English Writing and Reading Requirements
Briefing for ELC Teachers

Shari Lughmani

it's all about **Writing** and **Reading** in The Hong Kong Polytechnic University

Today's briefing

1. Context
2. People
3. Process
4. Tools
5. Online system
6. Student consultations
7. Q & A

Key Concepts

- Writing across the curriculum (WAC)
  - Writing in non-English classes
  - Awareness of genre and readership
- Writing-to-learn (while learning to write)
  - Writing helps students learn
  - Transfer of skills across subjects and assignments
- Process writing
  - Drafts, feedback, revision

Our context

1. English Writing Requirement (EWR) is part of Reading and Writing Requirements (RWR) and is integrated into CAR subjects wtihin the General University Requirements (GUR) curriculum

2. Piloted in 2010

3. Fully launched since 2012

GUR

Language and Communication Requirements	9 credits (6 credits English & 3 credits Chinese)
Freshman Seminar	3 credits
Leadership and Intra-Personal Development	3 credits
Service-Learning	3 credits
Cluster Areas Requirement (CAR) *3 credits from each of the following 4 cluster areas:* ◦ *Human Nature, Relations and Development* ◦ *Community, Organisation and Globalisation* ◦ *History, Cultures and World Views* ◦ *Science, Technology and Environment* *And of which must fulfill 3 additional requirements:* • *English Reading and Writing (ER/EW) Requirements* • *Chinese Reading and Writing (CR/CW) Requirements* • *China Study Requirement (CSR)*	12 credits
Healthy Lifestyle	Non-credit bearing
	Total = 30 credits

Students take subjects from disciplines other than their own

English Writing Requirement at PolyU

All students are required to

- pass one CAR subject with the EWR component

- complete a 2500 word writing assignment in English

- participate in instructional activities (consultations + online activities) to revise two drafts of the assignment

CAR Subject Leaders are required to

- allocate no less than 40% of the subject grade (10% of which to be marked by ELC)

EWR in practice

- The final draft = 2,500 words, submitted to the CAR teacher

- Prior to that, two drafts submitted to ELC
  - Draft 1: 700 words
  - Draft 2: 1,500 words

- ELC teachers provide feedback on drafts both in writing and through scheduled consultations

CAR Subjects with EWR

#		Code	Title	Lecturer
1	new	AAE1B01	Introduction to Aviation Industry	Ellen
2		ABCT1D15	Our Endangered Earth	Hannah
3		APSS1B16	Gender and Social Changes in Chinese Societies	Hannah
4		APSS1B17	Contemporary Chinese Society and Popular Culture (LEC001)	Denise
5		APSS1B17	Contemporary Chinese Society and Popular Culture (LEC002)	Denise
6		APSS1B18	From Gloom to Bloom: Global New Urbanism	Denise
7		APSS1C33	History of Hong Kong	Mitchell
8	new	APSS1C35	Growing up in Hong Kong: Reflections on its cultural and moral values	Jim
9		APSS1C37	Introduction to Western Philosophy of Religion	Hannah
10		BME1D01	Bionic Human and the Future of Being Human	Pinna
11		BME1D02	Wearable Healthcare and Fitness Devices for Everyone	Pinna
12		BSE1B04	Creating Sustainable Living Environment	Mitchell
13		CBS1A18	Life and Death	Hannah
14		CBS1A22	Creativity and Creative Thinking	Jay
15		CBS1C29	Chinese Art and Design	Ellen
16		EE1D03	Light: The science, the engineering, and how it shapes our civilization	Jay
17		ELC1A01	Science Fiction as a Reflection on Humanity	Mitchell
18		ELC1A04	From Lord of the Rings to Harry Potter: Fantasy, reality and humanity	Hannah
19		ELC1A06	Humanities and Human Relationships Through Films Across Chinese and Western Cultures	Denise
20		ELC1C03	Creative Writing in English	Shari
21		FH1C02	An Introduction to Asian Popular Culture 亞洲流行文化導論	Adam
22		FH2C05	The Underground World of Early Imperial China 中國早期帝國的地下世界	Adam
23		HTM1E02	The World and Responsible Consumers and Travellers	Adam
24	new	ITC1A03	Fashion and Beauty	Pinna
25		ITC1C02	Fashion and Culture	Pinna
26	new	ITC1D04	Smart Wearables and Smart Living	Lucy
27		LGT1B01	Hong Kong, Greater China and Transport Development	Mitchell
28		LSGI1B02	Climate Change and Society	Jim
29		LSGI1D03	Living on a Dynamic Earth	Ellen
30		LSGI2B01	Map Reading and Interpretation	Jim
31		ME1D01	Engineering and Environmental Management	Adam
32		ME1D02	Products and Materials in Modern Society	Mitchell
33		SN2A01	Fundamentals of disaster resilience	Pinna

Writing genres this semester

Academic Essay

Analytical academic essay

Academic analytical essay

Analytical Film Review

Book report

Book review

Creative Problem Solving Case Study

Literature review

(mini) Project report

Reflective essay

Short Story

Site visit report

Term paper

some more to come...

