

# English Writing and Reading Requirements Briefing for ELC Teachers

Jay Bidal



# 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 within the General University Requirements (GUR) curriculum
2. Piloted in 2010
3. Fully launched since 2012



# English Writing Requirement at PolyU

## All students are required to

- pass one CAR subject with the EWR component
- complete a 1500-2500-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 = 1,500-2,500 words, submitted to the CAR teacher
- Prior to that, two drafts submitted to ELC
  - Draft 1: Plan (complete a plan template)
  - Draft 2: 1,500 words
- ELC teachers provide feedback on drafts both in writing and through scheduled consultations

## CAR Subjects with EWR

1		<b>AAE1BN01</b>	<b>Introduction to Aviation Industry</b>	<b>Christy</b>
2		<b>APSS1A27</b>	Preparing for Natural Disasters in the Chinese Context	<b>Christy</b>
3		<b>APSS1BN17</b>	Contemporary Chinese Society and Popular Culture	<b>Adam</b>
4		<b>APSS1BN30</b>	International Relations and Global Issues	<b>Christy</b>
5		<b>BME1D01</b>	Bionic Human and the Future of Being Human	<b>Man</b>
6		<b>BME1D02</b>	Wearable Healthcare and Fitness Devices for Everyone	<b>Man</b>
7		<b>CBS1A13</b>	The Talking Brain	<b>Man</b>
8		<b>CBS1A17</b>	Human Relationships and the Cyberworld	<b>Adam</b>
9		<b>CBS1A18</b>	Life and Death	<b>Christy</b>
10	PILOT	<b>CBS1CN29</b>	Chinese Art and Design	<b>Denise</b>
11		<b>CBS2CM09</b>	Communications in Greater China	<b>Adam</b>
12	New	<b>CC1M39</b>	SCIENCE AND CIVILISATION IN PRE-MODERN CHINA	<b>Jay</b>
13		<b>ELC1A04</b>	From Lord of the Rings to Harry Potter: Fantasy, reality and humanity	<b>Mitchell</b>
14	NEW	<b>ELC1A08</b>	Digital literacies and language	<b>Denise</b>
15	NEW	<b>ELC1A09</b>	Language for the Workplace of the Future	<b>Pinna</b>
16	PILOT	<b>ELC1CN05</b>	Horror in English Literature and Film	<b>Pinna</b>
17		<b>ITC1CN02</b>	Fashion and Culture	<b>Adam</b>
18		<b>LSGI1BN02</b>	Climate Change and Society	<b>Mitchell</b>
19		<b>LSGI1D03</b>	Living on a Dynamic Earth	<b>Mitchell</b>
20		<b>LSGI2BN01</b>	Map Reading and Interpretation	<b>Man</b>
21		<b>ME1D01</b>	Engineering and Environmental Management	<b>Jim</b>
22		<b>ME1D02</b>	Products and Materials in Modern Society	<b>Jim</b>
23		<b>SD1BN06</b>	Values, Lifestyles and Advertising in Society	<b>Mitchell</b>
24	PILOT	<b>SN2BN02</b>	Disasters and Global Health Challenges	<b>Jim</b>

