



**ANKARA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

WRITING FOLDER BOOKLET

L3



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.

L3 RUBRIC FEEDBACK FORM							
CATEGORIES	DESCRIPTORS	SCORES					TOTAL SCORE
CONTENT & ORGANIZATION	Narrowing down	2	1,5	1	0,5	0	___ / 10
	Thesis statement	2	1,5	1	0,5	0	
	Idea development	2	1,5	1	0,5	0	
	Supporting ideas	2	1,5	1	0,5	0	
	Concluding paragraph	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:							
RANGE (Vocabulary)	Various and correct words	2	1,5	1	0,5	0	___ / 3
	Spelling of the words	1		0,5	0,25	0	
Instructor's Feedback:							
COHERENCE & COHESION	Correct and meaningful use of linking words and expressions	1	0,5	0,25	0	___ / 2	
	Logical flow of ideas	1	0,5	0,25	0		
Instructor's Feedback:							
MECHANICS	Punctuation and capitalization	1	0,5	0,25	0	___ / 1	
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>single-paragraph</u> structure. <input type="checkbox"/> the essay is less than 180 words. (The text should be between 180-220 words.) <input type="checkbox"/> the essay has an informal style. <p><u>Grade is '0,5 pts.'</u> when</p> <ul style="list-style-type: none"> <input type="checkbox"/> the essay is <u>off-topic</u>. <input type="checkbox"/> the essay uses a <u>different type</u> of writing. <input type="checkbox"/> the essay <u>DOES NOT</u> meet task requirements (mentioned in the guide). <input type="checkbox"/> the essay is <u>copied</u> from another source. 						___ / 20	

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Instructor's Feedback:

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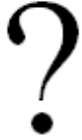







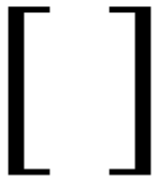


Instructor's Feedback:

CONTENT & ORGANIZATION	ACCURACY	RANGE	COHERENCE & COHESION	MECHANICS
<p>Topic / Idea development & Quality of supporting</p> <p>A. Introduction Paragraph A.1 Background Information (Narrowing down) <ul style="list-style-type: none"> General statements about the topic Paraphrase the topic A.2 Thesis Statement (one or two sentences) / (not a question)</p> <ul style="list-style-type: none"> (Give your overall opinion) A clear, concise and defined thesis that occurs near / at the end of the introduction paragraph. A definable and arguable claim should be clearly signalled. B. Body Paragraphs (They should be balanced in length. / NOT too short or too long) <p>B.1 Body Paragraph 1</p> <ul style="list-style-type: none"> Opinion 1 Explain why Give examples Closing (OPTIONAL) <p>B.2 Body Paragraph 2</p> <ul style="list-style-type: none"> Opinion 2 Explain why Give examples Closing (OPTIONAL) <p>C. Conclusion</p> <ul style="list-style-type: none"> No new information RESTATE your thesis statement OR SUMMARIZE your ideas AND Make a final comment (suggestion or prediction) (OPTIONAL) 	<p>Target grammar structures & Word order</p> <p>L1 + L2 + Achievement I Content</p> <p>Simple Present Present Cont. Indirect questions subject-object questions Agreement & disagreement patterns Simple Past Past Cont. Modals Could, used to, was/ were going to Tag questions Exclamatory Sentences Present Perfect Present Perf. Cont.</p> <p>Achievement II Content (+ Ach. I Content)</p> <p>Passives Articles Adjectives & adverbs Modals Must, have to, can't, need to, had better, should may, might, could, be able to Perfect modals</p> <p>Gateway (Ach. I + II Content)</p> <p>Relative clauses (Defining + Non-defining) Modals Be allowed to, be supposed to Future tenses Be going to / will / present cont. / future perf. / future progressive Conditionals (0,1,2)</p>	<p>L1 + L2 + Vocabulary repertoire & Spelling</p> <ul style="list-style-type: none"> Topics of interest Accumulated factual information on familiar routine and non-routine matters Abstract, cultural topics such as films, books, music etc. Everyday life (e.g. family, hobbies, travel and current events) 	<p>L1 + L2 + Adding</p> <p>As well as Besides, What's more, Cause as because due to</p> <p>Effect as a result</p> <p>Example like</p> <p>Purpose in order to so as to so that</p> <p>Contrast on the other hand whereas while even though in spite of</p>	<p>L1 + L2 + Ideas</p> <p>despite Opinion markers I (firmly) believe/ feel/think that... I (definitely) think that ... I (do not) agree that/with ... It is my belief/opinion that... Personally, I believe that ... I am for/against the idea that ...</p> <p>Listing To begin with, To start with, Lastly, To conclude,</p> <p>Mistakes with punctuation:</p> <p>1) If an expression lacks a complete thought because of missing parts and wrong use of punctuation, it is called a sentence fragment. – Sentence fragment:</p> <ul style="list-style-type: none"> - Over there. - Ran around the tree. - Because she fell asleep. <p>2) A run-on sentence is a sentence that has no punctuation mark to separate clauses.</p> <p>– Run-on sentence:</p> <ul style="list-style-type: none"> - She finished the report she went out. <p>3) If you combine two sentences improperly with a comma, this is called comma splice.</p> <p>– Comma splice:</p> <ul style="list-style-type: none"> - She finished the report, she went out. <p>• Mistakes with capitalization</p> <p>• Mistakes with punctuation of linking words</p>

OPINION ESSAY TASK REQUIREMENTS

- **NO points will be deducted if the essay is longer than 220 words.**
- **Title is optional.**

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	