Numbers: 2012 - 2016

	2012-13 S1	2012-13 S2	2012-13 S3	2013-14 S1	2013-14 S2	2013-14 S3	2014-15 S1	2014-15 S2	2014-15 S3	2015-16 S1	2015-16 S2	2015-16 S3	Total
CAR subjects	5	9	1	13	25	7	23	24	11	30	26	12	186
CAR teachers	9	26	1	24	47	8	27	32	10	31	29	17	261
Students	227	440	84	932	1449	469	2027	2077	952	2507	1687	1030	13881
ELC teachers	23	42	5	75	91	26	85	85	40	89	84	49	694

These numbers DO NOT include the **9 subjects** from the pilot stage of the programme (2010 – 2011).

Numbers: 2016 - 2019

	2012-2016 (sub-total)	2016 - 17 S1	2016 - 17 S2	2016 - 17 S3	2017 - 18 S1	2017 - 18 S2	2017 – 18 S3	2018-19 S1	2018-19 S2	2018-19 S3	Total
CAR subjects	186	29	31	16	31	28	17	28	28	15	409
CAR teachers	261	39	36	25	33	34	15	34	35	24	543
Students	13881	2249	1858	1075	2,126	1,866	1,076	1910	1643	755	28410
ELC teachers	694	93	85	53	84	88	45	85	85	36	1348

These numbers DO NOT include the **9 subjects** from the pilot stage of the programme (2010 – 2011).

Numbers: 2019 – 2020

	2012-2019 (sub-total)	2019 - 20 S1	2019 - 20 S2	2019 - 20 S3	2020 - 21 S1	Total
CAR subjects	409	**26**	**29**	**7**	**23**	**494**
CAR teachers	543	**31**	**36**	**9**	**27**	**646**
Students	28410	**2029**	**2054**	**663**	**74**	**33230**
ELC teachers	1348	**82**	**92**	**36**	**1858**	**3416**

These numbers DO NOT include the **9 subjects** from the pilot stage of the programme (2010 – 2011).

People

CAR Teachers

Students

EWR Liaison

CILL, GO Support Team and Gigi
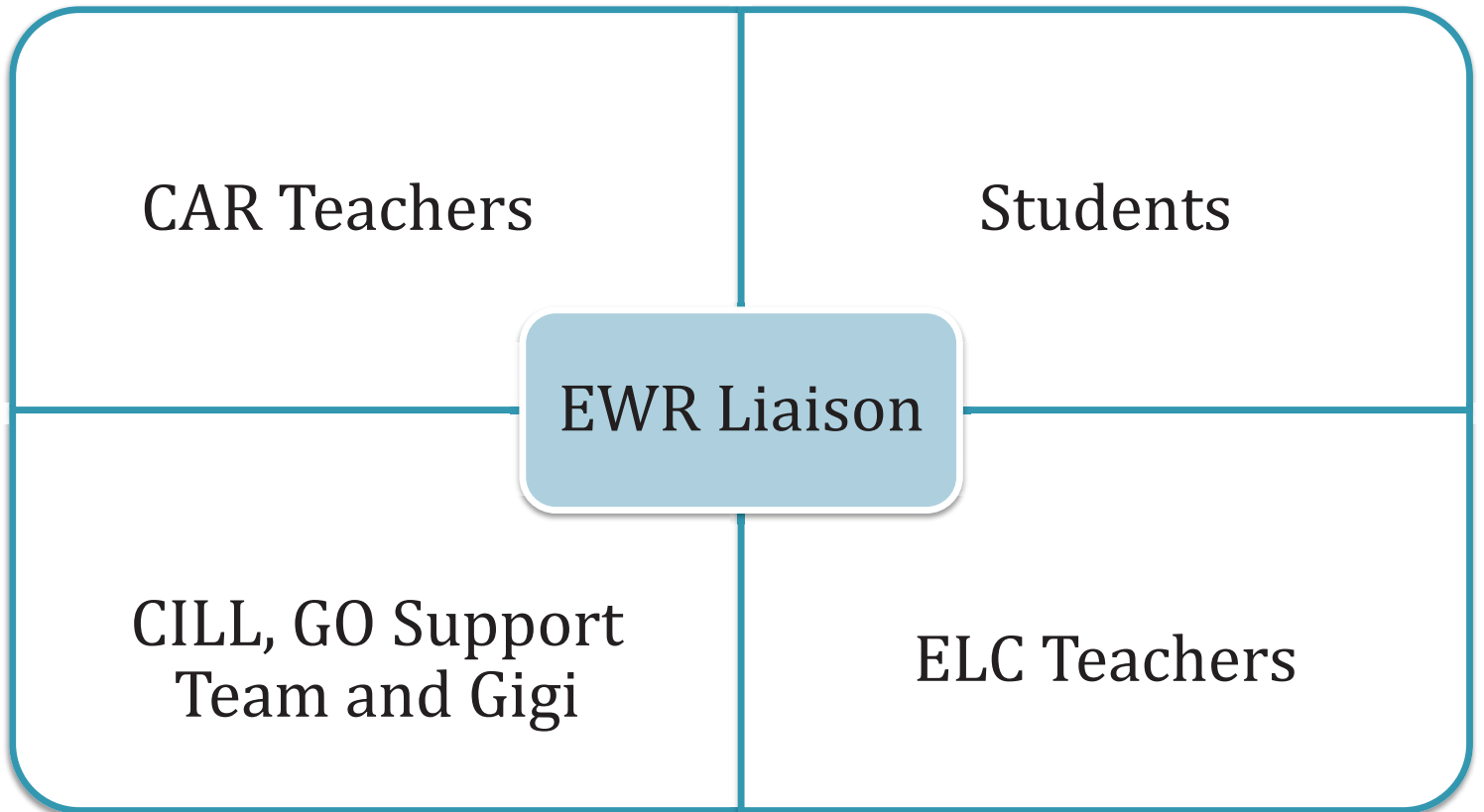
ELC Teachers