# Writing genres this semester

Academic Essay

Analytical Art Essay

Analytical Film Review

Argumentative essay

Article review

Book Review

Case study

Final paper

Literary essay

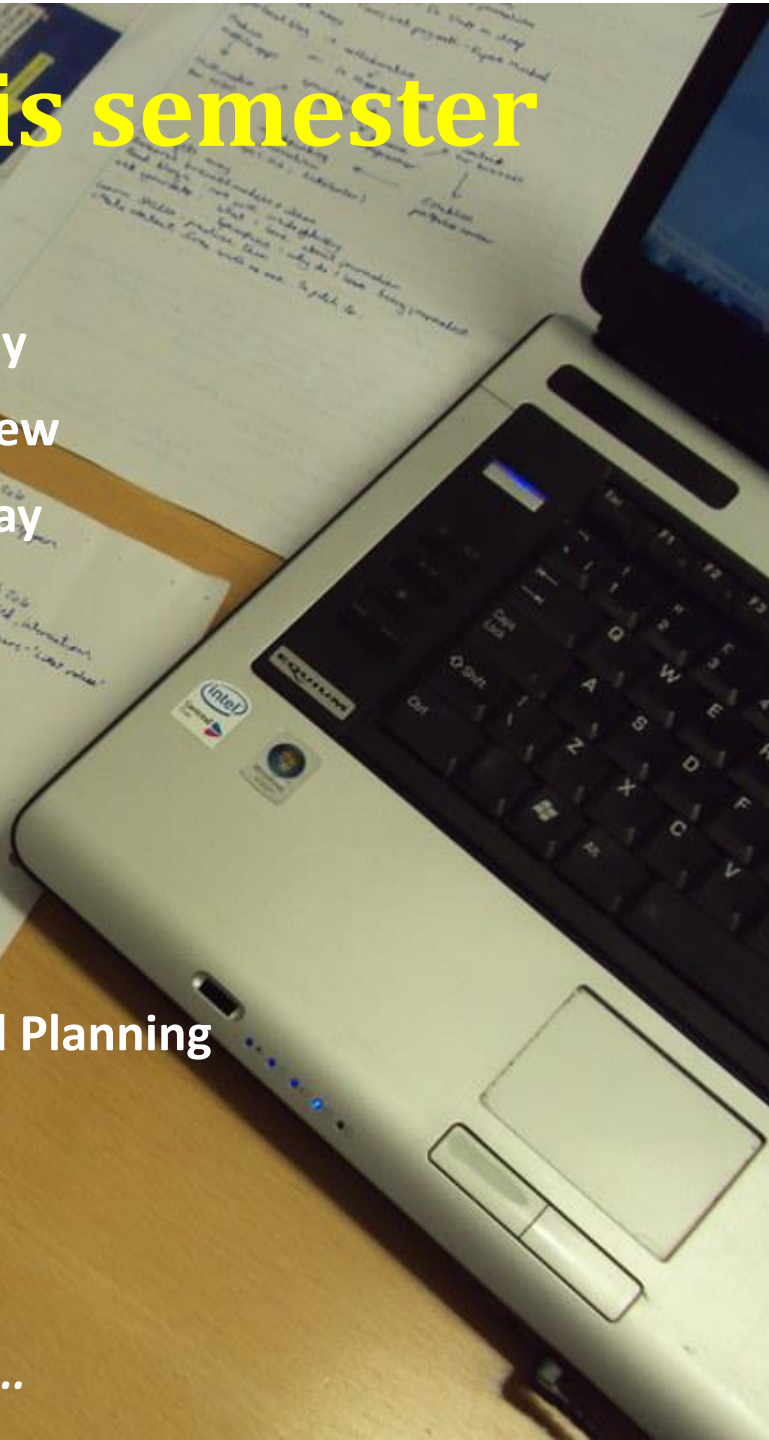
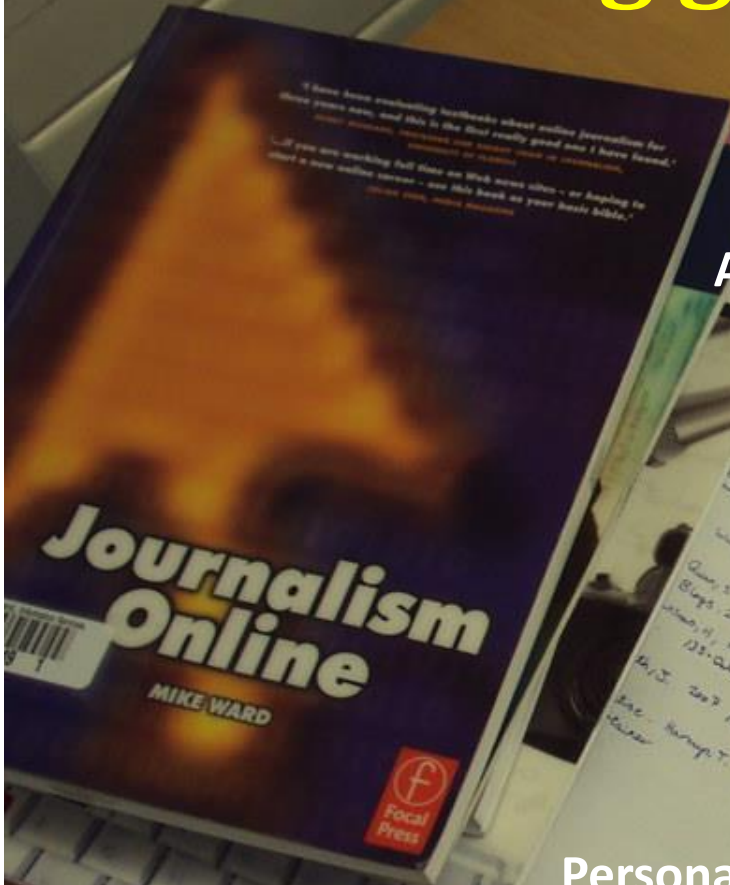
Personal Development and Planning

