The Paperless Writing Classroom
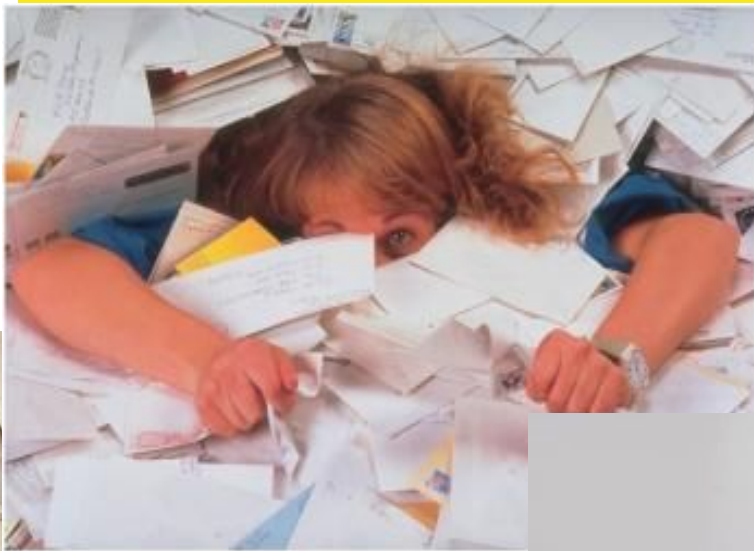
Keeley Thornton
Academic English Instructor--INTO Drew University
kthornton@drew.edu

Negative Effects of Paper-Centered Materials

"The average American uses seven trees and 680 pounds of paper per year."

Environment

Effects of Paper-Centered Materials

❖ 1 student
➤ 5 essays
➤ avg. 3 pages
➤ avg. 2 drafts
➤ avg. 2 page outline
➤ avg. 2 page peer feedback
➤ avg. 1 page rubric

=avg. 55 pages per Ss x 15 Ss =

825 pages per semester

Teachers & Students

Effects of Paper-Centered Materials

- ❖ Hard to Organize
  - ➤ Clutter⇸ Stress
  - ➤ Misplaced Papers
  - ➤ Wrong Place⇸ Wrong Thing
- ❖ Limited Access
- ❖ Physical Burden

Homework

Advantages of the Paperless Writing Classroom

Teachers & Students

Effects of the Paperless Writing Classroom

- ❖ Time
- ❖ Organization
- ❖ Convenience
- ❖ Motivation

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Teachers

Effects of the Paperless Writing Classroom

❖ Time
➢ less time collecting in class
➢ fewer variables (late papers)

❖ Organization
➢ decreases clutter ⇾ stress
➢ everything in one place
➢ fewer opportunities to lose papers
➢ individualized system

❖ Convenience
➢ ease of access
➢ no physical burden
➢ reimagined tracking system

___

Roh1

Minyoung Roh

Professor Thornton

EAP 101

March. 20. 2018

Third Culture Kids

What differences do Third culture kids have (TCKs)? Bilal Ahmed, who wrote "Third Culture kids", TCKs are different with immigrants or refugee. Bilal Ahmad grew up in the United Arab Emirates, Canada, and United State, so he is also TCKs. According author, he said "TCKs are different because of their class and the global economy in which they live." I agree constantly changing society improves TCKs ability to deal with change. I do not agree that TCKs

Summary-response essay ☆ 🗁

File Edit View Insert Format Tools Add-ons Help   See new changes

Culture kids", TCKs are different with immigrants or refugee. Bilal Ahmad grew up in the

United Arab Emirates, Canada, and United State, so he is also TCKs. According author, he said

"TCKs are different because of their class and the global economy in which they live." I agree

constantly changing society improves TCKs ability to deal with change. I do not agree that TCKs

are comfortable with change. Adaptability is not the only skill that TCKs have. I will discuss

how money does not make people adapt to new places always and TCks are not in unique

situations as said by Bilal .

