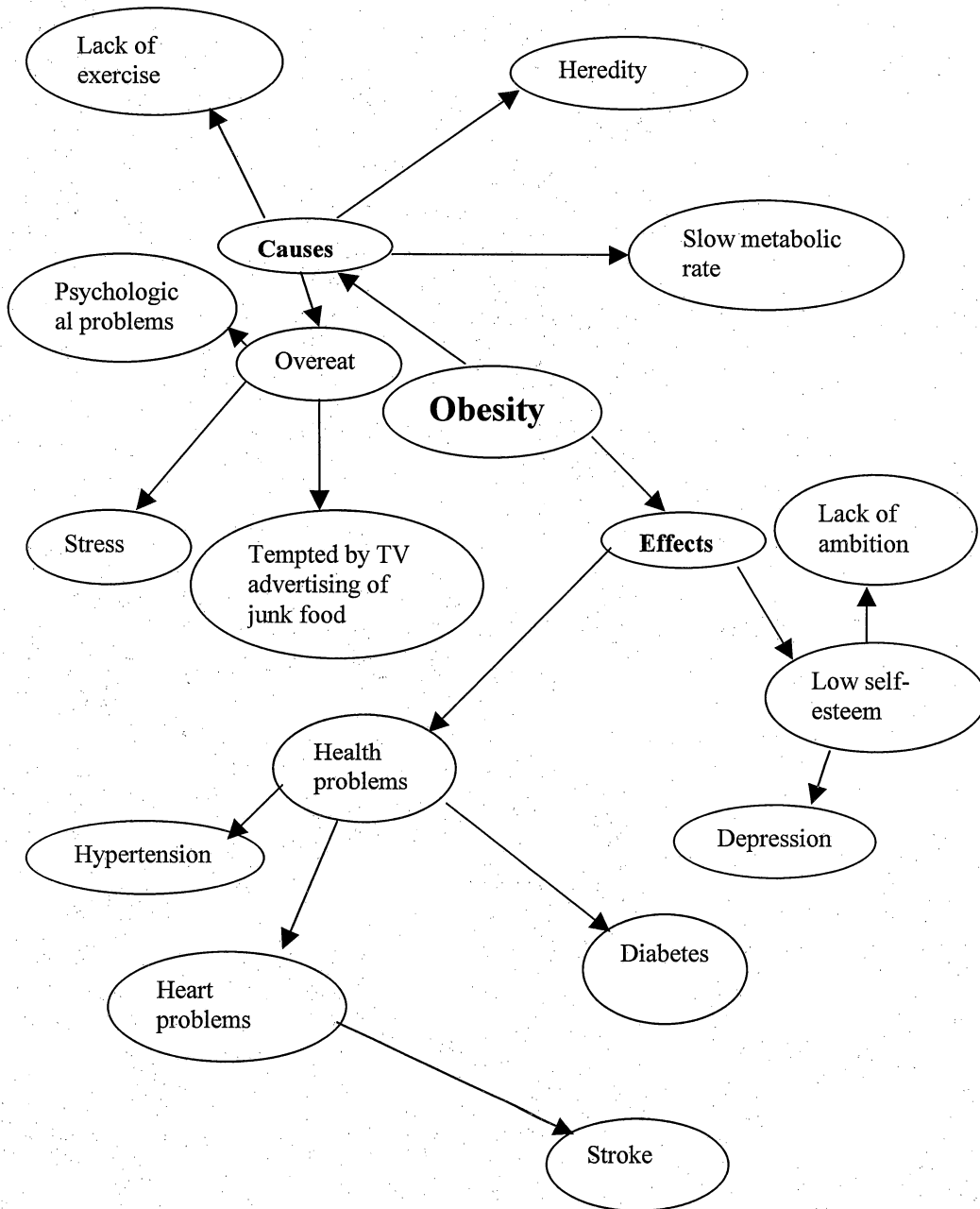How many levels are there?

This is _____.

2. It is used for time lines showing historical events, ages (grade levels in school),
degrees of something (weight), shades of meaning or rating scales (achievement in
school). Key questions to ask: What is being scaled? What are the end points?

This is _____.

3. It is used to describe a central idea: a thing, a process, a concept, a proposition,
and may be used to organize ideas or brainstorm ideas for a writing project. Key
questions to ask: What is the central idea? What are its attributes? What are its
functions?

This is _____.

4. It can be used to help students see relationships between information. It can be
used to list causes (left column) with effects (right column) or to list words associated
with a topic or story character.

This is _____.

5. It is made up of two or more overlapping circles. It is frequently used as a
prewriting activity to enable students to organize thoughts or textual quotations prior to
writing a compare/contrast essay. This activity enables students to organize similarities
and differences visually.

This is _____.

6. It used to show similarities and differences between two things (people, places, events, ideas, etc.). Key questions to ask: What things are being compared? How are they similar? How are they different?

This is _____.

7. It is a nonlinear activity that generates ideas, images and feelings around a stimulus word. As students cluster, their thoughts tumble out, enlarging their word bank for writing and often enabling them to see patterns in their ideas. Clustering may be a class or an individual activity.

This is _____.

8. It is used to show the casual interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key questions to ask: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

II. Think of a topic "Education" and cluster your ideas about the topic (20 points).

Education

Proofreader's Symbols

Proofreader's Symbols for Sentences and Paragraphs

Symbol	Meaning
frag	Is the sentence a fragment or an incomplete sentence? Check to see if it has a subject and a verb.
r/o	Is the sentence a run-on, or sentence which should really be two? [Check to see if each sentence is really only one.]
s-v agr	Does the subject agree with the verb in person and number?
//	Are two or more words in a series written in the same, or parallel, grammatical structure?
trans	Have you used transitions to connect your ideas clearly?
pro agr	Do the pronouns agree with the words they refer to in person and in number?
awk	Have you phrased your ideas in an awkward manner, perhaps by translating them from your native language?
choppy	Are your sentence short, unrelated, or choppy? Are ideas broken into paragraphs correctly? Are all your ideas related to the same topic in your paragraph?

Proofreader's Symbols for Words and Punctuation

Symbol	Meaning
sp	Is the word spelled correctly? Check a dictionary.
om	Is there a word that has been omitted?
~	Check for incorrect word order.
wd form	Are the word forms correct? Check verb tenses and suffixes.
ww	Is the wrong word used? Check its meaning in a dictionary.
p	Are there any errors in punctuation? Check to see if commas, semicolons, and quotation marks are used correctly.
cap	Are words capitalized correctly? Check to see if proper nouns, names of places, religions, nationalities, names of books, and titles are capitalized correctly.

(Broukal, 1996)

Major Grammatical Error Categories

Type 1. Nouns

    (1) Noun endings
        I need to buy some *book*.
        I gained a lot of *knowledges* in high school.

    (2) Articles
        I need to buy ^ *book*.
        A good *jobs* is hard to find.

Type 2. Verbs

    (1) Subject-verb agreement:
        The boys *was* hungry.
        That TV show *come* on at 8:00.
        Many students in the class *is* failing.

    (2) Verb tense
        Last year I *come* to Sac State.
        I've never been to Disney World, but I *had been* to Disneyland before

    (3) Verb form
        My car *was stole*.
        My mother *is miss* her children.

Type 3. Punctuation and Sentence Structure

    (1) Sentence fragments
        Wrong: *After I got home*. I washed the dishes.
        Right: After I got home, I washed the dishes.

    (2) Comma errors
        When I got home ^ I discovered my house was on fire.
        I studied hard for the rest ^ but I still got a bad grade.
        I studied hard for the test, I still got a bad grade.

    (3) Semicolon errors
        Although I studied hard for the test; I still got a bad grade.
        I studied hard for the test ^ I still got a bad grade.

Type 4. Word Form Errors

    Examples:
        My father is very *generosity*.
        Intelligent is *importance* for academic success.

Type 5. Preposition Errors

    Examples:
        I do a lot of work *on* volunteer organizations.
        For an American, I like baseball and hot dogs.

Type 6. Pronoun Errors

    Examples:
    The main supporters of recycling were Jean and *me*.
    Three students—Peter, Richard, and *her*—worked on the report.

<div align="right">(Ferris, 1995)</div>

Work Sheet I.3.1
Proofreader's Symbols

Name:_____   Date:_____

Direction: There are proofreader's symbols and their meanings below. Write suitable
proofreader's symbols on the left.

Symbol	Meaning
(1)	Is the sentence a fragment or an incomplete sentence? Check to see if it has a subject and a verb.
(2)	Is the sentence a run-on, or sentence which should really be two? [Check to see if each sentence is really only one.]
(3)	Does the subject agree with the verb in person and number?
(4)	Are two or more words in a series written in the same, or parallel, grammatical structure?
(5)	Have you used transitions to connect your ideas clearly?
(6)	Do the pronouns agree with the words they refer to in person and in number?
(7)	Have you phrased your ideas in an awkward manner, perhaps by translating them from your native language?
(8)	Are your sentence short, unrelated, or choppy? Are ideas broken into paragraphs correctly? Are all your ideas related to the same topic in your paragraph?
(9)	Is the word spelled correctly? Check a dictionary.
(10)	Is there a word that has been omitted?
(11)	Check for incorrect word order.
(12)	Are the word forms correct? Check verb tenses and suffixes.
(13)	Is the wrong word used? Check its meaning in a dictionary.
(14)	Are there any errors in punctuation? Check to see if commas, semicolons, and quotation marks are used correctly.
(15)	Are words capitalized correctly? Check to see if proper nouns, names of places, religions, nationalities, names of books, and titles are capitalized correctly.

Work Sheet I. 3.2
Grammar-Editing Worksheet

Name:_____   Date:_____

Direction: Read your partner's essay. First, find all the nouns, and underline any noun errors. Then do the same with verbs, punctuation/sentence structure, word forms, and prepositions. Count the errors of each type and fill in the worksheet below. Turn in both your marked essay and this worksheet.

Type	Explanation
1. Noun Errors	Total number of noun errors in essay: ( ) Write one example from the essay below. Underline the error.
2. Verb Errors	Total number of verb errors in essay: ( ) Write one example from the essay below. Underline the error.
3. Punctuation and Sentence Structure	Total number of punctuation errors in essay: ( ) Write one example from the essay below. Underline the error.
4. Word Forms	Total number of word form errors in essay: ( ) Write one example from the essay below. Underline the error.
5. Prepositions	Total number of preposition errors in essay: ( ) Write one example from the essay below. Underline the error.
6. Pronouns	Total number of pronoun errors in essay: ( ) Write one example from the essay below. Underline the error.

