



**ANKARA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

WRITING FOLDER BOOKLET

L1



NAME & SURNAME:

STUDENT ID NO:

CLASS:

INSTRUCTOR:

PROOFREADING CODES		
CODE	EXPLANATION	EXAMPLE
WW	Wrong Word	My parents <u>met</u> me to an important politician. My parents introduced me to an important politician.
WP	Wrong Preposition	The book is <u>over</u> the table. The book is on the table
WF	Wrong Form	Because I was tired, I <u>go</u> to bed early. / He is a <u>nicely</u> person. Because I was tired, I went to bed early. / He is a nice person.
WO	Wrong Order	<u>When was I a kid</u> , I liked ice cream very much. When I was a kid , I liked ice cream very much.
P	Punctuation	Where is your brother. ----- Where is your brother?
SP	Spelling	I am <u>takeing</u> a French course. I am taking a French course.
S/V	Subject-Verb Agreement	He <u>have</u> got a nice house near the beach. He has got a nice house near the beach.
P/S	Plural or Singular Noun	There are many <u>student</u> waiting in the hall. There are many students waiting in the hall.
—	Unnecessary Word	I came across with an old friend of mine yesterday. I came across an old friend of mine yesterday.
^	Missing Word	At an international university, you can meet people from different parts of ^ world and make friends that will last a lifetime. At an international university, you can meet people from different parts of the world and make friends that will last a lifetime.
?	Not Clear	Life be really when years difficult before ages ago. ? Life was really difficult ages ago.
RW	Rewrite	<u>Students are go 9 to 3 to the lessons.</u> Students attend classes from 9 to 3.

Sample Proofreader's Corrections

When^{ww} the rush hour, a Canadian man and his **tenage**^{sp} son got **at**^{wp} my cab and asked me to take them to LaGuardia Airport. They were going back to **canada**^p. We had a nice conversation together and when they got out, gave me **to** a good tip.

When my next **passongar**^{sp} got in, he handed me a wallet which he found on the back seat. I immediately knew it belonged to **a**^{ww} Canadian man. It contained a driving license and a credit card, nothing else.

I called **to** the number on the back of the credit card and explained the situation to the person who was working at the credit card company. **then**^p I gave my phone number. **Later**^{ww} about half an hour, the Canadian man **call**^{wf} me and told **^** that he was waiting **^** me in front of the airport.

In^{wp} the way to the airport, five or six people tried to stop me, but I **didnt**^p stop as I was in a hurry. Forty-five minutes later, I arrived **to**^{wp} the airport. The guy **is standing**^{wf} outside the terminal building. He looked stressed. I gave the wallet to the guy and told him that I had only done a little shopping with his credit **^**! Just a joke. He was very happy to get his wallet back. "You're my favourite New Yorker ever," he said. Then he handed me fifty dollars and ran back into the airport. The whole thing – plus the fifty dollars! – really **done**^{ww} my night.

Corrected Text

During the rush hour, a Canadian man and his **teenage** son got **in** my cab and asked me to take them to LaGuardia Airport. They were going back to **Canada**. We had a nice conversation together and when they got out, they gave me a good tip.

When my next **passenger** got in, he handed me a wallet which he found on the back seat. I immediately knew it belonged to **the** Canadian man. It contained a driving license and a credit card, nothing else.

I called the number on the back of the credit card and explained the situation to the person who was working at the credit card company. **Then** I gave my phone number. **After** about half an hour, the Canadian man **called** me and told **me** that he was waiting **for** me in front of the airport.

On the way to the airport, five or six people tried to stop me, but I **didn't** stop as I was in a hurry. Forty-five minutes later, I arrived **at** the airport. The guy **was standing** outside the terminal building. He looked stressed. I gave the wallet to the guy and told him that I had only done a little shopping with his credit **card**! Just a joke. He was very happy to get his wallet back. "You're my favourite New Yorker ever," he said. Then he handed me fifty dollars and ran back into the airport. The whole thing – plus the fifty dollars! – really **made** my night.