The author describes few points which differences TCKs have; because of their class and

the global economy in which they live. TCKs merge into their original culture, second or third

culture with no clear line of demarcation. Also, they are comfortable with change because their

adaptability is an asset to deal with the change and ability for adapt to continuously changing

social life. TCKs love flexibility and relocation, not predicability and rootedness (p196).

Do a careful edit for sentence structure.

Keeley Thornton
1:18 PM Mar 22   Resolve

He wrote this in the past.

Keeley Thornton
1:18 PM Mar 22   Resolve

Good!

Keeley Thornton
1:18 PM Mar 22   Resolve

improves?

Keeley Thornton
1:18 PM Mar 22   Resolve

Edit for comma splices.

Keeley Thornton
1:19 PM Mar 22   Resolve

Excellently structured intro

EAP 101 Writing Rubric   **ASSIGNMENT: Minyoung**   **GRADE:** 23/25= 92%

	4	3½ 3	2½ 2	1½ 1 ½	POINTS
Assignment & Format	superior address and completion of the task; all aspects of basic essay format included	address and completion of the task; missing one or two aspects of basic essay format	partial address and/or completion of the task; missing several aspects of basic essay format	minimal completion and/or wrongful address of the task; distracting lack of formatting	3.5
Writing Structure	accurately includes all organizational aspects of this particular writing structure	includes most organizational aspects of this particular writing structure	emerging organization for this particular writing structure	distracting lack of organization	4
Content & Development	mature, evaluative ideas well-developed and logically outlined	mature ideas adequately developed and logically outlined	ideas somewhat developed/outlined or too flat	flat ideas underdeveloped and/or sporadic	4
Comprehensibility	text readily comprehensible, requiring no interpretation on the part of the reader	text comprehensible, requiring minimal interpretation of the reader	text mostly comprehensible, requiring some interpretation of the reader	comprehensibility in question; interpretation impedes meaning	3.5
Paragraph- Length Discourse	variety of compound/complex sentences, variety of cohesive devices, avoidance of run-on sentences/fragments; advanced understanding of punctuation; advanced use of academic vocabulary	use of compound/complex sentences, use of cohesive devices, mostly avoiding run-ons/fragments; working understanding of punctuation; thoughtful use of academic vocabulary	some compound/complex sentences, simple cohesive devices, includes some run-ons/fragments; emerging understanding of punctuation; occasional use of academic vocabulary	variety of discrete sentences with lack of compound/complex sentences and cohesive devices; apparent run-ons/fragments; lack of punctuation understanding; use of simple vocabulary	3.5
Language Control	the ability of self-correction in grammar and vocabulary for accuracy; some advanced stylized corrections	some ability of self-correction in grammar and vocabulary for clarity	minimal ability of self-correction in grammar and vocabulary for clarity	inability or unaccountability of self-correction in grammar and vocabulary	3.5
Process Writing				evidence of writing process [brainstorm, outline, draft, revision] [1 point]	1

-format: looks good
-intro: well-structured; clear thesis
-BP1: great understanding of text; clear summary
-BP2: well-structured and supported; some use of supplemental source
-BP3: nice additions to support; well-structured
-concl: inclusive
-grammar & language: variety of structures; some high level vocab; attempts at self-correction

-format: missing provided works cited
-grammar: nouns (articles; pluralization; compound nouns)
-language: complex structures (adjective and noun clauses); compound sentence punctuation