EWR Liaison Team

- **Role:** To act as a channel of communication between CAR teachers, ELC teachers and students
- **Coordinator:** Shari Lughmani
- **Team Members:**
    - Lucy Chan
    - Adam Barker
    - Denise Cheung
    - Ellen Mok
    - Hannah Lai
    - Jay Bidal
    - Jim Lo
    - Mitchell Mak
    - Pinna Wong

EWR Administrative Support

- Gigi Au Yeung
- Polly Chan
- CILL Counter staff

Roles of EWR Liaison Team

- Liaise with CAR teachers
  - Negotiate assignment details and expected outcomes
  - Create **Assignment Guidelines** and **Checklists**

- Communicate with ELC teachers
  - CAR subject
  - Assignment and its genre
  - Feedback on student texts
  - Procedures and timing

- Communicate with students
  - Conduct **Assignment Orientations**, **EWR Drop-in Consultations** and **Writing Workshops**

Roles of EWR Adminstrative Support Team

Manage the Blackboard EWR Block
- Create, populate and maintain EWR sites for subjects offered each semester

- Communicate with students and ELC teachers
  - Send periodic emails subjct by subject to students
    - reminding them of the submission deadlines, feedback report release, workshops, drop-in consultaitons and booked consultations and other services throughout the semester
  - Send emails to ELC staff reminding them of report release dates

- Monitor student submissions
  - Check submissions and send lists of students with non-submissions to respective teachers and liaison

Liaison for Sem 2, 2020-21

Shari Lughmani (Coordinator)

- ELC1C03 Creative Writing in English

Lucy Chan

- ITC1D04 Smart Wearables and Smart Living
- New CAR subject guidelines supervision
- Coordinating piloting and evaluation work
- EWR Team development
- LID liaison APSS116

Adam Barker

- FH1C02   An Introduction to Asian Popular Culture 亞洲流行文化導論
- FH2C05 The Underground World of Early Imperial China 中國早期帝國的地下世界
- HTM1E02 The World and Responsible Consumers and Travellers
- ME1D01   Engineering and Environmental Management

Denise Cheung

- APSS1B17 Contemporary Chinese Society and Popular Culture (LEC001)
- APSS1B17 Contemporary Chinese Society and Popular Culture (LEC002)
- APSS1B18 From Gloom to Bloom: Global New Urbanism
- ELC1A06   Humanities and Human Relationships Through Films Across Chinese and Western Cultures

Liaison for Sem 2, 2020-21

Ellen Mok

- AAE1B01 Introduction to Aviation Industry
- CBS1C29   Chinese Art and Design
- LSGI1D03 Living on a Dynamic Earth

Hannah Lai

- ABCT1D15 Our Endangered Earth
- APSS1B16 Gender and Social Changes in Chinese Societies
- APSS1C37 Introduction to Western Philosophy of Religion
- CBS1A18   Life and Death
- ELC1A04   From Lord of the Rings to Harry Potter: Fantasy, reality and humanity

Jay Bidal

- CBS1A22   Creativity and Creative Thinking
- EE1D03   Light: The science, the engineering, and how it shapes our civilization

Jim Lo

- APSS1C35 Growing up in Hong Kong: Reflections on its cultural and moral values
- LSGI1B02 Climate Change and Society
- LSGI2B01 Map Reading and Interpretation

Liaison for Sem 2, 2020-21
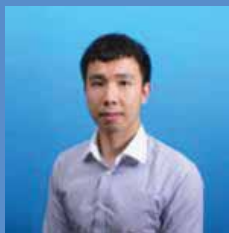
Mitchell Mak

- APSS1C33 History of Hong Kong
- BSE1B04   Creating Sustainable Living Environment
- ELC1A01   Science Fiction as a Reflection on Humanity
- LGT1B01   Hong Kong, Greater China and Transport Development
- ME1D02   Products and Materials in Modern Society

Pinna Wong

- BME1D01   Bionic Human and the Future of Being Human
- BME1D02   Wearable Healthcare and Fitness Devices for Everyone
- ITC1A03   Fashion and Beauty
- ITC1C02   Fashion and Culture
- SN2A01   Fundamentals of disaster resilience

Gigi Au Yeung

EWR technical support for
- Submission of drafts
- EWR reports
- EWR Blackboard site