Project Report

Reflective Essay

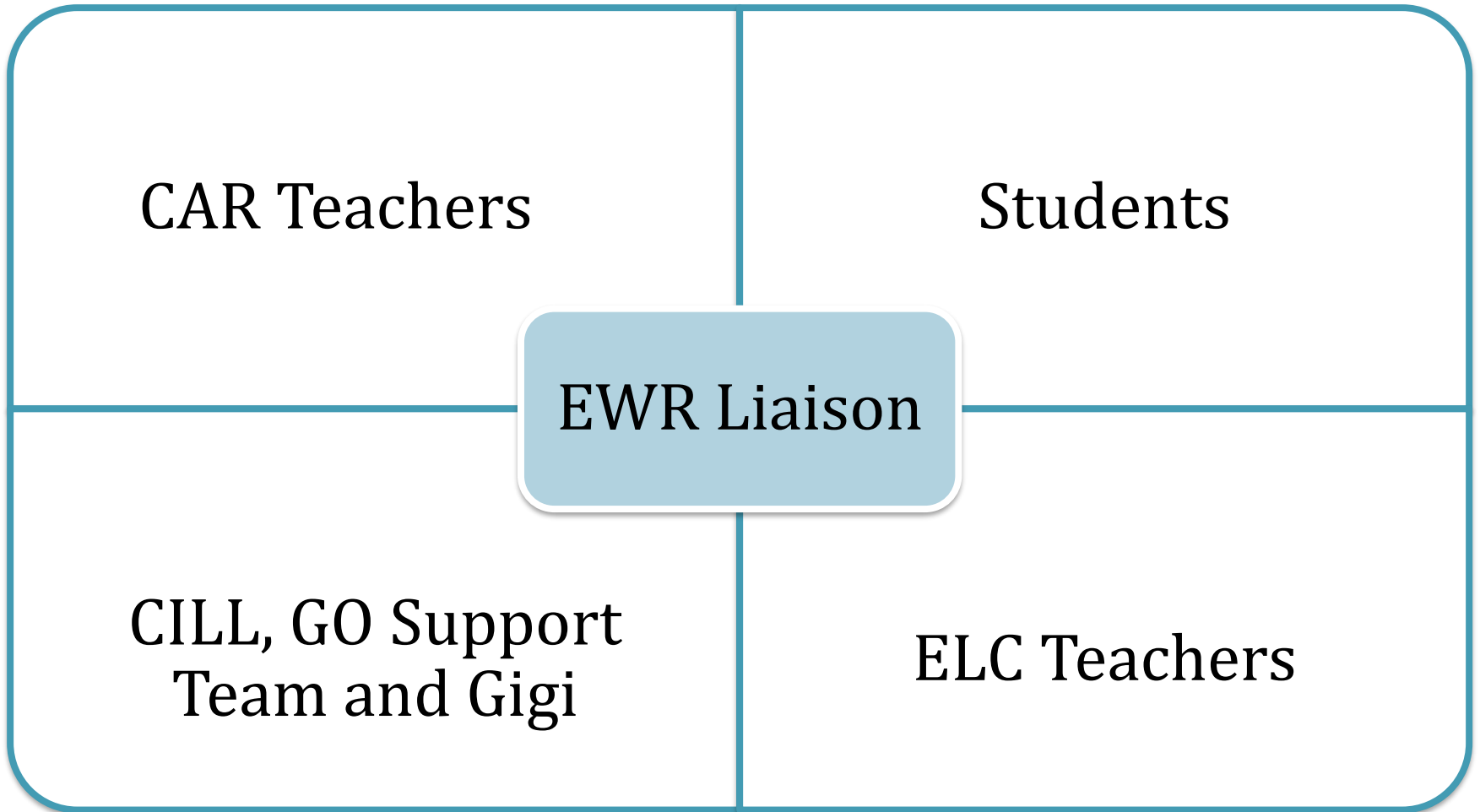
Short Story

*some more to come...*





# People



# EWR Liaison Team

- **Role:** To act as a channel of communication between CAR teachers, ELC teachers and students
- **Literacy Coordinator:** Dr. Linda Lin
- **EWR Liaison Team Coordinator:** Jay Bidal
- **Team Members:**
  - Adam Barker
  - Christy Wong
  - Denise Cheung
  - Jim Lo
  - Agnes Ng
  - Mitchell Mak
  - Pinna Wong



# 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

# Process Overview: First draft

Students

- Complete first draft (plan template)
- Submit it on EWR Blackboard site (Turnitin)
- Week 4/5 (Option 1/2)