Students

Effects of the Paperless Writing Classroom

- ❖ **Time**
  - ➤ less time printing
  - ➤ fewer variables (late papers)
- ❖ **Organization**
  - ➤ decreases clutter⇸ stress
  - ➤ past work is easier to reference
  - ➤ fewer opportunities to lose papers
  - ➤ individualized system
- ❖ **Convenience**
  - ➤ ease of access
  - ➤ no physical burden
- ❖ **Motivation**
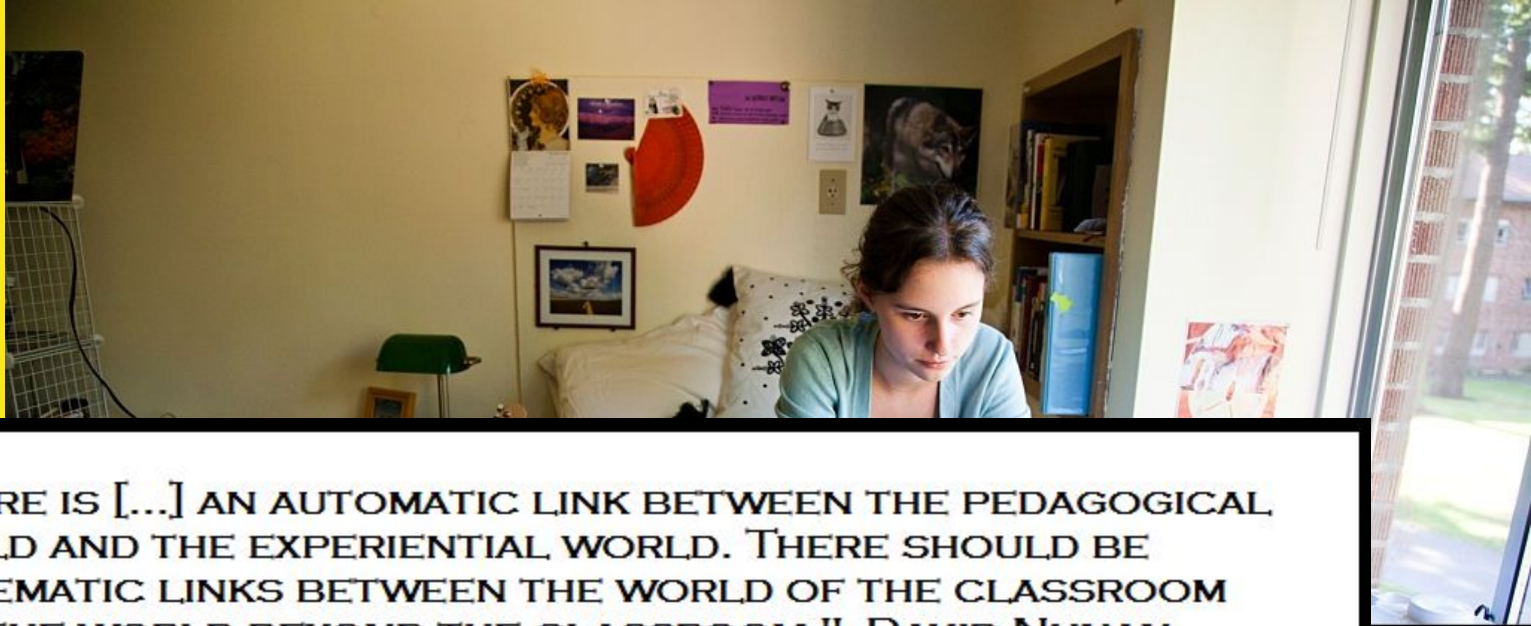 - ➤ learner experience
  - ➤ authentic environment/task authenticity

"THERE IS […] AN AUTOMATIC LINK BETWEEN THE PEDAGOGICAL WORLD AND THE EXPERIENTIAL WORLD. THERE SHOULD BE SYSTEMATIC LINKS BETWEEN THE WORLD OF THE CLASSROOM AND THE WORLD BEYOND THE CLASSROOM." -DAVID NUNAN

TEACHER FEEDBACK

The Student Learning Outcomes

for my Paperless Writing Classroom Students

EAP 101 Reading/Writing SLOs

Student learning outcomes:

By the end of the semester, students will be able to:

A. utilize reading skills such as identifying main ideas and theses, continuing ideas, cause and effect, points of view, and graphic material in complex authentic fiction/nonfiction texts with academic content as evidenced by formal assessment, oral and written activities, and other creative projects. **(reading skills)**

B. synthesize information from complex authentic fiction/nonfiction texts with academic content in order to pose questions and support arguments with textual evidence in discussions, written responses, and other creative projects. **(critical thinking)**