As ELC teachers, we

- guide students through the process of writing through feedback

- help them understand the type of writing (genre) required in the assignment

- provide specific action points for revision with reference to the four EWR Criteria

- offer further support through optional consultations

Changes

Don't forget to remember! Please

Option 1:

			Notes
Draft 1	Submission	12 February (FRI) 23:59 Week 4 *(submission link open until 9am next day)*	Feb. 11: Lunar New Year's Eve Feb. 12 - 15: Lunar New Year Holidays Feb. 16 - 20: Lunar New Year Break
	Feedback report release date	5 March (FRI) 23:59 Week 6	
	Consultations	8-12 March, Week 7	
Draft 2	Submission	19 March (FRI) 23:59 Week 8 *(submission link open until 9am next day)*	
	Feedback report release date	2 April (FRI) 23:59 Week 10	Apr. 2 - 5: Easter Holidays / Apr. 6: The day following Ching Ming Festival
	Consultations	7-9 April Week 11	

Submission of final draft to CAR teacher: 12 April (MON) or after

Option 2:

			Notes
Draft 1	Submission	26 February (FRI) 23:59 Week 5 *(submission link open until 9am next day)*	
	Feedback report release date	12 March (FRI) 23:59 Week 7	
	Consultations	15-19 March Week 8	
Draft 2	Submission	26 March (FRI) 23:59 Week 9 *(submission link open until 9am next day)*	
	Feedback report release date	9 April (FRI) 23:59 Week 11	Apr. 2 - 5: Easter Holidays / Apr. 6: The day following Ching Ming Festival
	Consultations	12-16 April Week 12	

Submission of final draft to CAR teacher: 19 April (MON) or after

Submission and Feedback Report release deadlines changed to Friday

Process Overview: First steps

Week 3 or earlier:
- You will receive an email asking for your preferences for CAR subject

- Please reply with CAR subject preferences (considerations: timing/genre/experience/the content of the subject)

Week 4:
- EWR liaison team member emails you details about your CAR subject, dates, etc.

Process Overview: First draft

Students
- Write first draft
- Submit it on EWR Blackboard site
- (Week 4/5)

ELC teachers
- Write feedback reports on EWR Blackboard site
- (14 days to complete)

Both
- Optional 30-minute consultations; booked on ELC booking site
- (Week 7/8; in CILL; 30 minutes for each session (1 student)

Process Overview: Revised draft

Students

- Download and read feedback report
- Submit revised draft on EWR Blackboard site
- Submit Reflection online   (Week 8/9)

ELC teachers

- Write feedback reports on EWR Blackboard site
- Give marks (out of 10 points) to revised draft
- (14 days to complete)

Both

- Optional 30-minute consultations; booked on ELC booking site
- (Week 11/12 ; in CILL; 30 minutes for each session (1 student)

Your job is complete; students submit final draft to CAR teacher.

ELC Teacher Process Overview

1. EWR team liaison emails you with details.

2. Write first draft feedback reports *(14 days)*

3. 30-minute consultations (optional for students)

4. Write feedback reports for 2nd (revised) drafts, AND give marks (10 points: based on task fulfillment, organisation, language and revision) *(14 days)*

5. 30-minute consultations (optional for students)

Our 'tools'