(Ferris, 1995, p. 19)

Work Sheet I.3.3
Peer/Self Grammar Editing Workshop

Name:_____ Writer's Name: _____

Direction: Read your partner's second essay, looking specifically for errors in
grammatical elements. Mark the paper using the symbols below.

   1. If there is a spelling error, circle it;
   2. If there is a grammar error, underline the word or phrase that has the problem;
   3. If there is a missing word, put a ^ to show that something is missing.
   4. After you have read the essay, complete the worksheet below.

Error Types
1. Noun Errors
  Total number found in essay: (   )
  Example (from essay):

2. Verb Errors
  Total number found in essay: (   )
  Example (from essay):

3. Punctuation and Sentence Structure Errors
  Total number found in essay: (   )
  Example (from essay):

4. Word Form Errors
  Total number found in essay: (   )
  Example (from essay):

5. Preposition Errors
  Total number found in essay: (   )
  Example (from essay):

6. Pronoun Errors
  Total number found in essay: (   )
  Example (from essay):

(Ferris, 1995, p. 18)

Test Sheet I.3.1
Proofreading and Editing

Name:_____   Date:_____

Direction: Proofread and edit the following draft. Find these errors (each 15 points).

	Number of Errors to Find
1. Spelling	3
2. Missing subject	2
3. Missing verb	1
4. Run-on sentence	1
5. Sentence fragment	2
6. Present or past tense	3

My Classmate Maria Espinoza

I met and interviewed Maria Espinoza in my ESL writing class. In spring, 1997. She comes from Cuba nine years ago to join her son and his family.

Maria likes living in United States becaue likes the political system better here. She prefers democracy over communism. Also, she like being near her grandchildren. So that she can watch them grow up. One thing she does not like about this country is the attitude of the teenagers. Says that teenagers do not respect their parents enough, and hopes that her grandchildren grow up with good, old fashioned family values.

I appreciate Maria's concern, I have heard my own parents state a similer opinion. But I certain that with Maria's love and guidance, her grandchildren will grow up with strong family values. I really enjoy interviewing Maria.

Focus Sheet I.4.1
The Terminology of the Internet

"X" means the very important concept. Students have to know its definition.

X	Term	Explanation
X	Address	A unique identification that identifies an Internet site. The three types of addresses in use are e-mail, Internet (an IP address that identifies a node on a network), and hardware (MAC) addresses.
	Archie	A search program used to search files indexed and stored on anonymous FTP sites.
	BBS (Bulletin Board System)	A computer-based meeting place (and its accompanying software) that allows people to discuss topics of the Internet, upload and download files, and make announcements. Many government, educational, and research organizations maintain their own BBS for posting of local news and to exchange e-mail.
X	Browser	A software program used to look at various Internet resources. Browsers are either text—or graphics—based.
	Connect time	The length of time a user is connected to an online service.
X	E-mail	Electronic mail, messages that are sent via a computer network, i.e., electronically. The messages are stored until the address accesses the system and retrieves the message.
X	FAQ (Frequently Asked Questions)	Files maintained at many Internet sites, especially newsgroups, that provide answers to common problems. Intended to bring novices up to speed without posting repetitive questions.
	FTP (File Transfer Protocol)	An application used to transfer files between your computer and another on the Internet. FTP is a special ways to login to another Internet site to retrieve and/or send files. Many Internet sites have established publicly accessible material that can be obtained through FTP; the user logs in using the account name anonymous.
X	Gopher	A widely used menu system to make materials available over the Internet. Gopher client to access information from any accessible Gopher server, thus creating a single Gopherspace of information.
X	Home page	The introductory page to a WWW site.
	Hypertext	Any text that contains links to other media, such as audio, video, or graphics files.

X	Term	Explanation
	Icon	A small picture that represents an action that the computer can perform. Usually, the picture shows that button does. For example, the PRINT icon will probably look like a printer (American Online, 1997).
X	Internet	An Internet is a network; the term Internet is usually used to refer to a collection of networks interconnected with routers. What has been commonly called the Internet (with the capital I) is the largest internet in the world. It is a three-level hierarchy composed of backbone networks (e.g., NSFNET, MILNET), mid-level networks, and stub networks.
X	Listserv	A common type of automated mailing list distribution system, developed originally on BITNET, but now common on the Internet. Subscribers receive all messages posted on that list.
	Mouse Pointer	A pointing device that looks like a small box with a ball underneath together with a chord attaching it to the computer (American Online, 1997).
	Offline	Literally, not connected. Used to denote time spent preparing information downloaded from a remote system.
X	Online	Communications via a modem or network to a host system; the time the user is actually logged into the host.
	Surfing	Exploring World Wide web, commonly seen as "surfing the net" (American Online, 1997).
	Telnet	A program that allows login from one Internet site to another.
X	WWW (World Wide Web)	The network of hypertext servers which allow text, graphics, and sound files to be mixed together and accessed through hyperlinks.
	FTP	File Transfer Protocol: a software protocol for exchanging information between computers over a network.

(Barron & Ivers, 1996, pp. 149-52)

Focus Sheet I.4.2
Internet Sites Which Deal with Keypals (E-mail Penpals)

*Penpals on the Internet are sometimes called "keypals."

Resources	URL
Intercultural Classroom Connections	http://www.stolaf.edu/network/iecc/index.html. This is the best site found for teachers who want to match up classes for keypal exchanges or other Internet projects.
The EXCHANGE list of penpals	http://deil.lang.uiuc.edu/exchange/contributions/penpals/penpals.html. This is a very good site for individual students looking for keypals. All listings are current (old listings are removed after one month) and contain information about the keypals' hobbies and interests.
The Pen Pal Exchange	http://www.iwaynet.net/~jwolve/pal.html. This has listings for individuals looking for penpals as well as for teachers who want to match up classes. Most of the class listings are for elementary through high school classes, however.
Dave's ESL Café	http://www.pacificnet.net/~sperling/student.html This has a list of individuals who are looking for penpals.
Keypal Opportunities for Students	http://www.ling.lancs.ac.uk/staff.visitors.kenji.keypal.htm For projects that involve penpals: The table of contents consists of "Keypal Opportunities for Students" on WWW by Kenji Kitao and S. Kathleen Kiato
E-mail Pen-pal Opportunities for Students Linguistic Funland	Http://www.stolaf.edu/network/iecc Several links to keypal opportunities, with good descriptions

(Staff, 1997)

Focus Sheet I.4.3
E-mail is Still "Cool."

While the Internet is rich in resources for teachers, the world is not as rich in access to all those resources. Many teachers do not have access to computers of any kind, and certainly not computers with fast telephone lines, or fast modems for connecting to the World Wide Web. For those whose sole access to the Internet is electronic mail, take heart: Most of the most useful material is still available through e-mail. World Wide Web pages can be terrific—but hard to get to for much of the online world. If you are comfortable with using e-mail, then you can interact with others in a mailing list, contact individuals with common interests, or subscribe to electronic newsletters on a variety of topics.

Sources	URL
Dr.Bob@Rankin	He is a well-known figure of the Internet, offering free instructional materials for new and not-so-new users. He keeps a large file titled *How to Assess Internet Services By E-mail.* Anyone may retrieve this file by following these instructions: To: Mail-server@rtfm.mit.edu (for US, Canada & South America) Enter only this line in the BODY of the note: Send usenet/news.answers/internet-services/access-via-e-mail> or To: mailbase@mailbase.ac.uk (for Europe, Asia, etc.) Enter only this line in the BODY of the note: Send lis-iis e-access-inet.txt
Electronic newsletters	Electronic newsletters are announced via e-mail several times a week in a newsletter about new and notable newsletters. To subscribe, send the message "subscribe new-list" to listserv@listserv.net
TESL-L	TESL-L is the best place for new users of the Internet to start when wishing to learn about the applications for teaching in EFL. Joining TESL-L costs nothing, and it is easy to subscribe. Simply send a message to LISTSERV@cunyvm.cuny.edu that says "subscribe tesl-l." This will give you access to daily discussions and files which contain instructions on using the Internet, as well as suggestions, bibliographies, and lesson plans.
Collab Projects	This is collection of handouts from the 1995 TESOL Convention, collected by Susan Gaer. These present excellent ideas on how to design and what to consider in collaborative projects.
Web Projects	This is a collection of information, articles, handouts, and postings from TESL-L about very creative uses of the World Wide Web. The projects allow students to incorporate all aspects of the language with a view toward completing and publishing (on the web) a final product.

Sources	URL
Penpal Article and Penpal Advice	Both files present excellent advice and describe real world experiences with collaboration between classes in a penpal project. The first file, "Penpal article," was published in *Collegiate Microcomputer*.
Motown Course	A course outline contributed by Jennifer Craft focuses on the history of Motown, the music produced in Detroit, Michigan. The 18 lessons utilize the four basic language skills in a culture-based mini-course.
Student Projects	By Anthea Tillyer and Maggie Sokolik; focuses on the use of student projects (sustained writing with a unified theme) as an alternative to portfolios (collections of disparate pieces).
Video Content	This was assembled from various contributors to the TESL-L over a period of weeks on the use of films on videotape for the purpose of content-based instruction. Observations include descriptions of the content, strengths and weaknesses of specific films, and a listing of films to consider.
Culture Article	By Kenji and Kathy Kitao. Tips and ideas on teaching content and culture.
Holidays Easter	This is from a collection of lessons, readings, and quizzes on holidays by Kenji Kiato.

(Staff, 1997)

Focus Sheet I.4.3
Popular Net Resources—Education and Language

Resource	Explanation
Higher Education Resources and Opportunities	Address: telnet://fedix.fie.com The Minority Online Information Service is an online database service with all sorts of information about scholarships, grants, fellowships, conferences, research opportunities, and other opportunities for minorities and women.
Hillside Elementary School	Address: http://hillside.coled.umn.edu/ Every student in Mrs. Collins' sixth grade class has created his or her own home page. Lots more planned for this site, a joint project of Hillside Elementary School in Cottage Grove, Minnesota, and the University of Minnesota College of Education.
Schoolnet Resources Manual	Address: ftp://schoolnet.carleton.ca/pub/English/Manuals This is a huge file rich in pointers to science, technology, and education resources on the Net. The manual's directory is full of Net information. Check out the Big Dummy's Guide to the Internet, Electric Mystic Guide to Internet, FTP Introduction, E-mail Intro, Gopher_FAQ, Internet Basics, and Guidelines-Netiquette.
U.S. Department of Education	Address: http://inet.ed.gov/ Get press releases and information about funding opportunities, speeches prepared for the U.S. Secretary of Education, Teachers' and Researchers' Guides to the U.S. Department of Education, and links to other educational resources.
Esperanto-English Dictionary	Address: gopher://wiretap.spies.com Next time your boss tells you what to do, why not answer in Esperanto!
Human-Language Page	Address: http://www.willamette.edu/~tjones/ This page currently contains more than 100 links to over 40 different languages. Tutorials, dictionaries, software, and literature.