C. employ a process approach to writing cohesive academic essays, based on a variety of structures, that clearly support opinions on controversial topics with details and examples that apply to clear academic theses. **(writing structure and content)**

D. apply a variety of complex sentence structures and cohesive devices with some advanced academic vocabulary to clearly convey facts, ideas, and opinions in academic writing. **(paragraph-length discourse)**

E. demonstrate the ability to self-correct errors for accuracy in grammar and vocabulary, while avoiding run-on sentences, fragments, comma splices, and other punctuation errors, by editing their own academic essays throughout the writing process. **(self-correction)**

F. analyze writing skills learned in class and at writing workshops held by the Center for Academic Excellence, such as format, structure, content, terminology, and the writing process as evidenced by peer evaluation tasks and other written activities. **(self-reflection)**
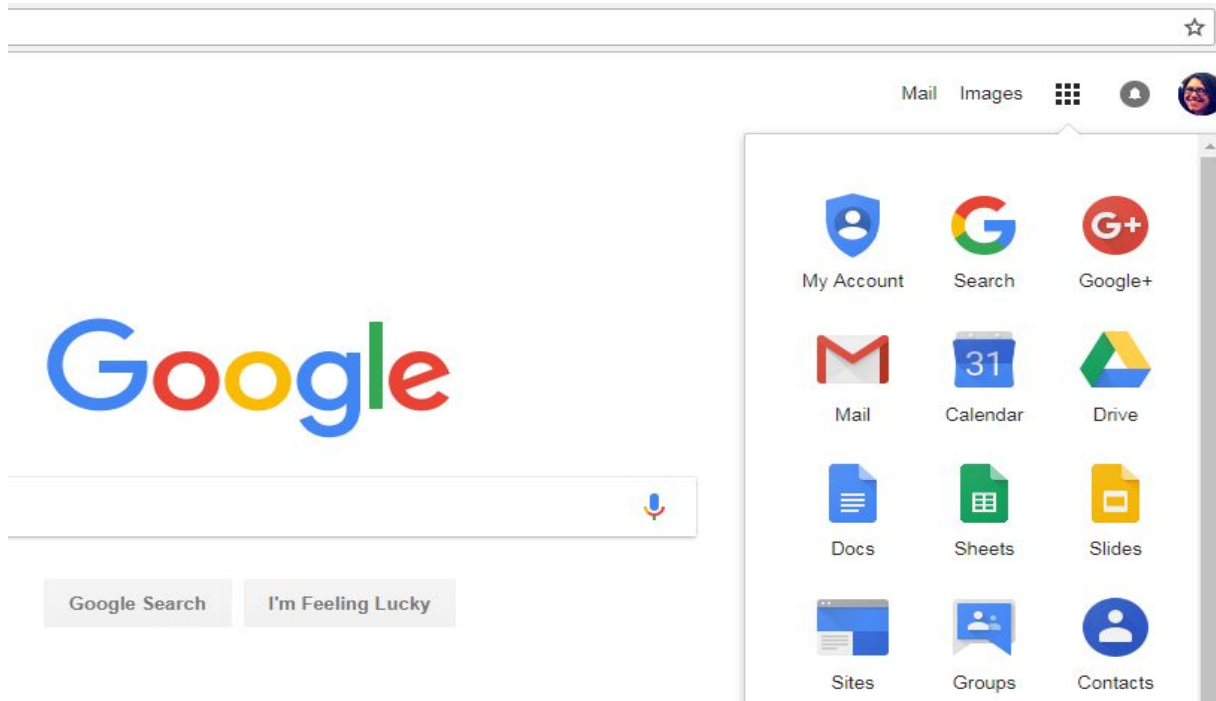
How-To Guide:
Paperless Writing Classroom

How-To Guide: Paperless Writing Classroom (with Google Drive)