L1 RUBRIC FEEDBACK FORM							
CATEGORIES	DESCRIPTORS	SCORES					TOTAL SCORE
CONTENT & ORGANIZATION	Supporting details	4	3	2	1	0	___ / 6
	Introductory sentence	1	0,5		0		
	Final sentence	1	0,5		0		
Instructor's Feedback:							
RANGE (Vocabulary)	Various and correct words	2	1,5	1	0,5	0	___ / 4
	Spelling of the words	2	1,5	1	0,5	0	
Instructor's Feedback:							
ACCURACY (Grammar)	Correct form and meaning	2	1,5	1	0,5	0	___ / 4
	Variety of structures	2	1,5	1	0,5	0	
Instructor's Feedback:							
COHERENCE & COHESION	Correct and meaningful use of linking words and expressions	2		1	0,5	0	___ / 4
	Logical flow of ideas	2		1	0,5	0	
Instructor's Feedback:							
MECHANICS	Punctuation	1	0,5	0,25	0		___ / 2
	Capitalization	1	0,5	0,25	0		
Instructor's Feedback:							
<p><u>'2 pts.'</u> should be deducted when</p> <ul style="list-style-type: none"> <input type="checkbox"/> there is a <u>multi-paragraph</u> structure. <input type="checkbox"/> the paragraph is less than 80 words. (The text should be between 80-120 words.) <p>Grade is <u>'0,5 pts.'</u> when</p> <ul style="list-style-type: none"> <input type="checkbox"/> the paragraph is <u>off-topic</u>. <input type="checkbox"/> the paragraph uses a <u>different type</u> of writing. <input type="checkbox"/> the paragraph <u>DOES NOT</u> meet task requirements (mentioned in the guide). <input type="checkbox"/> the paragraph is <u>copied</u> from another source. 							___ / 20






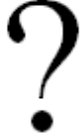







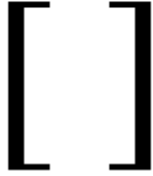


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TASK REQUIREMENTS	CONTENT & ORGANIZATION	RANGE	ACCURACY	COHERENCE & COHESION	MECHANICS
<ul style="list-style-type: none"> Title is optional. 	<p>Topic / Idea Development & Quality of Supporting & Final Sentence</p>	<p>Vocabulary Repertoire & Spelling</p>	<p>Target Grammar Structures & Word Order</p>	<p>Using connectors & Flow of Ideas</p>	<p>Punctuation & Capitalization</p>
<p>DESCRIBING A PERSON (80-120 words)</p> <ul style="list-style-type: none"> <u>NO</u> points will be deducted if the paragraph is longer than 120 words. 	<ul style="list-style-type: none"> Introduction to present the topic (person to be described) Physical appearance Personality What s/he likes Hobbies/interests Final sentence 	<ul style="list-style-type: none"> Basic repertoire of words that are familiar, personal and belonging to everyday life High frequency everyday words Regularly used set phrases (eg. in the afternoon / in the corner)) Features of the person/ place through adjectives Adjectives/adverbs Adverbs of manner 	<p>Achievement I Content</p> <ul style="list-style-type: none"> Simple Present Adverbs of frequency Demonstratives Control of possessives and adjectives Possessive pronouns Prepositions of time Prepositions of place Like/love/enjoy/ hate/can't stand+ -ing, would like/want to + verb Have got/has got Can (ability) Singularity and plurality There is /are Articles <p>Achievement II Content (+ Ach. I Content)</p> <ul style="list-style-type: none"> Present progressive Object personal pronouns Count & Uncounts Some, any, no Simple Past Could 	<ul style="list-style-type: none"> Simple linking words: 'and', 'but', 'so', 'because', 'or', 'then' 	<ul style="list-style-type: none"> Mistakes with punctuation: 1) If an expression lacks a complete thought because of missing parts and wrong use of punctuation, it is called a sentence fragment. <ul style="list-style-type: none"> - Sentence fragment: - Over there. - Ran around the tree. - Because she fell asleep. 2) A run-on sentence is a sentence that has no punctuation mark to separate clauses. <ul style="list-style-type: none"> - Run-on sentence: - She finished the report she went out. 3) If you combine two sentences improperly with a comma, this is called comma splice. <ul style="list-style-type: none"> - Comma splice: - She finished the report, she went out.
<p>DESCRIBING A PLACE (80-120 words)</p> <ul style="list-style-type: none"> <u>NO</u> points will be deducted if the paragraph is longer than 120 words. 	<ul style="list-style-type: none"> Introduction to present the topic (place to be described) Neighbourhood Location of the place Room (accuracy in spatial order) Final sentence 		<p>Gateway /Ach. I + II Content)</p> <ul style="list-style-type: none"> How much/how many/ a lot of / lots of have to (affirmative) How about/Why don't we...? Preps of movement Future (be going to) one/ones should Infinitive of purpose Comparative (adjectives) Superlative (adjectives) 		<ul style="list-style-type: none"> Mistakes with punctuation of linkers Mistakes with capitalization
<p>GUIDED WRITING (100-120 words)</p> <ul style="list-style-type: none"> <u>NO</u> points will be deducted if the paragraph is longer than 120 words. 	<ul style="list-style-type: none"> Introduction to present the topic Answers to questions Final sentence 				

PUNCTUATION

 comma	 semicolon	 colon	 full stop	 exclamation mark	 question mark
 apostrophe	 quotes	 double quotes	 hyphen	 dash	
 stroke or slash	 parentheses or (round) brackets	 square brackets	 ellipsis	 asterisk	