Resource	Explanation
Foreign Language Resources	Address: http://www.itp.berkeley.edu/~thorne/HumanResources.html This is a large collection of links to sites that can help you learn a foreign language.
The Global Schoolhouse (Internet Resources for Educators)	Address: http://www.gsn.org/gsn/articles/article.design.project.html Address: http://www.gsh.org/ A small sample of the contents: Search: Find specific projects, events or resources to help bolster the use of technology in your school.
Project Development/Collaboration Partners	Address: http://www.stolaf.edu/network/iecc St. Olaf's College in Minnesota provides teachers with a place to learn about e-mail discussions and projects. There are lots of U.S. teachers involved looking for classrooms outside the United States in other subject matters—history, social studies, geography—providing a common area of interest for a project.
NASA (National Aeronautics and Space Administration): NASA's Quest Project	Address: http://www.nasa.gov Address: http://quest.arc.nasa.gov NASA has a plethora of useful information for teachers.

(James, 1996)

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Test Sheet I.4.1
The Internet and E-mail

Name:_____   Date:_____

Direction: Briefly describe the following terminology of the Internet (each 10 points).

1. WWW

2. E-mail

3. Internet

4. Address

5. FAQ

6. Gopher

7. Listserv

8. Online

9. Browser

10. Icon

Focus Sheet I.5.1
What is a Feature Article?

This type story is an excellent credibility generator. Feature articles can cover an unlimited range of subject matter. A technical paper gets published in the right trade or professional journal, under your personal, or an engineering executive's byline. The individual and the company gain recognition as authorities. Some case studies wind up growing into "feature articles." There is no clear dividing line. Generally a feature article is longer than either a case study or a news release. A feature article will usually be illustrated by several photos and a case study or news release by only one. Technical paper type feature stories may be illustrated by charts, graphs and diagrams as well as photos. Feature articles are placed on an exclusive basis with one magazine for a guaranteed time period. Some feature articles are published by amateurs without editing/rewriting (tuning up for publication). Oftentimes the articles are completely ghost-written by professionals. Some magazines will give the author byline credit and some will not. In a few cases the magazines will assign a staff writer to research and write the story – even visiting plant sites or remote end user locations and taking photos. Feature articles are normally 500-3000 words in length.

(Rystrom, 1994)

Mentors
By Kimberly Toole
Special to the Chronicle

Have you ever wanted to make a difference in a child's life? Do you love children? If the answer is yes, then we may have an opportunity for you, the Mentoring Program.

In response to increasing youth crime and delinquency, members of seven San Bernardino congregations gathered to ask what immediate steps could be taken to respond to youth in crisis. The Inland Congregations United for Change developed a "Together for Youth Strategy."

On June 15 the Mayor of San Bernardino, the City Council, the San Bernardino Unified School District Board, and representatives from area businesses and congregations signed a covenant to work in partnership to implement the program.

The Mentoring Program asks from each volunteer one hour a week. The mentors visit students at schools where the children are enrolled. The mentors are also asked to take a two hour training session. The training is informative and often entertaining. Additionally, mentors are asked to make at least a one year commitment to a student.

Many of the relationships will last even longer, because the mentors grow to care for their mentees. If the mentor is consistent, a major difference in the child's life may show.

One day I was filling out a questionnaire with my mentee, to help me get to

know her better. The questionnaire asked to check off boxes next to words that described her. There were words such as "popular," "shy," "lonely," and "caring." There was also a space to fill in more words that the mentee said she was "happy." I thought that was great, so I asked why she was happy. She explained that she was happy because "I have a mentor."

Would you like to affect a child's life in the same way? If so, call Kimberly Toole or Rita Coronado at (909) 885-1847 to find out how you can get involved. Believe me you will make a difference.

(Toole, 1998, March, p. 9)

Essay: Preparation for Marriage in Somalia

Preparation for marriage in Somalia consists of many important tasks such as working hard to earn money, collecting contributions of livestock from relatives, and preparing items for the home.

A man who intends to marry has the responsibility to have money. If he is poor, he must work for others to earn money. If he is rich, he must sell part of his livestock to raise cash. He could become a businessman, selling merchandise such as cigarettes and clothes to make money. This money must be conserved for the marriage.

If a man needs additional resources, he can collect from his extended family. Each family member should contribute one to four heads of cattle. This is a tradition. He can also collect from his friends.

A woman who wishes to marry spends her time making items for the house, such as mats, wooden posts, and water containers. In this effort, she collaborates with family members, relatives, and friends.

Preparing for marriage is a long and tedious task in Somalia, but it is essential for the establishment of a new family.

Outline: Preparation for Marriage in Somalia

Topic: Marriage Preparation in Somalia

I. Thesis Statement: Preparation for marriage in Somalia consists of very important tasks such as working hard to earn money, collecting contributions of livestock, getting money from relatives, and preparing items for the home.

II. Man's Responsibility to Raise Money
    A. Must work to collect money
        1. Poor man: Working in villages and towns
        2. Rich man: Selling part of livestock
        3. Become a businessman
            a. Selling cigarettes
            b. Selling clothes
    B. Must conserve money

III. Collection of Livestock
    Preparation for marriage.
    A. Collect from his family
        1. Amount of contribution: one to four heads
        2. Contribution is a tradition
    B. Collect from friends

IV. Woman: Making Items for the House
    A. Mats, wooden posts, and water containers
    B. Collaborates with family members, relatives, and friends

V. Concluding Sentence

(Reid, 1988, p. 53)

Work Sheet I.5.1
The Table of Questions and References

1. Questions: _____
   _____

   Possible References: _____
   _____

2. Questions: _____
   _____

   Possible References: _____
   _____

3. Questions: _____
   _____

   Possible References: _____
   _____

4. Questions: _____
   _____

   Possible References: _____
   _____

5. Questions: _____
   _____

   Possible References: _____
   _____

Work Sheet I.5.2
A Form of Note Cards

Note Card A
  Source:
  Questions:
  Notes from the materials:

Note Card B
  Source:
  Questions:
  Note from the article:

Note Card C
  Source:
  Questions:
  Note from the interview:

Note Card D
  Source:
  Questions:
  Note from the magazine:

Note Card E
  Source:
  Questions:
  Note from the books:

Work Sheet I.5.3
Outline: Main Topic Headings

	Outline: Main Topic Headings
1. Original question Main topic heading	
2. Original question Main topic heading	
3. Original question Main topic heading	
4. Original question Main topic heading	
5. Original question Main topic heading	

Test Sheet I.5.1

Name:_____ Date:_____

I. Direction: Read the characteristics about a feature article below and write out the
   word True or False (each 5 points).

-----1. Feature articles can cover an limited range of subject matter.

-----2. A technical paper gets published in the right trade or professional journal, under
   your personal, or an engineering executive's byline.

-----3. Some case studies wind up growing into "feature articles."

-----4. There is clear dividing line in writing a feature article.

-----5. Generally a feature article is longer than either a case study or a news release.

-----6. A feature article will usually be illustrated by several photos and a case study or
   news release by only one.

-----7. Technical paper type feature stories may not be illustrated by charts, graphs and
   diagrams as well as photos.

-----8. Feature articles are placed on an exclusive basis with one magazine for a
   guaranteed time period.

-----9. Some feature articles are written by amateurs - with or without editing/rewriting
   (tuning up for publication).

-----10. Oftentimes the articles are completely ghost-written.

-----11. Feature articles are normally 500-3000 words in length.

II. Direction: Think of a topic "Superstitions in My Country" and write the essay outline
   about the topic (45 points).

Focus Sheet I.6.1
Genres of a Newspaper

Genre	Explanation
Headlines	Good headlines are important in newspapers. The first important function of a good headline is to get readers' attention. Headlines capture readers' interest and make them want to read on.
International Affairs	Writing about international affairs may be either the most difficult or the easiest topic for writers of newspapers, because the mayor, governor, and neighboring nation are not present to contest the accuracy of the story.
Business and Economy	Business and the economy in newspapers can be as broadly defined as business and economy themselves. They are very useful for readers, especially, businessman or economists.
Art and Culture	Features on arts and culture in newspapers are very popular in newspapers. These art and culture features rank lower than most other features.
Science, Medicine, and the Environment	Medicine and the environment are other areas which feature writers may ignore. Writers have to acquire both the knowledge of what they will write about and an understanding of those who disagree.
Sports	The realm of sports seems to be increasingly regarded as a suitable topic for features. The reason for this is that sports features have widened their coverage far beyond the simple reporting of the results and descriptions of events.

(Bowie, 1989)

Focus Sheet I.6.2
The Terminology of a Newsletter

Term	Explanation
Masthead	The part containing the name of the publisher
Headline	The large type titles of articles
Type style	The look of the print (normal, bold, or italic)
Type size	The size of the letters in print
Font	The characteristics of the print
Title case	All important words are capitalized
Box	An area of print with a box around it
Shaded box	Boxed print with shading
Shadow box	Boxed print with a black box behind shaded box
Picture	A photograph
Graphic	A drawing
Article	A unit of text
Bold print	The part of characters darker than regular
Italic print	The part of characters slanted to the right
Lower case	A mix of capitalized and lower-case letters
Upper case	All capitalized case
Centered case	A title equally distanced from left or right
Left/justified	Text lines up on left margin
Full justified	Margin is straight margin on both left and right.
Layout	Final format of publishing
Column format	Single or double units of text per page in left or full justification
Byline	A line identifying the writer

Test Sheet I.6.1

Name:_____ Date:_____

Direction: Briefly describe the terminology about a newsletter below (each 5 points).