1. Click on Google Apps⤳ Click on Google Drive
2. From Google Drive⤳ Create a new folder for the course
3. Create a folder for each student⤳ share the folder by email
4. Create premade documents needed (such as outlines, peer forms, and rubrics)
5. Make one copy per student⤳ Move copy to each student folder when needed
6. Suggest/require students do all work in GWF
7. Follow track changes/Monitor due dates
8. Use for teacher feedback
9. Use for peer feedback
10. Upload graded rubric

1. Click on Google Apps↠ Click on Google Drive

How-To Guide

2. From Google Drive⇻ Create a new folder for the course
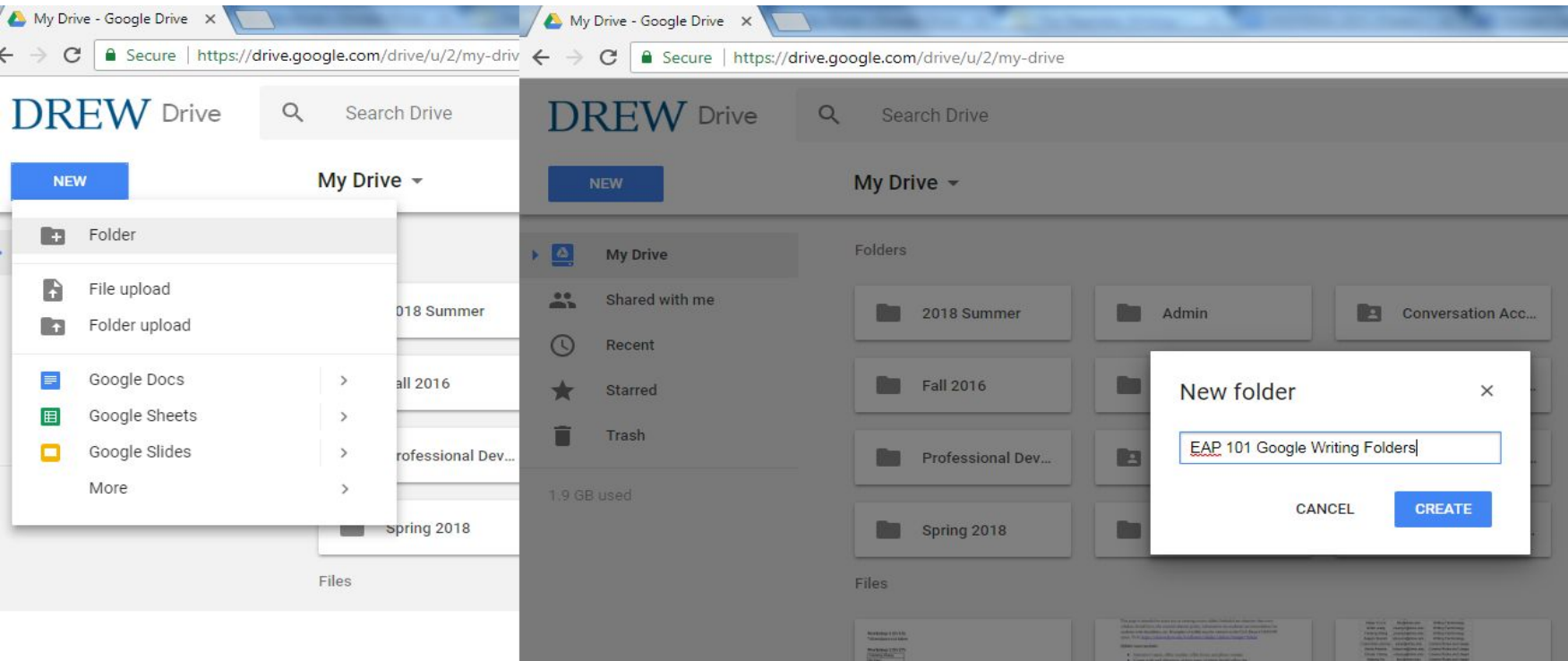
3. Create a folder for each student
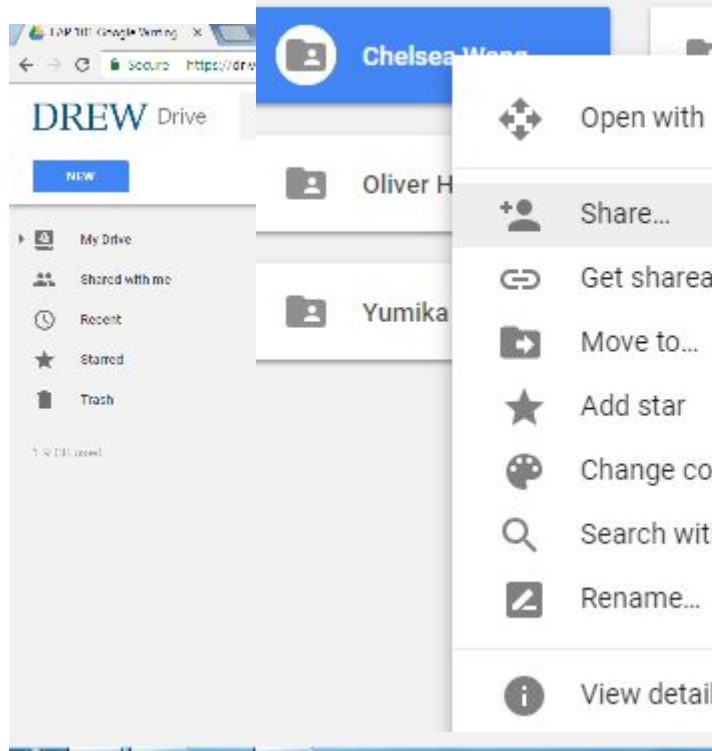
Share with others