ELC  
teachers

- Provide feedback in Turnitin
- 7 days to complete and submit

Both

- Optional 30-minute consultations; booked on ELC booking site
- online (Weeks 7-8); 30 minutes for each session (1-2 students)

# Process Overview: Draft 2

Students

- Read feedback
- Submit draft on EWR Blackboard site (Turnitin)
- Include optional reflection (Week 8/9)

ELC  
teachers

- Provide feedback in Turnitin
- Give marks (out of 10 points) to draft (Excel sheet)
- 14 days to complete and submit

Both

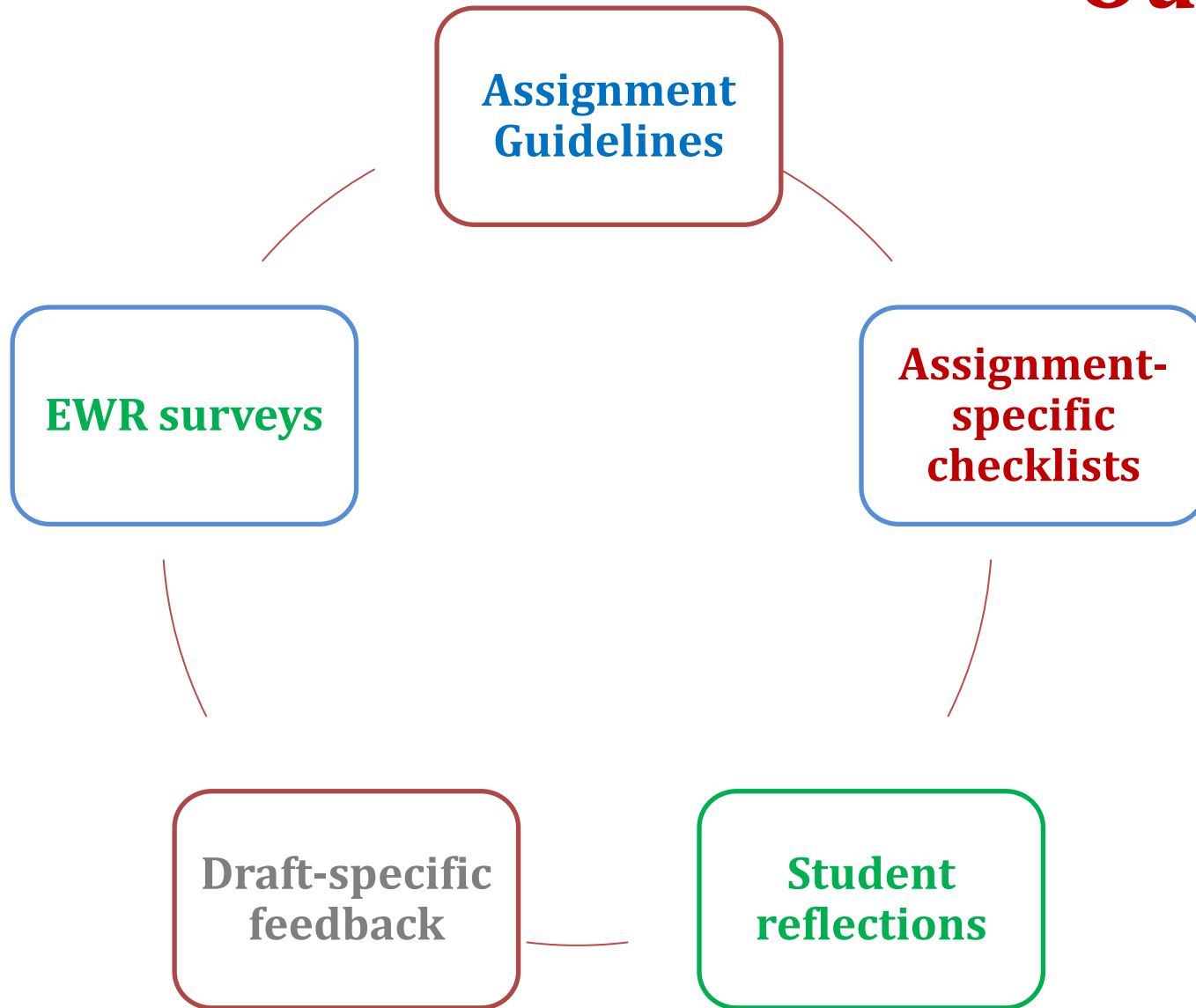
- Optional 30-minute consultations; booked on ELC booking site
- (Week 11/12 ; in CILL; 30 minutes for each session (1-2 students))