1. Masthead

2. Headline

3. Type style

4. Type size

5. Font

6. Title case

7. Author/writer

8. Box

9. Shaded box

10. Shadow box

11. Picture

12. Graphic

13. Article

14. Bold print

15. Italic print

16. Lower case

17. Upper case

18. Centered case

19. Left/justified

20. Full justified

Focus Sheet I.7.1
Components/Specialists Needed to Produce a Quality Newsletter

Components/ Specialists	Explanation
Writer	A skilled writer is well versed in the interviewing techniques necessary to pursue the unique angle of every story. A writer working on a newsletter deadline must have the ability to grasp the essence of a story, write succinctly and write on time. Then, the writer must be able to re-write, change the layout (if necessary) and produce the newsletter to meet the deadline.
Design/Layout Specialist	Once the writing is done, it is critical to design the newsletter in an attractive, easy-to-read manner. The best writing will be wasted with a poor design. It is one thing to have a page layout/design program, and quite another to have the creativity to be able to manipulate it to produce a winning design.
Photographer	A well-written, attractively designed newsletter can be sabotaged by poor photography. Polaroids and Instamatics are often the rule for internally produced company newsletters. Un-scanned photos, printed using old techniques, often appear washed out.
Graphic Artist	Many times you will have special art work requirements - a logo design, a specific graphic needed to illustrate a story, or a corporate identity. You will need the services of a specially trained graphics person who understands not only concepts, but the use of sophisticated graphic design computer programs.
Pre-Press Service Bureau	When you are finished with the layout, how will you get it from your computer to the printed page? The middle step in the process is the pre-press service bureau. These are the people who take your disk or camera ready art work and produce the film of your newsletter pages for the printer.
Printer	Do you want a quick-printed or fine commercially printed newsletter? Will you be using a printer with a one-color, two-color or four-color press? What kind of paper do you want? How many colors? How much will it cost? Will your printer do a good job, on time, and at the quoted price?

(Jeff, 1997)

Focus Sheet I.7.2
Tips on Producing a Good Newsletter

If you're writing and designing your own, here are a few guidelines on getting the most out of your efforts.

Tips	Explanation
Keep your stories short, simple and clean	Good writing will sometimes command attention, even if your design is lacking in creativity.
Use a style book	The Associated Press Style Book, the Washington Post Desk Book on Style, the Chicago Manual of Style and The Elements of Style (Strunk & White) are excellent. Have someone proofread your articles for grammar, spelling, punctuation, syntax and clarity.
Avoid cliches	Avoid expressions such as "a good time was had by all," or "it goes without saying," or "needless to say."
Learn about typefaces	Also learn about leading (the space between each line of type), how to make a layout and how to make your copy fit your layout.
Have a good mix of graphics and text	Include photographs and art work in your newsletter. Nothing is more boring than reading straight text.
Do not get too fancy with printing	The main object of your newsletter is that it gets read. Stay away from colored ink for text – newsletter articles look best in black or dark blue. Use a second and/or third color sparingly - for screen tints, large drop caps at the beginning of an article, page numbers, and any other graphic that is repeated throughout the newsletter. Too much use of another color is distracting to the reader. Print your newsletter on an easy-to-read paper – white, off-white, light gray, beige, etc. Avoid red, green, blue, yellow, orange, etc. Glossy, uncoated or matte finishes are OK.

(Jeff, 1997)

Test Sheet I.7.1

Name:_____ Date:_____

I. Direction: There are components/specialists needed to produce a quality newsletter
below. Briefly describe them (each 10 points).

1. Writer:

2. Design/Layout Specialist:

3. Photographer:

4. Graphic Artist:

5. Pre-Press Service Bureau:

6. Mailing House:

II. Direction: If writers are writing and designing their own newsletters, there are a few
guidelines on getting the most out of their efforts. Write out the tips on
producing a good newsletter (40 points).

APPENDIX B

UNIT TWO: USING THE BROADCAST

Lesson One: Understanding the News Format in Newspaper and TV Broadcasting

Lesson Two: What's News?—Brainstorming and Planning

Lesson Three: Interview Skills

Lesson Four: Writing Up the Interview

Lesson Five: Editing the Interview

Lesson Six: Broadcast Role Play

Lesson One
Understanding the News Format
in Newspaper and TV Broadcasting

Student Learning Objectives

1. To identify the genre of news in newspaper and TV broadcast
2. To compare and contrast news genres of newspaper and TV broadcast
3. To recognize how to use present tense in newspaper and TV broadcast

Target Vocabulary: Present news items of paper and TV broadcast
Nation, world, local, sports, business, life and style, calendar, travel watch, future watch, business Asia, headline news, Larry King, entertainment today, earth watch, infomercials, CNN presents, crossfire

Grammar Focus: Present tense

Materials

Focus Sheet II.1.1: A Sample of Feature Article in Newspaper
Focus Sheet II.1.2: The Comparison of Genres between Newspaper and TV Broadcast
Focus Sheet II.1.3: Present Tense Used in Writing News
Work Sheet II.1.1: Identifying News Format or Genre
Work Sheet II.1.2: A Sample News Clipping to Identify Present Tense
Test Sheet II.1.1: Testing News Genres

Involving Students' Background, Interests, and Prior Knowledge

Ask students these questions:

What newspaper do you subscribe to?
If you do, can you describe the news format?
What items do you see in the newspaper?
What are the most interesting items?
Do you have a TV in your home?
If you have, how long do you watch it every day?
And what kind of broadcasting station do you like best?

Task Chains

Task Chain 1. Describing Format of Newspaper and TV Broadcast

1. Before teaching format of newspaper and TV Broadcast, tell students that this part provides crucial background knowledge for the next lessons.
2. Give students samples of feature article of newspaper (see **Focus Sheet II.1.1**), and describe and explain Focus Sheet II.1.1.

Task Chain 2. Contrasting the News Formats of Newspaper and Broadcast

1. Ask students to view Focus Sheet II.1.1 again.
2. Describe the differences between formats of newspaper and broadcast with Focus Sheet II.1.1 and **Focus Sheet II.1.2**.
3. After teaching news formats of paper and CNN-video, divide students into small groups.
4. Give students news column sample (see **Work Sheet II.1.1**), and ask students to identify, analyze, and discuss news format.

Task Chain 3. Present Tense

1. Explain that present tense is very common in news of newspaper and broadcast.
2. Explain present tense to students.
3. After explaining present tense, divide students into small groups, and ask each group to identify present tense in newspaper (see **Work Sheet II.1.2**).

Assessment

1. Give students **Test Sheet II.1.1** to identify the comparison of the genre of newspaper and TV.
2. Criteria for grades by point value:

90-100	A
85-89	B+
80-84	B
75-79	B-
70-74	C
60-69	D
<60	F

Lesson Two
What is News?—Brainstorming and Planning

Student Learning Objectives

1. To define news
2. To analyze the qualities of news to build up general understanding of news
3. To learn how to organize and plan news
4. To identify language and language pollution of news
5. To study how to use voice in writing

Target Vocabulary: news, timeliness, proximity, prominence, consequence, human interest, self-identification, disaster and progress, conflict, editorial policy, news viewpoints, small-town vs. big city reporting, variables in the news, the news package, the inverted pyramid, hourglass

Grammar Focus: Active voice

Materials

Focus Sheet II.2.1: What is News?
Focus Sheet II.2.2: Three Different Kinds of News
Focus Sheet II.2.3: A Sample of Pseudo-language of News
Work Sheet II.2.1: A Sample of Language Pollution of News for Students to Correct
Work Sheet II.2.2: Active Voice
Test Sheet II.2.1: Testing News Contents

Involving Students' Background, Interests, and Prior Knowledge

Ask students these questions:

What is news?
Can you describe the qualities of news?
How can news be organized and planned?
Can you change the passive voice in the paragraph to the active voice?

Task Chains

Task Chain 1. Defining News

1. Describe our purposes to learn about news in detail.
2. Define what is news (see **Focus Sheet II.2.1**).

3. Identify three different kinds of news (see **Focus Sheet II.2.2**).
   -The daily public news.
   -The news that has to be dug out the hard way.
   -The news that no one understands until a thoughtful reporter writes it.

Task Chain 2. Learning the Qualities of New

1. Explain to students the five general natures of news – timeliness, proximity, prominence, consequence, and human interest.
2. After teaching these natures of news, divide students into small groups.
3. Give sample papers to each group, and ask students to identify these qualities of news.

Task Chain 3. Checking and Recognizing the Language and the Language Pollution of News

1. Before beginning writing news, recognize word pollution or pseudo-language of news.
2. Give students samples of the language pollution and the pseudo-languages of news (see **Focus Sheet II.2.3**), and explain to students "language pollution" of news.
3. After teaching the phrase "language pollution of news," divide students into small groups.
4. Give samples of pseudo-language of news (see **Work Sheet II.2.1**) to each group, and ask each group cooperatively to identify and discuss the part of language pollution of news.

Task Chain 4. Learning How to Organize and Plan News Reporting

1. Explain how to gather news.
   A. Interviewing
   B. Note-taking
   C. Library
   D. Database searches
   E. Press conferences
2. Describe the right way to prepare news copy.
3. Justify the all-important lead of a news story.
4. Explain the way of presenting the news in order – the inverted pyramid.
5. After teaching the inverted pyramid, divide students into small groups.
6. From newspapers, ask each group to find a comparatively short newspaper story which departs from straight-news style and to rewrite them according to the inverted-pyramid form and a hourglass that turns into a chronology or story.

Task Chain 5. Learning Active Voice

1. Describe the importance of active voice in writing news
2. Compare and contrast passive voice with active voice.
3. Ask students to find examples of the active voice from a short news story given, and give students Work Sheet II.2.2.

Assessment

1. Give students **Test Sheet II.2.1**.
2. Criteria for grades by point value:

90-100	A
85-89	B+
80-84	B
75-79	B-
70-74	C
60-69	D
<60	F

<h1 style="text-align: center">Lesson Three
Interview Skills</h1>

Student Learning Objectives

1. To learn the general characteristics of interviewing
2. To prepare for interviewing one of the classmates
3. To conduct the interview
4. To study how transitional words or phrases are used in writing

Target Vocabulary: interview, note-taking, shorthand, tape record, hidden tape record, question-and-answer format, 5W-1H (who, which, what, when, where, why, how), quotes, accuracy, neutrality, transitions

Grammar Focus: Using transitional words and phrases

      A. Chronological transitions
      B. Spatial transitions
      C. Comparison transitions
      D. Contrast transitions
      E. Middle paragraph transitions
      F. Cause-effect transitions
      G. Counter-argument transitions
      H. Conclusion transitions

Materials

Focus Sheet II.3.1: Various Kinds of Interviews
Focus Sheet II.3.2: Broadcast Interviewing Strategies
Focus Sheet II.3.3: Interview Preparation Form
Focus Sheet II.3.4: Transitional Words and Phrases
Work Sheet II.3.1: Preparing the Interview
Test Sheet II.3.1: Testing Interview Skills

Involving Students' Background, Interests, and Prior Knowledge:

Ask students these questions:

Have you experienced an interview?
If you did, what kind of interview did you have? Could you talk about it?
What do you think are the skills and the guidelines of good interview?
Can you explain how transitional words or phrases is used in writing?