Get shareable link 🔗

Link sharing on Learn more

| Anyone at Drew University with the link **can view** ▾ | Copy link |

https://drive.google.com/drive/folders/1zpUuwl-QF2dn20SnuM1XhmD2I3rKDOMB?

People

student@drew.edu

Add a note

Edit files directly

Shared with

DREW Drive

NEW

- My Drive
- Shared with me
- Recent
- Starred
- Trash

Chelsea Wang

Oliver H

Yumika

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STEP 3: MAKE AN A

Making an outline hel...

steps in the chapter.

I. INTRODUCT(

   Hook:

   Background I

   Thesis Statem

II. BODY PARA(

   Topic:

   1. **Supporting Id**

      a. Eviden

      b. Eviden

   2. **Supporting Id**

      a. Eviden

      b. Eviden

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EAP 101 Writing Rubric **ASSIGNMENT:** **GRADE: /25=**

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Process Writing				evidence of writing process [brainstorm, outline, draft, revision] [1 point]	

-format: -intro: -BP1: -BP2: -BP3: -concl: -grammar: -language:	-format: -intro: -BP1: -BP2: -BP3: -concl: -grammar: -language:

5. Make one copy per student ⇸ Move copy to each student folder when needed

How-To Guide

6. Suggest/require students do all work in GWF

7. Follow track changes/Monitor due dates

   ★ [Example Essay](#) (You can request access to this doc after the conference; it can't be made public with the track changes.)

8. Use for teacher feedback (above example)

9. Use for peer feedback

   ★ [Example Form](#)

10. Upload [graded rubric](#)

Sources

Dörnyei, Zoltán. "Motivation in Second Language Learning." *Teaching English as a Second or Foreign Language*, edited by Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, National Geographic Learning, 2014, pp. 518–531.

Nunan, David. "Task-Based Teaching and Learning." *Teaching English as a Second or Foreign Language*, edited by Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, National Geographic Learning, 2014, pp. 455–470.

Office of Sustainability. Boston College, 24 August 2017. https://www.bc.edu/offices/sustainability.html. Accessed: 8 May 2018.

Sokolik, Maggie. "Digital Technology in Language Teaching." *Teaching English as a Second or Foreign Language*, edited by Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, National Geographic Learning, 2014, pp. 409–421.