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

# ELC Teacher Process Overview

1. EWR team liaison emails you with details.
2. Provide feedback on plan (*7 days*)
3. 30-minute consultations (optional for students)
4. Provide feedback for 2<sup>nd</sup> drafts, AND give marks (10 points: based on checklist fulfillment, organisation, and accuracy) (*14 days*)
5. 30-minute consultations (optional for students)
6. Give FB on EWR process to your EWR liaison or through the online survey

# Our 'tools'



# Assignment Guidelines

- prepared by subject teachers and EWR Team
- Focus on
  - Genre
  - Writing instructions given to students
  - Organisational pattern
  - References / Formatting style
  - Plagiarism/GenAI detection
  - Marking criteria
- available on EWR Blackboard sites
- Coordinate with *Checklist* and *Action Points*
- **DO:** Read through these before you start reading student drafts



# Draft 1 plan template

- Guidance for students in planning assignment
- Developed by EWR liaisons together with CAR teachers
- 3 sections (can vary)
  - General questions about topic/purpose
  - List of sources and brief justification
  - Initial outline
- Students are expected to complete the template (no set word length)
- **DO:** Encourage students to book a consultation to talk through their plan and ideas

# Draft 2 checklist

- 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 their 2<sup>nd</sup> draft
- **DO:** When looking at student drafts, take a look at their checklists, if completed

# Feedback

- Individualised feedback on both drafts
- Two rounds of feedback per student throughout the semester
- For Draft 1, your liaison will send a Word file with general comments for each section of the plan
- For Draft 2, your liaison will send a QuickMarks file (.qms) containing feedback points, some specific to the assignment
- 7/14 days to provide feedback
- Provide 4 or more specific pieces of feedback on Draft 2
- Used by students to improve their drafts further

# Sample feedback report Draft 2

The editorial's statement "It should be obvious that everyone who aspires to a happy life should attain a university degree" is logical fallacy. Some experts say, most people do not attain a university degree also have a happy life. Such as, LI ka-shing. In fact, everyone who aspires to a happy life should through working hard. A university degree just the threshold for our getting a good job. The writer's logic is incorrect, this is because writer did not focus on the main point for how get a happy life. There are many ways to obtain a happy life, the most reliable is ourselves efforts (Solis, 2019). In addition, social and health are also one of the factors for aspires to a happy life (OECD Publishing, 2013). At the same time, if we aspires to a happy life should through self-efforts.

The editorial's statement "we can easily see that a university degree is a prerequisite for a successful and meaningful life" is lack of evidence. Some experts say, most people have university degree, but life is not as the editorial's statement. The writer is not provided much evidence to support his article, it is hard to persuade readers. If we want to obtain a successful and meaningful life, getting a university degree is just the beginning, hard work is the important way (Vitrano,2013). In addition, in order to enhance persuasiveness, the writer should not only provide much evidence, but also consider many aspects in the editorial. At the same time, after getting a university degree, it is also important to set personal goals to improve our chances for a successful and meaningful life (Curzen, 2022). Therefore, we should provide much evidence in the editorial, it is importance.

*Did you discuss social mobility issues in your first argument? Maybe you can consider combine the two paragraphs?*

The editorial's statement "If we do not have a university degree, social mobility will only be a dream for us" is trust bias. Analysis of some articles, the statement is not reasonable, because

# Feedback: Dos and Don'ts

## **Dos**

1. Make feedback specific by highlighting examples from the draft
2. Give feedback on citations and references
3. In Draft 1, provide general FB and encourage consultations
4. In Draft 2, provide more specific feedback (task, organisation, language, source use)
5. Provide actionable feedback

## **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 (esp. Draft 1)

# 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
  - Checklist fulfillment
  - Organisation
  - Accuracy (evidence of proofreading)
    - language
    - formatting
    - referencing

*Your liaison will send you a copy of the rubric*

# Grading: Dos and Don'ts

## Dos

- Refer to the EWR rubric
- Provide a mark for each criteria
- Remember to check if you have entered the mark into the Excel sheet.
- Send your Excel sheet to Gigi and your liaison

## Don'ts

- Do not read Draft 1 plan 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 a draft not related to the assignment

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.



# 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, 1/2 students, online or face to face in CILL
- Draft 1—any student from the course; Draft 2—only students assigned to you
- Registration done online by students at <https://elc.polyu.edu.hk/booking/main.php>

# Consultations: Dos and Don'ts

## Dos

1. Recommend students to book a consultation in your feedback, 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](#). Inform Polly Chan if you are sick and cannot attend.
3. Students should bring either a hard or soft copy of their draft/feedback. These can also be accessed online.
4. During the consultation
  1. give students time to read the feedback 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





Any  
Questions?