Task Chains

Task Chain 1. Describing the General Characteristics of Interviewing

1. Explain various kinds of interviews (see **Focus Sheet II.3.1**).
2. Identify the skills and the basic guides of interviewing (see **Focus Sheet II.3.2**).
3. Identify and explain interview preparation form (see **Focus Sheet II.3.3**) and subjects –career, interests, hobbies, family, background--of interview.

Task Chain 2. Preparing for Interviewing One of the Classmates

1. Before interviewing, explain to students the aim of an interview. The aim of an interview should be to obtain undistorted information for writing the interview.
2. Explain how to prepare the interview. Before students meet with their interview partners, ask students to decide what kind of information they want from the interview, and then write a list of questions to ask their partners.
3. Have students prepare such materials as tape record or note to memory the interview, and give students **Work Sheet II.3.1**.

Task Chain 3. Conducting the Interview

1. Before meeting with their interview partner, ask students to refer to their list of prepared questions.
2. The teacher divides students into pair groups, and ask students to meet their partners.

Task Chain 4. Explaining Transitional Words

1. Describe transitional words or phrases which can be used in writing (see **Focus Sheet II.3.4**).
2. Give students exercises of sentences including wrong transitional words or phrases, and correct sentences.

Assessment

1. Give students **Test Sheet II.3.1**.
2. Criteria for grades by point value:

90-100	A
85-89	B+
80-84	B
75-79	B-
70-74	C
60-69	D
<60	

Lesson Four
Writing Up the Interview

Students' Learning Objectives

1. To prepare for writing an interview
2. To write up the interview
3. To recognize parallel structure and paired conjunctions

Target Vocabulary: note-taking, copy, recording, record machine, narration, spot-news interview, marshal, assign, decide, and , or, but, for, yet, nor, so, both...and, not only...but also, either...or, neither...nor

Grammar Focus: Parallelism structure and paired conjunctions

Materials

Focus Sheet II.4.1: A Sample of Note-Taking in an Interview
Focus Sheet II.4.2: Samples of Writing Up the Interview
Focus Sheet II.4.4: Paired Conjunctions
Work Sheet II.4.1: Writing Up the Interview

Involving Students' Background, Interests, and Prior Knowledge

Ask students these questions:

Have you had the interview with someone?
Have you experienced the writing about the interview?
If you did, What kind of content is it?

Task Chains

Task Chain 1. Preparing for Writing an Interview about a Partner

1. Before writing an interview, ask students to marshal the facts, to assign priorities, and then to decide on the lead.
2. Ask students to use note-taking (see **Focus Sheet II.4.1**).
   Because students have done their note-taking properly, they will have more material than they can use.
3. Ask students to make the source-to-reader dialogue realistic and natural.
4. Ask students to weed inappropriate material out rigorously.
   It is hard to discard material students have worked to gather, but students

must do it.

Task Chain 2. Writing the Interview about a Partner

1. Give students an interview example of the two paragraphs (see **Focus Sheet II.4.2**).
2. Suggest main points in writing the interview.
   Adapt students' style to the subject. The main purpose in writing an interview is to report something the source said, and it should be at the top of the head.
   The spot-news interview story should lead off with a summary of the interview or a feature of it.
3. Have students write feature article of five paragraphs with the interview about a partner.
4. Give students **Work Sheet II.4.1.**

Task Chain 3. Explaining Parallelism Structure and Paired Conjunctions

1. Present the examples of paired conjunctions in parallel structure (see **Focus Sheet II.4.4**).
2. Learn using paired conjunctions in sentences.
3. Exercise paired conjunctions in the context of sentences.
4. Apply paired conjunctions in writing

Assessment

1. Ask students to interview one of their family.
2. After taking notes about the interview, ask students to bring it in class.
3. And then ask students to write three paragraphs with it.
4. Criteria of essay score:
   Score of 6: Superior ----- A
   Score of 5: Strong -------- B+
   Score of 4: Competent ----B
   Score of 3: Weak ----------B-
   Score of 2: Inadequate ----C
   Score of 1: Incompetent ---D
   <Score of 1:-------------------F

Lesson Five
Editing the Interview

Students' Learning Objectives

1. To prepare editing the interview about a partner
2. To edit the interview items in an automated environment of computers to publish the newsletter: PageMaker
3. To study subordinating words in writing

Target Vocabulary: Mac, IBM-compatible PC, PageMaker, Lay out, revising, editing, when, if, though, although, before, after, since, until, till, because

Grammar Focus: Subordinating words

Materials

Focus Sheet II.5.1: Setting Up the Newsletter
Focus Sheet II.5.2: Laying Out Page One
Focus Sheet II.5.3: Finishing Page One
Focus Sheet II.5.4: Various Kinds of Subordinating Words
Work Sheet II.5.1: Setting Up the Newsletter
Work Sheet II.5.2: Laying Out Page One
Work Sheet II.5.3: Finishing Page One
Work Sheet II.5.4: Subordinating Words
Test Sheet II.5.1: Testing Editing Process

Involving Students' Background, Interests, and Prior Knowledge

Give students these questions:

Can you describe PageMaker?
Have you experienced PageMaker by using computers?

Task Chains

Task Chain 1. Preparing Editing the Interview about a Partner

1. Ask students to bring to class the interview items about a partner.
2. Divide the class into subgroups, ask them to share their interviews, and choose the two or three most interesting.
3. Reconvene the entire class and ask representatives from each subgroup to share their choices with other students.

4. As group are reporting, collect the good items from the students, copy them, and distribute them as a follow-up to the class session.

Task Chain 2. PageMaker

1. Explain students how to set up the newsletter (see **Focus Sheet II.5.1**).
2. Ask students to practice setting up the newsletter by using Mac or IBM-compatible PC.
3. Give students **Work Sheet II.5.1.**

Task Chain 3. Laying out Page One

1. Explain students how to lay out page one (see **Focus Sheet II.5.2**).
2. Ask students to lay out page one by using Mac or IBM-compatible PC.
3. Give students **Work Sheet II.5.2.**

Task Chain 4. Finishing Page One

1. Describe putting finishing page one (see **Focus Sheet II.5.3**).
2. Ask students to put finishing page one by using Mac or IBM-compatible PC.
3. Give students **Work Sheet II.5.3.**

Task Chain 5. Subordinating Words in Writing

1. Show various kinds of subordinating words (see **Focus Sheet II.5.4**) used in the sentences.
2. After describing these subordinating words, divide students into small groups, and ask each group to identify various subordinating words in given questions (see **Work Sheet II.5.4**).

Assessment

1. Give students **Test Sheet II.5.1.**
2. Criteria for grades by point value:

90-100	A
85-89	B+
80-84	B
75-79	B-
70-74	C
60-69	D
<60	F

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Lesson Six
Broadcast Role Play

Students' Learning Objectives

1. To practice language skills through broadcast role playing, using broadcast scenarios
2. To reduce the threat of role playing by placing the teacher in the lead role and involving the class in providing the responses and selecting the scenario's direction
3. To learn sentence combining

Target Vocabulary: role play, observer, scenarios, short sentences, longer sentences, parallel structures

Grammar Focus: Using sentence combining skills in writing

Materials

Focus Sheet II.6.1: A Sample of Real-Life Broadcast Scenarios
Focus Sheet II.6.2: Writing Broadcast Scenarios
Focus Sheet II.6.3: Short Sentences, Long Sentences, and Parallel Structure
Work Sheet II.6.1: Making Real-Life Broadcast Scenarios

Involving Students' Background, Interests, and Prior Knowledge

Ask students these questions:

Have you experienced role playing?
If you did, what kind of role did you have?
How often do you use parallel structure in writing?

Task Chains

Task Chain 1. Real-life Broadcast Scenarios

1. Divide students into subgroups of five or six, and hand out a sample of real-life broadcast scenarios (see **Focus Sheet II.6.1**) to students.
2. Before role playing of broadcast, explain how to prepare the role playing.
3. Ask each group to write broadcast scenarios dealing with the given topic students will discuss.
4. After each group has written its scenarios on separate sheets of paper, one group member from each group delivers the scenarios to the next

group and is available as the group members read the scenarios in order to clarify or provide additional information if necessary.

5. The student then returns the broadcast scenarios to his or her original group.
6. On a rotating basis, each member of the group will have an opportunity to practice the primary role, secondary role, and observer.
7. Each round should consist of at least 20 minutes of role playing.
8. The teacher determine the length of each round on the basis of time constraints, the topic, and the students' skill level.
9. In each round, the observer should concentrate on identifying what the primary player did well in using the concepts and skills learned in the class and what the student can do to improve.
10. After all three rounds have been completed, reconvene the entire group for general discussion of the broadcast scenarios.
11. Ask students to write real-life broadcast scenarios at home (see **Work Sheet II.6.1**).

Task Chain 2. Sentence Combining

1. To explain the importance of sentence combining in writing.

   The unity and coherence of a paragraph depends primarily on organization and the use of rational thought. Unity and coherence can be strengthened in a paragraph by varying sentence structure.

2. To explain how to use short sentences, longer sentences, and parallel structures in writing.

   Short sentences are used for emphasis in writing.
   Longer sentences are used for smoothness in writing.
   Parallel structures are used for rhythm in writing.

3. Give students examples of short sentences, longer sentences, and parallel structures (see **Focus Sheet II.6.2**).
4. To check understanding of sentence combining, present exercises of sentences combining.

Assessment

1. Ask students to choose one of the given real-life topics they have experienced and to write broadcast scenarios about the topic.
2. Criteria of essay score:
    Score of 6: Superior --------- A
    Score of 5: Strong ------------B+
    Score of 4: Competent -------B
    Score of 3: Weak ------------B-
    Score of 2: Inadequate -------C
    Score of 1: Incompetent -----D

Features

Nothing But The Blues
By Mindy C. Stevenson
Chronicle Staff Writer

You feel a steady beat that is the same as the beat of your heart. The rugged sounds of a killer acoustic guitar mixed with the tantalizing seductive sounds of a piano keyboard start running through your veins.

Then a smooth yet intense voice joins both together, forming an incredibly strong and mystifying sound from only these two little instruments.

What is it? Baby, it's S&L Music's blues.

On April 22, the Student Union Program Board presented Blues Night. It was awesome. Tony "Sam Ellington" Mattioli on guitar and vocals with Richard "Nelson Church" Hall on key-board make up S7L Music. They put on a wonderful performance of original delta blues as well as some new original blues. It was really impressive to hear the rhythm, and feel the toe-tapping-hand-clapping heat of the music without drums.

The 19 of us in the audience also learned a lot about American culture. Mattioli served as M.C. for the event. He said the blues started in the South as African Americans' religious songs and myths; changed first to gospel, and then became what we now call blues.

He also said that the blues is not all about losing your wife and losing your house. Instead it is a form of communication and a great American style of music.