Assignment Guidelines

Assignment-specific checklists

Student reflections

Draft-specific feedback reports

EWR surveys
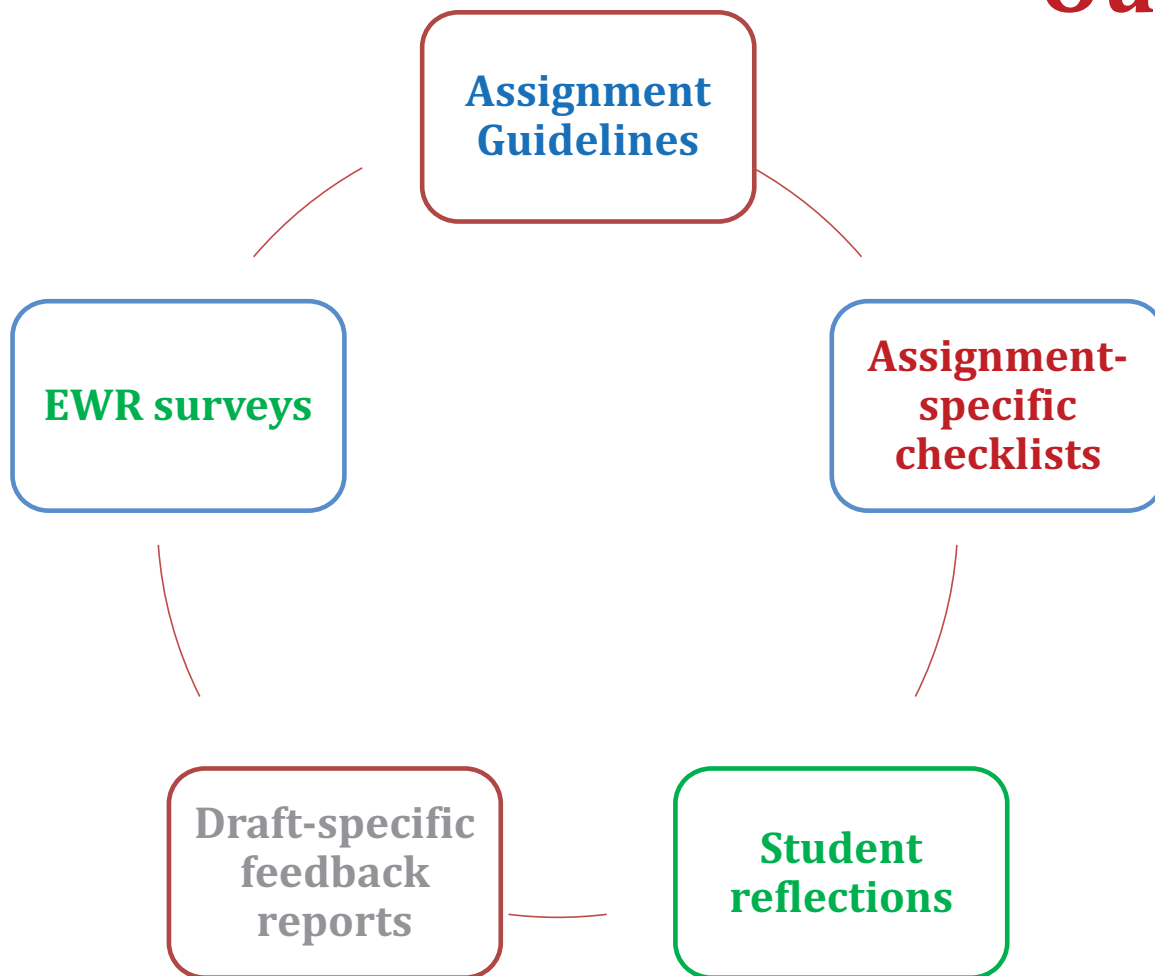
Assignment Guidelines

- prepared by subject teachers and EWR Team

- Focus on
  - Genre
  - Writing instructions given to students
  - Organisational pattern
  - References / Formatting style
  - Plagiarism detection
  - Marking criteria

- available on EWR Blackboard sites

- Coordinate with *Checklist* and *Action Points*

- **DO:** Read through these before you start reading student drafts

English Writing Requirement Assignment Guidelines

Subject code	ELC 1C05
Subject title	Horror in English Literature and Film
Credit value	3 credits
Word limit	Draft 1: 750 words Draft 2: 1,500 words Draft 3: 2500 words (maximum 2600 words)
Genre	Literary Essay
Writing instructions for students	1. What is the purpose of the assessment? To demonstrate critical understanding of horror works in an academic writing mode 2. What skills do you expect students to demonstrate? Ability to appraise the literary techniques and values attached to horror works by analysing them: e.g. identifying themes and describing how they are treated e.g. by recourse to symbolism or cinematographic techniques
Organisational pattern	What organisational pattern do you expect? Introduction, body, conclusion
References / Formatting style	APA / IEEE only

Sample Assignment Guidelines

Assignment checklists

- Tool for students and ELC teachers

- Developed by EWR Team, confirmed by CAR teachers

- Include genre expectations + specific assignment expectations

- Students are expected to include the completed checklist with each of their drafts

- **DO:** When downloading student drafts, take a look at their checklists, if available

The first draft
- ☐ is suitable length (first draft 750 words).
- ☐ uses headings and subheadings
- ☐ uses appropriate film terminology/vocabulary (see Film Language handout)

The introduction
- ☐ introduces the basic information about the film (i.e., title, year, director, lead actor/s, genre, theme)
- ☐ justifies the choice of the film
- ☐ states the focus of the film review (i.e., elements to be analysed) and/or your thesis statement
- ☐ shows how the review is organized *(optional)*

The body paragraphs
- ☐ present a brief plot summary (synopsis)
- ☐ highlight the main theme of the film
- ☐ analyse 2-3 elements of the film (theme, relations of characters, narrative structure, issues of human relations, key dialogues, specific scene settings, directorial style, film technique used, symbols or motifs, ending design, comments/reflections of film critics) that support your thesis
- ☐ include specific examples to support claims

Visuals / images
- ☐ are included (one or more photo, image or poster)
- ☐ are sufficient (If essay includes analysis of image composition, more photos are shown)
- ☐ have titles and references

The Chicago Style is used
- ☐ to present in-text citations *(optional for first draft)*
- ☐ to cite the source of images
- ☐ to create the list of references *(optional for first draft)*
- ☐ consistently

Note: In this course, you are advised to use the Chicago style. If you are not familiar with it, please refer to *the Chicago Manual of Style Online* at http://www.chicagomanualofstyle.org/tools_citationguide.html.

