



ANKARA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

WRITING FOLDER BOOKLET

L4



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.

A large rectangular area containing 30 horizontal dotted lines, intended for writing or drawing.

L4 RUBRIC FEEDBACK FORM (OPINION ESSAY)							
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:							
<u>'2 pts.'</u> should be deducted when <input type="checkbox"/> there is a <u>single-paragraph</u> structure. <input type="checkbox"/> the essay is less than 220 words. (The text should be between 220-280 words.) <input type="checkbox"/> the essay has an informal style.							___ / 20
<u>Grade is '0,5 pts.'</u> when <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.							

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L4 RUBRIC FEEDBACK FORM (ADVANTAGE-DISADVANTAGE ESSAY)							
CATEGORIES	DESCRIPTORS	SCORES					TOTAL SCORE
CONTENT & ORGANIZATION	Narrowing down	2	1,5	1	0,5	0	___ / 12
	Thesis statement	2	1,5	1	0,5	0	
	Topic Sentence	2	1,5	1	0,5	0	
	Major Supporting Ideas	2	1,5	1	0,5	0	
	Minor 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	___ / 3
	Variety of structures	1	0,5	0,25	0		
Instructor's Feedback:							
RANGE (Vocabulary)	Various and correct words	1	0,5	0,25	0	___ / 2	
	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:							
<u>'2 pts.'</u> should be deducted when <input type="checkbox"/> there is a <u>single-paragraph</u> structure. <input type="checkbox"/> the essay is less than 220 words. (The essay should be between 220-280 words.) <input type="checkbox"/> the essay has an informal style.						___ / 20	

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WRITING FOLDER STUDY 2 (2nd Draft):

Date:

Topic:

A series of horizontal dotted lines for writing.






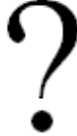







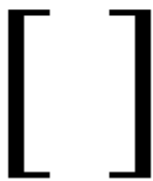


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Instructor's Feedback:							
ACCURACY (Grammar)	Correct form and meaning	2	1,5	1	0,5	0	___ / 3
	Variety of structures	1	0,5	0,25	0		
Instructor's Feedback:							
RANGE (Vocabulary)	Various and correct words	1	0,5	0,25	0		___ / 2
	Spelling of the words	1	0,5	0,25	0		
Instructor's Feedback:							
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ADVANTAGE-DISADVANTAGE & OPINION ESSAY TASK REQUIREMENTS					
CONTENT & ORGANIZATION OPINION ESSAY	CONTENT & ORGANIZATION ADV-DIS ESSAY	ACCURACY	RANGE	COHERENCE & COHESION	MECHANICS
<p>Topic / Idea development & Quality of supporting</p> <p>A. Introduction Paragraph A.1 Background Information (Narrowing down) • General statements about the topic • Paraphrase the topic A.2 Thesis Statement (one or two sentences) / (not a question) • (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. / <u>NOT</u> too short or too long) B.1 Body Paragraph 1 • Opinion 1 Explain why Give examples Closing (OPTIONAL) B.2 Body Paragraph 2 • Opinion 2 Explain why Give examples Closing (OPTIONAL) C. Conclusion • No new information • RESTATE your thesis statement OR • SUMMARIZE your ideas AND • Make a final comment (suggestion or prediction) (OPTIONAL)</p>	<p>Topic / Idea development & Quality of supporting</p> <p>A. Introduction Paragraph (No personal opinion) A.1 Background Information (Narrowing down) • General statements about the topic • Paraphrase the topic A.2 Thesis Statement (one or two sentences) / (not a question) • A clear, concise and defined thesis that occurs at the end of the introduction paragraph. A definable and arguable claim should be clearly signalled. B. Body Paragraphs B.1 Body Paragraph 1 • Advantages Topic sentence At least 2 advantages (at least 1 minor for each) Summarize the paragraph (OPTIONAL) B.2 Body Paragraph 2 • Disadvantages Topic sentence At least 2 disadvantages (at least 1 minor for each) Summarize the paragraph (OPTIONAL) C. Conclusion • No new information • RESTATE main ideas or your thesis statement and write your opinion. OR • SUMMARIZE your ideas and write your opinion.</p>	<p>Target grammar structures & Word order</p> <p>L1 + L2 + L3+ Achievement I Content Past Perfect Articles Passive Present Simple <i>Post Simple</i> <i>Present Perfect</i> <i>Post Perfect</i> <i>Future Tense-Will</i> <i>Modal Verbs</i> <i>Present Progressive</i> <i>Post Progressive</i> <i>It + passive form of verb + that clause</i> Relative Clauses <i>Defining, Non-defining</i> Gerund & Infinitives Prefer, would prefer, would rather Causatives (<i>have, get</i>) Achievement II Content (+ Ach. I Content) Reported Speech Clauses of Concession & Purpose Correlatives Type 3 Wish clauses</p>	<p>Vocabulary repertoire & Spelling</p> <p>• 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, work, travel and current events • Detailed directions</p>	<p>L1 + L2 + L3+</p> <p>Using connectors & Flow of Ideas</p> <p>as = because = since thus nevertheless / similarly / in other words that is (to say) in contrast in spite of the fact that / despite the fact that both...and / neither...nor / either...or all/both / neither/none Furthermore Not only but also All things considered / All in all On the one hand / On the other hand One/Another/A further/An additional (major) advantage of...is... The main/greatest/first advantage of...is... Another positive aspect of...is... One/Another/A further/An additional (major) disadvantage/drawback of...is... The main/greatest/most serious/first disadvantage/drawback of...is... Another negative aspect of...is... Some/many/most people/ experts/ scientists/ sceptics/ critics a)claim/suggest/argue/feel/maintain/believe/point out/agree/hold/support the view that... b) oppose the view that... c) are in favour of/against it is/was believed/thought/claimed/estimated/known/understood/stated/predicted that... it seems/appears that... it is likely/unlikely/possible that... it is clear/obvious that... There is no/little doubt that...</p>	<p>Punctuation & Capitalization</p> <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. - 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. - 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. - Comma splice: - She finished the report, she went out. • Mistakes with capitalization • Mistakes with punctuation of linking words

- **NO points will be deducted if the essay is longer than 280 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	