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The name S&L Music stands for Savings and Loan. This great music on loan from the blues musicians of the past is played today, in attempt to save and preserve this American culture.

The most amazing thing of the entire concert was the cool steady beat with the absence of drums. Mattioli said that he doesn't want to interrupt the pure sound of the blues with the "noise" of drums.

The concert was amazing. S&L Music hopes to come back and also to travel to more schools. If you ever have the opportunity to see S&L Music, don't miss out; you won't regret it.

(Stevenson, 1998)

Focus Sheet II.1.2
The Comparison of Genres between Newspaper and TV Broadcast

Genre: Feature Writing	Genre: TV News

International Affairs
 	
    Writing about international affairs may be either the most difficult or the easiest topic for writer, since the major, governor, and neighboring nations are not present to contrast the accuracy of the story.
	Headlines
	
	    Headlines of TV news are different from those of newspapers. Like most newspapers, many news broadcasts begin with an abbreviated summary of the major issues.

Business and Economy
 	
    Features about business and the economy can be as broadly defined as business and economy themselves.
	The Stock Market
	
	    Stock market news is very important to some viewers such as stockbrokers, stockholders in a company, investors, and capitalists.

Art and Culture Features on arts and culture are not popular in newspapers.	Art and culture are seldom included in TV news.

Science, Medicine, and the Environment
 	
    Medicine and the environment are other areas which feature writers may ignore.
	Weather
	
	    Weather news is probably the most popular subject for most TV viewers.

Sports
 	
    The realm of sports seems to be increasingly regarded as a suitable topic for feature.
	Sports
	
	    After the reporters have given the major news stories, the last part of their broadcast usually will include brief sports news.

(Dijk, 1988)

Focus Sheet II.1.3
Present Tense used in TV News

The opening part of TV news clipped from TV news is below. Italic parts present examples of present tense of verbs.

Audio:

The fire in the Weareasy Shoe factory *has been burning* like this for more than three hours…and fire officials *say* they *do not know* when they'll be able to bring it under control. Right now the fire *is concentrated* on the third floor where it apparently started around 3 o'clock this afternoon. So far no one *seems* to know how the fire broke out. Company officials *are pleased* though that all of the 35 workers who were inside the Building escaped.

(Meppen, White, & Young, 1984)

Examples of present tense of verbs

1. has been burning
2. say
3. do not know
4. is concentrated
5. seems
6. are pleased

Work Sheet II.1.1
Identifying News Format or Genre

Name:_____ Date:_____

Direction: Read the following, identify news format or genre, and write it in underlined
Part.

1. On Wall Street today, the Dow Jones industrial average was up more than two points,
   closing at around 910. The volume was heavy--more than 80 million shares. Stocks
   were slightly higher on the American Exchange.

   _____

2. Mayor Smith fires two of his aids for allegedly taking kickbacks...
   Fifteen people are injured when a roof collapses at the Majestic Theatre...
   City Hospital faces an emergency unless it gets a supply of blood...
   And the Atlas Furniture Company says it will lay off 30 workers next week...

   _____

3. Mother Nature continued to vent her wrath today in south-central Texas, where 14
   inches of rain pushed the Guadalupe and Medina Rivers over their banks for the
   second day in a row...

   _____

4. On the WABC scoreboard: The Mets are leading the Padres...two to nothing...after
   six in San Diego. The Yankees took the night off.

   _____

5. Two American correspondents were summoned today to appear as defendants in a
   Moscow court on unspecified charges.

   _____

Work Sheet II.1.2
A Sample News Clipping to Identify Present Tense

Direction: Read the following newspaper article, and identify present tense of verbs.

This is a Ronmaa OVA to Remember

By Corina Borsuk
Chronicle Staff Writer

"An Akane to Remember" is one of the latest Ranma 1/2 OVA videos to be released domestically. The story is much more serious than the typical Ranma episodes. Akane is having flashes of memory about a young boy saving her life long ago in a forest. She decides to investigate and see if her dreams are real.

Unfortunately, she neglects to mention this to anyone before she leaves. Her panic-stricken father sends Ranma to bring his little girl home safely.

When a less-than-enthusiastic Ranma finds Akane, he gets the surprise of his life--she doesn't want to go back with him.

She wants to stay with Shinnosuke, the boy who saved her life all those years ago. Ranma isn't about to take this lying down, and neither is Ryoga when he wanders in on the action. But how can Ranma compete with a guy who actually likes Akane's cooking?

What makes this Ranma OVA different from the others is the sheer emotional quality of the story. Yes, both Ranma and Ryoga become their alternate selves. Yes, there is some slapstick comedy. But there are also deeply touching moments.

(Borsuk, 1998)

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Test Sheet II.1.1
Testing News Genres

Name:_____   Date:_____

I. Direction: Compare and contrast genres of newspapers and broadcast news within
         200 words (50 points).

II. Direction: Describe the terms of genres of newspapers and TV news below
         (each 10 points).

    1. Headlines

    2. International Affairs

    3. Weather

    4. The Stock Market

    5. Science, Medicine, and the Environment

Focus Sheet II.2.1
What is News?

News is an account of an event, or a fact, or opinion which interests people.

Full and current information made available to an audience. The report of a recent

event, marked by fairness, currency, accuracy, conciseness, balance and

objectivity. An event or brief that alters or threatens to alter the status quo of

society in a rationally important manner. Anything that departs from normal

human behavior or expectations. News is anything the editor says it is.

(Metz, 1985)

Focus Sheet II.2.2
Three Different Kinds of News

Kinds of News	Explanation
1. The daily public news.	The press reports this kind very well, thoroughly and, for the most part, accurately.
2. The news that has to be dug out the hard way.	Here, too, many newspapers do a Creditable job, and improvement is steady.
3. The news that no one understands until a thoughtful reporter writers it.	This is analytical news that comes after thought and study and extensive private talks. It is here, some scholars and critics think, that the most improvement is possible. We live in a period when the most important kind of journalism is that which is relevant, which goes below the surface. This is not the sort of news that beginning reporters are called upon to write, but it is the kind that all journalists should aspire to write.

(Rystrom, 1994)

Focus Sheet II.2.3
A Sample of Pseudo-Language of News

1. Governmentalism

Governmentalism	Plain Language
Revenue enhancement	Tax increase
Maturation	Getting old
Off-sourcing	Importing
Repository	Dump
Discrete increments of service	Separate and distinct government programs
Prioritizing	Ranking by order of importance or desirability
Goal congruence	Corresponding and harmonious objectives
Decision packages	Brief accounts of what the government is doing in each program

2. Bow Wow Language

Bow wow language means the childish words or crude expressions which are occasionally used in newspapers. Writers should avoid using bow wow language in newspapers because this expression is immature.

Bow Wow Language	Plain Language
Adverse weather conditions	Bad weather
He relates effectively to people.	He makes friends easily.
The FAA said the engines were experiencing fuel starvation.	The FAA said the plane was running out of gas.
Our planes engaged in protective reaction.	Our planes bombed the enemy.

3. Double-Speaker

Double-Speaker	
All-time record	First time ever
Totally destroyed	Total abdication
Completely omitting	Little midget
Concrete proof	Close down
Temporary reprieve	Close up
Foreign imports	Original source

(Stephens, 1980)

Work Sheet II.2.1
A Sample of Language Pollution of News for Students to Correct

Name:_____ Date:_____

Direction: Read news content clipped below, identify language pollution, and correct it.

Idea-Crammed Sentence	One-Thought Sentence
The movement in Congress came after humanitarian aid and authorization for U.S. evacuation troops had gotten bogged down in speeches embittered by new figures which showed the administration had failed to meet its target on withdrawal of Americans.	The movement in Congress came after humanitarian aid and authorization for U.S. evacuation troops had gotten bogged down in speeches. Speechmakers were embittered by new figures which showed the administration had failed to meet its target on withdrawal of Americans.
Each day, 350 cars travel the three lane stretch of test road at the General Motors proving grounds, equipped with the muffler-like device that some researchers warn may create as much of a hazard as it was designed to correct.	Each day, 350 cars travel the three-lane stretch of test road at the General Motors proving ground. All are equipped with the muffler-like device that some researchers warn may create as much of a hazard as it was designed to correct.

(Stephens, 1980)

Name:_____ Date:_____

Directions: Passages filled with verbs in the passive voice tend to have many
different subjects and often lack focus. Rewrite the following passage,
using the active voice to keep the focus on what the museum and its staff
have done and are doing.

For over 150 years, an effort to make science both relevant and exciting to the public

has been undertaken by the Boston Museum of Science. Today, over 800,000 visitors

are welcomed every year to examine its more than 400 exhibits in the natural and

physical sciences. Since scientific exhibits become worn and abated, unlike those in an

art museum, new, imaginative exhibits must continually be designed and built by the

Science Museum's staff. Only in this way can a sense of wonder, curiosity, and value be

invoked in visitors, both young and old.

Updated exhibits are not the only attraction. Every year new and better programs are

organized to meet the needs of people throughout New England. Over forty elementary-

school science teachers have been trained annually, and the program will soon be enlarged

to assist 1,100 teachers from all grade levels. Thanks to the Cabot Foundation,

an enrichment program for gifted high school students has just been established. The

general public is also being served. At Computer-Place, one of the largest facilities of

its kind in the United States, over 5,000 learners are being taught how to use a personal

computer.

Services of this caliber can be provided only by a dedicated staff, a staff of creative

men and women whose time and energy are committed to sharing the wonders of

science with all who enter the museum.

(Reid, 1988)

Test Sheet II.2.1
Testing News Content

Name:_____ Date:_____

Direction: Answer about the questions below (each 25 points).

1. What is news? (within 100 words)

2. What are three kinds of news? Show three kinds of news and describe them.

3. What are three kinds of pseudo language of news? Show three kinds of pseudo language, and present examples of them.

4. Change the passive voice of verbs in news content below to the active voice.

> The prison **had been escaped** from by a man who had murdered six people without reason. Even though the prison **had been judged** to be the most secure in the country, the escape had succeeded because it **had been** carefully **planned**. while a prison guard **was distracted**, his gun **was taken** and he **was hit** on the head with a gun. Then the guard's uniform **was put** on. Next the heavy fence around the prison **was climbed** and the barbed wire on the top of the fence **was cut** with a metal cutter that **had been stolen** from the prison repair shop.