Sample checklist (film review, Draft 1)

Feedback reports

- Individualised feedback reports for both drafts

- Two feedback reports per student throughout the semester

- 14 days to prepare these reports

- Focus on 4 or more specific action points

- Used by students to improve their drafts further

Recommendations/Actions for improvement:

1. Dear Xuan, You have some interesting discussion in your film review. I have some suggestions on how you can extend and revise it for the next draft:
2. Thesis statement: I like that you have strong feelings about the film, and are curious about sadness. Can you develop this into a clearer thesis statement? Book a consultation with me if you'd like some help with this.
3. Improve the Summary: Though you have summarised the film in this draft, the summary is much too long. The professor doesn't wish to read a long summary, so please shorten it. Also, please move the summary to after your introduction.
4. Introduction: The draft does not contain any basic information about the film. Include the name of the film, its director/s, year of production, lead actors, genre and main theme. This information is important because it provides the background within which the reader can interpret your analysis of the film and its contributions.
5. Headings in the introduction: Your introduction is in different sections with different headings. This should be combined into one paragraph, the first paragraph of your review. Again, I'm happy to help with this if you schedule a consultation.
6. Visuals: Add visuals to illustrate your points. For example, you describe when Deiyi was severely punished by the master and the sunshine is strong. Include the visual images so you can discuss them well and show them to the reader.
7. Film language: Your professor would like you to use cinematic language. See the "Film Language" handout for a long list of terms. Include more of these terms in your discussions to improve your analysis.

Progress made:

Dear Wing Yee, You have an interesting topic and I hope you'll continue to improve the essay to make it more academic. See my notes below for some guidance with that. The essay has the potential to be quite good, but you'll need to add citations and have a more objective academic tone. I hope you will put some more time into the essay. See me for a consultation if I can help further. - Chrissy

Suggestions for further improvement:

1. Style: In academic writing, the use of direct questions to guide the reader is less common. In general, you should rephrase these into positive statements. Please rewrite the first sentence of your essay.
2. Key vocabulary: Be careful that you have the correct vocabulary word. "Glasses" refers to "eyeglasses". The plural of "glass" is just "glass". Therefore, change all use of "glasses" to "glass". For your title, you might consider "The use of glass in architecture" to better fit your topic.
3. Personal pronouns: Avoid these e.g. (I, you, we) in academic writing because it makes your writing seem too informal and subjective. Try using passive voice instead. Refer to this website for more explanation and solutions: http://www.monash.edu.au/lls/llonline/writing/arts/sociology/2.3.1.xml For example, you write "In the middle Ages, the stained glass window is so popular that we can find many pieces of artwork in church." Instead, try "Stained glass windows were used frequently in the middle ages for church artwork".
4. Lack of sources: You don't have in-text citations or a Reference list, which is a requirement. Do fix this issue so that you don't lose points. It's quite important.
5. Consultation: I would like to help you with these issues, so do book a consultation with me. If you can't make one with me, then book a WAP session at CILL to get help with referencing and further developing your essay. Best wishes!

Feedback reports: Dos and Don'ts

Dos

1. Make reports draft-specific by including examples from the draft

2. Give feedback on citations and references

3. In Draft 1, focus on argumentation, organisation and overall task fulfillment (Genre)

4. In Draft 2, focus *more* on language sentence structure

Don'ts

1. Don't leave marking till the last day of submission

2. Don't focus only on language errors

3. Don't spend too much time on each script

4. Don't depend too much on the clickable action points!

Grading

How to assign a score out of 10 (10%)

- Draft 1 does not receive marks.

- The score is given to Draft 2 based on
  - uptake of feedback and revision
  - EWR Rubrics
    - Task fulfillment
    - Organisation
    - Language
    - Revision

Rubrics are available in the BB course-site as pdf and as part of the BB marking system

Grading: Dos and Don'ts

Dos

- Refer to the EWR Rubrics

- Refer to your action points for Draft 1

- Remember to check if you have entered the mark on Blackboard.

Don'ts

- Do not read Draft 1 again when grading Draft 2 except in special cases.

- Don't release EWR marks to students via email or during consultations.

Grading ELC Component of EWR

Give students 0 marks if they

1. do not submit both drafts;
2. do not submit one of the two drafts; or
3. submit two drafts but with no evidence of revision.

Note that ELC score accounts for 10% of the Writing component score. A low ELC score **does not** mean the student fails the assignment or the course.

Please note that

- weaker students may revise extensively and thus get a higher mark on revision.
- These students may not get a higher grade on their final work.

Consultations

- Optional, on a first-come, first-served basis

- Aimed at helping students interpret feedback reports and give them a chance to ask questions

- Each session: 30 minutes long, 1 student from your group

- Registration done online by students at https://elc.polyu.edu.hk/booking/main.php

- Registration closes at 6 pm the day before the consultation is offered

Consultations: Dos and Don'ts

Dos

1. Recommend students to book a consultation in your feedback report, if you feel that there are too many aspects to discuss in the feedback report. *There is an action point for this purpose.*

2. Check your consultation registration record [here](). Reschedule consultations by e-mailing students well ahead of time if you have to miss any and inform Polly Chan so a room can be booked for you.

3. Print copies of student drafts and reports only if you prefer using hard copies. *Both drafts can now be accessed online in the enhanced EWR Platform (renamed ELC Assessment Feedback System.)*

4. During the consultation
   1. Give students time to read the report if they haven't seen it yet
   2. clarify points and let students ask questions;
   3. ask students to talk to their CAR teacher if you are uncomfortable with /unsure about answering their questions about content.