Focus Sheet II.3.1
Various Kinds of Interviews

1. The Interview Used in the Mass Media

Kinds of Interviews	Explanation
1. Journalistic Interviews	The journalistic interview is an integrated part of the news reporting process, starting, from the first casual interviews when the journalist ascertains that there really is a story; to the final rewrite, when the story is virtually completed. The journalist is looking for quotes or anecdotes that will illustrate the facts and flesh out the story.
2. Broadcast Interviews	There are three basic types of broadcast interviews: (1) the news interview; (2) the in-depth recorded interview; and (3) the live in-depth interview.

2. The Interview as a Research Tool

Kinds of Interviews	Explanation
1. Survey Interviews	Through survey interview, interviewers can investigate (1) where they have been by analyzing and interpreting the past; (2) where you are now by examining present services and markets; (3) where you might go in the future by investigating desires for new directions; and (4) what you have to do to accomplish their goals.
2. Telephone Interviews	Interviewing by telephone is one of the most commonly used research techniques because it is quick and economical.
3. Focus Group Interviews	A focus group interview can be defined as (1) a small group of people; (2) brought to a central location for an intensive discussion; (3) with a moderator; (4) who focuses discussion on various issues in accordance with a general outline of question areas.

(Holgate, 1982)

Focus Sheet II.3.2
Broadcast Interviewing Strategies

Broadcast Interviewing Strategies	Explanation
1. Intense concentration	Broadcast interviews demand an intense amount of concentration by the interviewer.
2. Interview structure	Broadcast interviews tend to be structured more tightly than other journalistic interviews because of the time and technology demands of radio and television. One strategy many broadcast interviewers use to get into the heart of the interview faster is to ask the first few low-risk questions off-camera or before the interview starts.
3. Body language	Broadcast journalists tend to use body language and their own body responses to help build a communication link with the interviewee. Eye contact is also very important in communication.
4. Silent or dead air	*Dead air* is the broadcast interviewer's way of punctuating, adding drama, or stimulating the interviewee to talk about something in greater detail. Dead air, or the deliberate failure of the interviewer to ask a question immediately following an answer, tends to stimulate the interviewee to fill the "dead space" and keep on talking, sometimes revealing intimate or important information.
5. Rehearsals	Most broadcast interviewers will tell you not to rehearse your interview totally or it will sound rehearsed and have a dull, mechanical quality.
6. General strategies	(1) Always have the next question ready. (2) Ask questions that most people would ask if they met the interviewee or had a chance to do the interview. (3) Ask questions that the interviewee would like to be asked. (4) Do not refer to a question or a comment made before the interview started. (5) Do not interrupt the interviewee with meaningless phrases or sounds, such as, "I see" or "uh uh."

(Holgate, 1982)

Focus Sheet II.3.3
Interview Preparation Form

A. State the purpose for the face-to-face interaction.

   1. What is the exact result that I want from this interview?

   (a) Information

   (b) Attitude

   (c) Behavior

B. How should I arrange this setting?

   1. Time

   2. Place

   3. Other

C. What are the topics that I want to be certain to cover?

   1. Is there a special order that they should be in?

D. What are some questions that I should ask?

E. Are their potential problems that I can anticipate in conducting this interview?

   How can I best motivate this interviewee?

(Metz, 1982)

Focus Sheet II.3.4
Transitional Words and Phrases

Transitions	Introductory Words
1. Chronological transitions	Presently, at length, afterward, meanwhile, next, first, soon, later, second, the next day, soon afterward, by that time, at that moment, from then on, within an hour, at last, earlier, then
2. Spatial transitions	A little farther on, in the next room, at that altitude, between those cities, beyond this point, next to X, at the center of the circle, across the way, about a foot to the left, just to the right
3. Comparison transitions	Likewise, similarly, at the same time, in like manner, once again, in much the same way, once more, compared to X
4. Contrast transitions	However, conversely, even so, unlike X, nonetheless, instead, nevertheless, on the other hand, in spite of this/that, on the contrary, in contrast, although, even though, whereas, but, yet
5. Middle paragraph transitions	For example, frequently, similarly, in general, in order to X, generally, usually, for instance, specifically, in particular, to illustrate, that is, occasionally, especially
6. Cause-effect transitions	Therefore, consequently, finally, thus, then, due to X, as a result, as a consequence, for this reason, on the whole, in other words, accordingly, since, because, so, and that is why, and so
7. Middle paragraph transitions	In fact, then, too, again, first, naturally, surely, indeed, in fact, to respect, besides, furthermore, moreover, in addition, besides that, for that matter, of course, to be sure, as a matter of fact, in other words, as noted earlier
8. Counter-argument transitions	Of course, certainly, after all, to be sure, although, even though
9. Conclusion transitions	Therefore, in short, on the whole, to summarize, in brief, to conclude, in a word, in conclusion, in summary, finally

(Reid, 1988)

Work Sheet II.3.1
Preparing for the Interview

Name:_____ Date:_____

Direction: Before interviewing a partner, fill out the interview preparation form and
submit it.

A. State the purpose for the face-to-face interaction.

1. What is the exact result that I want from this interview?

(a) Information

(b) Attitude

(c) Behavior

B. How should I arrange this setting?

1. Time

2. Place

3. Other

C. What are the topics that I want to be certain to cover?

Is there a special order that they should be in?

D. What are some questions that I should ask?

E. Are their potential problems that I can anticipate in conducting this interview?

How can I best motivate this interviewee?

Testing Interview Skills

Name:_____ Date:_____

I. Direction: Briefly describe the terminology of interviews (each 10 points).

1. Journalistic Interviews

2. Broadcast Interviews

3. Survey Interviews

4. Telephone Interviews

5. Focus Group Interviews

II. There are 6 broadcast interview strategies. Identify them and describe (30 points).

III. There are 9 transitions in English. Write them and show examples (20 points)

Focus Sheet II.4.1
A Sample of Note-taking Interview

Interviewer and Interviewee	Contents
Interviewer	You indicate that you have an interest in marketing. As I see it, this is fairly broad--at least as far as B&G practices it. We don't have such a thing as a marketing department. We have a sales department, we have an advertising department, we have a market research department all performing together the marketing function, you might say. Well, I'm wondering if you feel your interest is in one of these fields more than another.
Interviewee	Well, I'd say to a large degree it wouldn't be in marketing research-predominantly sales, possibly advertising. And on that note, I notice that in your brochures there was sort of an overlap, where the advertising trainee does go into sales for a while. I'd say probably less interested in marketing research.
Interviewer	Okay, we'll strike that. So, primarily sales, secondarily advertising of brand management. But, why sales, Andy?
Interviewee	Well, I'm under the impression--I don't know how your company works on the incentive system--but I'm under the impression that there is a chance to earn money in sales. And naturally you are meeting people all the time. I like this, I think I'd enjoy it. So, primarily for that reason. I like to travel, I like to get around and do different things, and it was my impression that there would be a little more leeway in sales, whereas with something like accounting, there might be a certain routine or coming in and sitting down at a desk and the same problems. I don't think that would be my cup of tea.

(Jacobi, 1991)

Focus Sheet II.4.2
Samples of Writing Up the Interview

Sample I

A female manager had a very plump woman working for her, whose personal grooming was very sloppy and in poor taste. This woman's appearance was accentuated by baggy clothes made of extremely colorful prints. The manager felt that the woman could be promoted in terms of her skills if she would only make some changes in her grooming. The job that might open was one that called for a lot of interfacing with other units, and the manager knew that the woman's current grooming patterns would cause her department to have a very unprofessional image. What could she do? One option was to do nothing and not even mention the possibility of promotion, but somehow she felt guilty about doing this-as if she were making the subordinate's decision for her. Another option was to be rather non-directive and try to make some hints, but taste in clothes is a hard thing to be non-directive about. Finally, she decided to counsel the employee in a very straightforward manner. She told her of the job potential and also about the problem of her grooming. In this respect, she felt that she had done her part. Now the woman could elect either to make some changes in order to win the promotion or to stay as she was in her present job.

Sample II

A male manager in a shoe store had complaints from several salespeople about the body odor and lack of personal hygiene of a particular salesman. At first, they tried to make indirect suggestions tactfully, but the man always interpreted the messages as being about somebody else. Finally, the manager decided to be very direct because the problem was causing some disruptions among the salespersons and had potential for ruining some business.

(Jacobi, 1991)

Focus Sheet II.4.3
Paired Conjunctions

I. Examples of paired conjunctions

1. Both…and
2. Not only…but also
3. Either…or
4. Neither…nor

II. Grammatical rules

1. Two subjects connected by **both…and** take a plural verb.
2. When two subjects are connected by **not only… but also, either…or, or neither…nor,** the subject that is closer to the verb determiners whether the verb is singular or plural.
3. Notice the parallel structure in the examples.
4. The same grammatical form should follow each word of the pair.

III. Example sentences

1. **Both** my mother **and** my sister are here.
2. **Not only** my mother **but also** my sister is here.
3. **Not only** my sister **but also** my parents are here.
4. **Neither** my mother **nor** my sister is here.
5. **Neither** my sister **nor** my parents are here.
6. The research project will take **both** time **and** money.
7. Yesterday it **not only** rained **but also** snowed.
8. I'll take **either** chemistry **or** physics next quarter.
9. That book is **neither** interesting **nor** accurate.

(Azar, 1992)

Work Sheet II.4.1
Writing Up the Interview

Interviewer's Name:_____ Date:_____

Interviewee's Name:_____

Direction: After giving an interview to a partner about a topic " My Trouble in English,"
fill out the following form and submit it in the next class.

Interviewer and Interviewee	Contents
Interviewer	
Interviewee	
Interviewer	
Interviewee	
Interviewer	
Interviewer	
Interviewee	
Interviewer	
Interviewee	
Interviewer	
Interviewee	
Interviewer	
Interviewee	
Interviewer	

Focus Sheet II.5.1
Setting Up the Newsletter

Order of Setting	Explanation
Starting a new publication	1. Optional: Open the folder containing PageMaker 4.0 and double-click the PageMaker 4.0 icon. 2. Choose the "New…" command from the File menu.
Setting up the newsletter	1. Choose "Preferences…" from the Edit menu. 2. Enter these options: select "Back", select "Inches" (millimeters), select "Normal," size "12", Greek text below "6", and Uncheck "Loose/tight lines." 3. Check your screen for two rulers, the toolbox, and scroll bars—Toolbox, Horizontal ruler, Vertical ruler, and Scroll bars.
Setting margins	1. Choose "Page setup…" from the File menu. 2. Change the left margin to 0.75 (20mm) and change the bottom margin to 1" (30mm).
Design the master page: Creating columns	1. Choose "Column guides…" from the options menu. 2. Enter these values: two columns with .25" (10mm) between the columns, and the master page will look like this after you click "OK."
Positioning ruler guides	1. Hold down the Command + Option + Shift keys and click. 2. Choose "Snap to rulers from the Options menu. 3. Point inside the vertical ruler. Drag the ruler guide to the 1/½nch (1.5cm) mark on the horizontal ruler. 4. From "Fit in window" page display size, zoom to the Lower-right corner of the page. 5. Drag out a ruler guide to 8"(19.5cm) on the Horizontal ruler.
Drawing the border	1. Make sure "Snap to guides" from the options menu is checked. 2. Select the square-corner tool from the Toolbox. 3. In "Fit in window" page display size, Point where the ruler guides intersect in the upper-left corner of the newsletter and drag down to the lower-right corner
Creating a text footer	1. Using the pointer tool, zoom to the Lower-left of the page at "200% size." 2. Drag a ruler guide down to the 10-1/2" (21cm) mark on the vertical ruler

(Aldus, 1990)

Laying Out Page One

Building the Newsletter Masthead

Order of Layout	Explanation
Turning the page	1. Optional: Open the Tutorial folder and then the Lesson 2 folder. Last, open the "Lesson 1 done" file. 2. Turn to page 1 by clicking the page icon.
Placing the "Portrait" logotype	1. Choose "Place…" from the File menu. Select "Logotype" In the Lesson 2 list box of the Tutorial folder, and click "OK." 2. Click to place the logotype somewhere near the top of the page. 3. Using the pointer, position the graphic so the top and left edges of the logotype's boundary line up with the top and left margins.
Typing and formatting the ID line	1. Using the text tool, click anywhere inside the left-hand column. 2. At the insertion point, type *November/December 1990*, Then press Tab and type *Volume 1, Number 1.* 3. Using the text tool, triple-click to select the ID line. 4. Choose "Italic" from "Type style" on the Type menu.
Positioning the ID line	1. Using the pointer, drag a horizontal ruler guide to 2" (8cm) from the top of the page. 2. Size the text block so it spans the width of the page. 3. Position the ID line so the top edge of the windowshade snaps to the 2"(8 cm) ruler guide.
Moving the volumn number to the right	1. Using the text tool, click an insertion point in the ID line. 2. Change to "Fit in window" page display size if necessary. 3. Choose "Indents/tabs…" from the Type menu. 4. Select the right tab marker and click near the right margin Marker at about 6.5"(16cm) on the ruler. 5. Drag the right tab marker until "7"(16.46cm) appears in The "Position" box.
Creating the black ID rule	1. From the "Fit in window" page display size, use the text Tool to select the entire text block. 2. Choose "Reverse" from "Type style" on the Type menu. 3. Select the perpendicular-line tool from the toolbox. 4. Choose "12pt" from "Line" on the Element menu. 5. Using the perpendicular-line tool, drag to draw the rule under the 2"(8cm) ruler guide from the left to the right margin.

(Aldus, 1990)

Focus Sheet II.5.3
Finishing Page One

Order of Fishing Page One	Explanation
Setting up the page for the table	1. Using the pointer, select the text block in column 2. 2. Roll up the bottom windowshade handle to a little above the 4-1/2" (16cm) mark on the vertical ruler. 3. Drag a horizontal ruler guide to the 5" (17 cm) mark on the vertical ruler. 4. Drag out two vertical ruler guides, one to 4-1/2" (11.5cm) and the other to 7-1/2"(18.5cm).
Importing the table into the story editor	1. Select the pointer or text tool. Click outside the page to deselect the text. 2. Choose "Edit story" from the Edit menu. 3. Choose "import…" from the Story menu. Select "Table" in the Lesson 3 list box of the Tutorial folder and click "OK." 4. Choose "Display II" from the Options menu. 5. Using the text tool, move the insertion point to the last paragraph mark in the table and press Return. 6. Add two more dates to the table, pressing the Tab key Between the date and the descriptive text. Press Return at the end of each sentence.
Finding and changing a word	1. Click the insertion point before the first letter of the table Title. 2. Choose "Change…" from the Edit menu. 3. Type *press* in the "Find what" box. Press the Tab key to move to the "Change to" box and type *printing press*. 4. Click "Find." 5. Click "Find Next." 6. Click "Change & find." 7. Repeat Step 5 or 6 until PageMaker has made all the Changes you want. 8. When PageMaker tells you the search is complete, click "OK" and close the "Change" dialog box.
Positioning the table in the newsletter	1. Choose "Place" from the File menu. 2. Position the loaded text icon at the intersection of the 5"(16cm) horizontal ruler guide and the 4-1/2"(11.5cm) vertical ruler guide, but don't click yet. 3. Hold down the mouse button and drag the icon to the lower-right corner where the bottom margin and the 7-1/2"(18.5cm) vertical ruler guide intersect. Release the mouse button. 4. Check the bottom windowshade handle to make sure

	you have placed the entire table. 5. Drag the table so the bottom edge of the table boundary is at the bottom margin. 5. Using the pointer, resize the lead story so the bottom edge of its windowshade is within ¼"(.5cm) of the top of the table text block.

(Aldus, 1990)

Focus Sheet II.5.4
Various Kinds of Subordinating Words

Subordinating Words	Explanation
Although DC, IC.	Contrasting information is coming.
Before DC, IC.	Time signal for the reader
Even though DC, IC.	Contrasting information is coming.
After DC, IC.	Time signal for the reader
Because DC, IC.	Cause of an effect is coming
Until DC, IC.	Time signal for the reader
While DC, IC.	Time signal for the reader
When DC, IC.	Time signal for the reader
Since DC, IC.	Time signal for the reader; Cause of an effect is coming

DC: Dependent Clause
IC: Independent Clause

(Reid, 1988)

Work Sheet II.5.1
Setting Up the Newsletter

Name:_____ Date: _____

Direction: Using computers, practice eight steps of setting up the newsletter you have
already learned and write it again.

Eight Steps of Setting Up the Newsletter	Explanation
Step 1:	
Step 2:	
Step 3:	
Step 4:	
Step 5:	
Step 6:	
Step 7:	
Step 8:	

Work Sheet II.5.2
Laying Out Page One

Name:_____ Date:_____

Direction: Using computers, practice six steps of laying out page one you have already
learned and describe the steps.

Six Steps of Laying Out Page One	Explanation
Step 1:	
Step 2:	
Step 3:	
Step 4:	
Step 5:	
Step 6:	

Work Sheet II.5.3
Finishing Page One

Name:_____ Date:_____

Direction: There are four steps of finishing page one. Using computers, practice the
steps and briefly write them.

Four Steps of Finishing Page One	Explanation
Step 1:	
Step 2:	
Step 3:	
Step 4:	

Work Sheet II.5.4
Subordinating Words

Name:_____ Date:_____

Direction: Describe the following subordinating words.

Subordinating Words	Explanation
Because	
Since	
After	
Until	
Even though	
Although	
While	
When	
Before	

Test Sheet II.5.1

Direction: Answer the following questions.

1. There are 8 steps of setting the newsletter. Write them in order and shortly describe (30 points).

2. There are 6 steps of laying out page one. Write them orderly and briefly explain (30 points).

3. There are 4 steps of finishing page one. Write them systematically and state in short (30 points).

4. Explain subordinating words (10 points).

Charles Kuralt of CBS has developed a deserved reputation for the quality of writing in his stories, many of which appeared as "On the Road" reports. Here is a excerpt from one of the original reports.

Charles Kuralt, who's been on the road reporting Americana for this program, rode the rails on his latest assignment, and that's not easy in this day of disappearing passenger trains--even those once famed in story and song.

In a bar in Bloomington, Indiana, Bob Waller and Wayne Schuman are asked to do the song almost every night. The Wabash Cannonball is as much a part of Indiana as the small towns and the rivers and the cornfields. "Listen to the jingle and the rumble and the roar."

You can still ride the Wabash Cannonball, but you'd better hurry. It's all going, all this--the gleaming white tablecloth with the single red carnation facing you, the sound of the great train rushing through the morning from St. Louis to Detroit. The day of the passenger train is nearly over, and this sound is nearly an echo now.

The Norfolk and Western Railroad is asking the Interstate Commerce Commission to permit this train to be discontinued.

(Stephens, 1980)

Focus Sheet II.6.2
Writing Broadcast Scenario

Video	Audio
Joseph Walsh Bridgeport Police Chief Walsh full-frame SOT (Sound on Tape) Young V/O (voice-over) Black-and White wire picture— Mara highlightened Mara's tape recorder Mara's transmitter Street-level shot Parking lot (Graphic section—Walsh/Mara pictures and text of conversation) SOT (sound on tape) Walsh (recording from police hidden mike) Mara (from police hidden mike recording)	"I think it was vicious, I really do." Bridgeport Police Superintendent Joseph Walsh, talking about the FBI's attempt to bribe him with five thousand dollars in hundred dollar bills. The FBI used a convicted car thief, Thomas Mara, as a confederate. It wired him with a tape recorder strapped to his leg and a transmitter hidden in a pack of cigarettes. Mara lured Walsh to a meeting in this parking lot, told Walsh he would give him a lot of money if the police superintendent returned a lucrative city cartooning contract to Mara's uncle. "I trust you, you trust me."

(Stephens, 1988)

Focus Sheet II.6.3
Samples of Short Sentences, Longer Sentences, and Parallel Structure

The unity and coherence of a paragraph depends primarily on organization and the use of rational thought. Unity and coherence can be strengthened in a paragraph by varying sentence structure:

1. Short sentences are used for emphasis.
2. Longer sentences are used for smoothness.
3. Parallel structures are used for rhythm.

Too many short sentences can result in choppy writing. To avoid this break in the coherence of a paragraph, combining several short sentences into longer, more smoothly flowing sentences can improve the paragraph.

Short and Longer Sentence	Example Sentences
Short Sentences	1. The weather is hot/cold/nice today. 2. Mary is a good student. 3. John speaks too softly. 4. You are tired. 5. The teacher in one of your classes speaks too fast. 6. Your instructor assigned too much homework. 7. You took a test last week. 8. It was a good movie. 9. You went home alone last night. 10. It was a good movie.
Longer Sentences	1. Unlike many other movie heroes, King Kong was tall, dark, and ugly. 2. A fool's brain digests philosophy into folly, science into superstition, and art into pedantry. 3 . They advanced slowly but steadily. The fox provides for himself; but God provides for the lion. 3. Rather than love, than money, than fame, give me Truth. 5. Tourists can reach the summit by taking the funicular Railway or by climbing the steps on the eastern slope.

(Reid, 1988)

Work Sheet II.6.1
Making a Real-Life Broadcast Scenario

Name:_____ Date:_____

Direction: Make yourselves an anchor! Compose a broadcast scenario, and write it in
the table below.

Video	Audio

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