Don'ts

- Don't reveal the EWR mark that you gave your students during the Draft 2 consultation

- Don't forget to check your consultation registration

Online Support Systems

Reading and Writing Online Platform (Learn@PolyU)

English Writing Online Consultation Session Booking System (https://elc.polyu.edu.hk/booking/main.php)

The Literacy in the Disciplines (LID) website (http://literacy.elc.polyu.edu.hk/) – open access website providing support for Science, Engineering and Social Science genres

Online Support Systems
LEARN@POLYU

Online Support Systems

ONLINE USER GUIDE (BLACKBOARD)

Online Support Systems

ONLINE USER GUIDE (BLACKBOARD)

Online Support Systems

LEARN@POLYU

Online Support Systems

ELC Teacher Report

Group Selection: All groups ▼

EWT
First Assignment Due Date: 2018-01-01 23:59:00 Second Assignment Due Date: 2018-01-29 23:59:00
First Report Released Date: 2018-08-31 23:59:00 Second Report Released Date: 2018-09-01 23:59:00

[Download Excel] [Download Action Points]

No.	Student ID	Student Name	First Draft	Status	Second Draft	Status	Marks
1	egigi_previewuser	AU YEUNG_PreviewUser Yuen Yee	**Submitted** • Product materials (1st draft).doc • Edit • View Report	●1st draft: Feedback Completed.	**Submitted** • GEC1C46-15075448D.doc • Edit • View Report	●2nd draft: Marked with feedback.	8
2	ecewr_previewuser	English Writing and Reading Requirements_PreviewUser English Writing and Reading Requirements	**Submitted** • CAR%20essay.docx • Edit • View Report	●1st draft: Feedback Completed.	**Nil** No files attached		--
3	elc_20110_c_s01	Guest Account 01	**Submitted** • Product materials (1st draft) - 複製.doc • Product.doc • Product materials (1st draft).doc • Edit • View Report	●1st draft: Feedback Completed.	**Nil** No files attached		--
4	elc_20110_c_s02	Guest Account 02	**Submitted** No files attached • Edit • View Report	●1st draft: Feedback Completed.	**Nil** No files attached	Marked with feedback.	10

LEARN@POLYU
FEEDBACK PAGE

Colunm	Status	Description
Status	Not yet marked	Teacher did not yet give feedback
Status	Marking in progress	Teacher feedback saved as draft
Status	Feedback complete / Marked with feedback	Teacher feedback submitted
Status	Feedback report ready / Marked report ready	Teacher feedback submitted and report release day reached

Online Support Systems

ELC Teacher Report

Group Selection: All groups ▼
EWT
First Assignment Due Date: 2018-01-01 23:59:00 Second Assignment Due Date: 2018-01-29 23:59:00
First Report Released Date: 2018-08-31 23:59:00 Second Report Released Date: 2018-09-01 23:59:00

[Download Excel] [Download Action Points]

No. ▲	Student ID	Student Name	First Draft	Status	Second Draft	Status	Marks
1	egigi_previewuser	AU YEUNG_PreviewUser Yuen Yee	Submitted • Product materials (1st draft).doc • Edit • View Report	● 1st draft Feedback Completed	Submitted • GEC1C46-15075448D.doc • Edit • View Report	● 2nd draft Marked with feedback	8
2	ecewr_previewuser	English Writing and Reading Requirements_PreviewUser English Writing and Reading Requirements	Submitted • CAR%20essay.docx • Edit • View Report	● 1st draft Feedback Completed	Nil No files attached		--
3	elc_20110_c_s01	Guest Account 01	Submitted • Product materials (1st draft) - 題型.doc • Product.doc • Product materials (1st draft).doc • Edit • View Report	● 1st draft Feedback Completed	Nil No files attached		--
4	elc_20110_c_s02	Guest Account 02	Submitted No files attached • Edit • View Report	● 1st draft Feedback Completed	Nil No files attached	Marked with feedback	10

The "**Edit**" link:

- It appears **after the submission deadline**;
- Teacher can submit / save feedback unlimited times before report release date; and
- Teacher can still **submit ONCE after report release date** if they **never "submitted" before** the deadline;
- Report **WILL NOT be released** automatically **if** it is **never "submitted"**

Colunm	Status	Description
First Draft / Second Draft	Submitted	Student submitted the draft
First Draft / Second Draft	Nil	Student did not yet submit the draft
First Draft / Second Draft	Edit	Teacher can now mark the submitted work
First Draft / Second Draft	View Report	Preview of the feedback report with current saved / submitted feedback

Online Support Systems

Course Homepage | Back to Group List | Save as Draft | Submit

Select Further Improvement

Mozilla Firefox

https://learn.polyu.edu.hk/webapps/bnbk-elc-BBLEARN/actionPrint.ohtml?id=29&prefs=suggestion

3. Spelling Mistakes:
☐ Please proofread your work. You have many careless spelling mistakes throughout your essay.

4. Sentence Errors:
☐ There are a few problems with your sentence structure such as sentence fragments, run-on sentences and comma splice. A few examples from your essay are Here is a link to a handout that helps you fix common sentence errors. http://www.yale.edu /graduateschool/writing/forms/The%20Most%20Common%20Sentence%20Structure%20Problems.pdf

5. Verb tenses:
☐ Use the correct structures for verb tenses. There are problems with the use of tenses in your writing, e.g. "has gave". For examples and information on how to use the various tenses see the following page http://elc.polyu.edu.hk/CILL/exercises /choosing-verbs.aspx

6. Subject - Verb agreement :
☐ There are a number of subject-verb agreement errors. Agreement means that the verb changes depending on the type of noun it refers to. For example, "the research shows that" is correct, "the research show that" is wrong. The grammar rules for agreement are reasonably simple. Visit http://elc.polyu.edu.hk/cill/exercises/sva.aspx for explanation. In many cases, these mistakes are due to carelessness rather than misunderstanding of grammar. If you seem to make this sort of mistake frequently, it is a good idea to identify all the subject / verb pairs in your drafts and make sure they agree.

7. Proofreading:
☐ Please proofread your writing one or two times before submission. There are grammatical errors, word choice errors and spelling errors throughout. For example, ...

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J - Writing Consultation Sessions

1. Booking a session:
☐ You are advised to book a writing consultation session with me. Book the session online at http://rwr.polyu.edu.hk/ewtreg/.

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Close | Add

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FIRST DRAFT ASSESSMENT PAGE

Course Homepage | Back to Group List | Save as Draft | Submit

Online Support Systems

Second Draft Assessment

1. Review Current Attempt

Name of Student:	Account 11 Guest
Student ID:	elc_20121_a_rw_s11
Group Name:	EWT000[Testing]
Submission Date:	14/07/2013 16:54:06

First Draft Attached File(s): • Script1-draft1.docx
First Draft Student Comments: No additional comment

View First Draft Feedback Reflection | port

• draft2.pdf

Select Further Improvement | No additional commen

Marking Criteria

Tutorial Attendance: ○ 0 ○ 1 ● 2

2. Feedback

View First Draft Feedback Reflection | Marking C

3. Suggestions for Improvement

Select Further Improvement

1.

2.

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https://learn.polyu.edu.hk/webapps/bnhk-elc-BBLEARN/actionPoint.xhtml?id=29&prefix=suggestion

A - Requirements

1. Word limit:
☐ The draft is considerably shorter than 1000 words. Make sure your second draft meets the word length requirement

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B - Content

1. Genre:
☐ The assignment asked you to give a critical analysis of the topic in addition to demonstrating your thorough understanding of the reading text. You have not critically analysed the topic by referring to other sources.

2. Research and Evidence for your topic:
☐ More evidence is needed for some of the statements made in the body of your essay. Please do more research to support your opinions. An example from your essay:

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C - The Introduction

1. Structure:
☐ Your introduction is not very clear. Please keep in mind that an introduction is like a road map of the main things you will discuss in your entire essay. It provides a definition of key terms and concepts (if necessary), an analysis of the topic setting the scope for how you will address the topic, an overview of the essay (how it will be structured), and a thesis statement (your main point/argument). Please note that the introduction does not always have to be written first. Writers often start by developing the body paragraphs first (arguments from your research) and go back to write the introduction at the end. Refer to this site for more help: http://writingcenter.unc.edu/handouts/introductions/

revisions and significant independent improvements have been made	revisions. Some independent improvements have been made.	improvements have been made.	independent improvement.	between drafts.

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SECOND DRAFT ASSESSMENT **PAGE**

END

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https://elc.polyu.edu.hk/booking/main.php

ENGLISH WRITING ONLINE CONSULTATION SESSION BOOKING SYSTEM

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THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學

ENGLISH LANGUAGE CENTRE

ELC Booking System

SAP/WAP   SAS/WAS Sessions   Workshop Attendance   EW Consultation Bookings   RLSA ▾   Logout

EW Session Booking List

Semester:

Round of Consulta

Subject Code:

Date:

Status:

Date	Time	Venue	Teacher	Type	Status
2020/12/28 (Mon)	12:30 - 13:30	online	User1 ITS	SAP/WAP	available
2020/12/29 (Tue)	13:00 - 13:30	online	User1 ITS	SAP/WAP	booked (01234567d) ⓘ
2020/12/30 (Wed)	13:30 - 14:00	online	User1 ITS	SAS/WAS	available

***Keys
SAP: Speaking Assistance Programme
WAP: Writing Assistance Programme
SAS: Speaking Assistance Service
WAS: Writing Assistance Service
EWR: English Writing Requirement

No.	Subj. Code	Teacher	Date	Time	Venue	Remarks	Status
1.	ABCT1D15A	User1 ITS	2020/12/25 (Fri)	13:30-14:00	A305		0 seat(s) occupied
			2020/12/30				1 seat(s) occupied

ENGLISH WRITING ONLINE CONSULTATION SESSION BOOKING SYSTEM

Blackboard

DEMO

Any
Questions?