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Toward a Three-Step Pedagogy for Fostering Self-Assessment in a Second Language Writing Classroom

This article describes a three-step pedagogy aimed at developing college ESL students' ability to assess and evaluate their own writing through intentional learner training. The three pedagogical steps are teacher modeling, guided peer assessment, and independent self-assessment. To illustrate, a set of scaffolded instructional procedures are delineated and demonstrated. The article then concludes with an argument that with intentional teacher modeling as well as consistent guided learner practice, college ESL student writers are capable of monitoring, assessing, and evaluating their own learning progress competently, confidently, and systematically.

In the learner-centered curriculum, assessment is a prominent theme. It involves more than just assessing language skills as a product, or how well learners perform on a task. It also involves assessing language skills as a process, that is, "what the student does" (Brindley, 1989, p. 3), or more specifically, how the learner approaches a given learning task. Yet one question remains: Who is to carry out assessment, the learner or the instructor? In the learner-centered curriculum, self-assessment is advocated. As suggested by the term itself, it requires learners to carry out assessment on their own. It involves learners in making conscious attempts to obtain and interpret information about their own language knowledge, learning abilities, learning attitude, learning motivation (Rowntree, 1977), or simply put, to discover what they know, how they feel, and what they can do.

Studies have shown that the practice of self-assessment can be advantageous to learners (Ekbatani & Pierson, 2000; Luoma & Tarnanen, 2003; Oscarson, 1984, 1989, 1997). For instance, it grants learners a greater control over their learning, enhances their awareness of the learning process, promotes autonomous learning, and re-

lieves the teacher of the burden of assessment (Todd, 2002). However, self-assessment is not without concerns. The learner's reluctance to initiate self-assessment can represent a major challenge. This is understandable because many learners see the teacher as the sole authority to determine what they need to know and consequently the sole authority to measure how much students have learned (Cram, 1995). Other learners may think that they simply do not have the linguistic competence to assess themselves (Lewis, 1990). Still others are not familiar with the assessment criteria and procedures and therefore are unable to monitor their learning on their own (Cram, 1995). Perhaps what is worse is that self-assessment may discourage rather than encourage weaker students. They may see self-assessment as just another procedure that results in their humiliation as poor or bad learners.

While many of the concerns mentioned above are legitimate, self-assessment should not be dismissed without fully considering its potentials. After all, the issue resides not in whether or not self-assessment should be carried out in class but rather how it can be systematically and consistently implemented to effect learning. In this article, I will describe a three-step pedagogy that aims to foster college second language student writers' growing ability to monitor and evaluate their learning growth through scaffolded instruction. The key to this pedagogy is that self-assessment can be prompted by the teacher, and that through intentional teacher modeling and consistent guided practice, learners can learn to initiate self-assessment and become increasingly capable of monitoring their own learning—consistently and consciously.

A Three-Step Pedagogy: Procedures for Building Scaffolding

As mentioned previously, because many students are accustomed to their traditional roles as recipients of knowledge from the teacher, self-assessment can represent fear and uncertainty. Therefore, to engage students in effective self-assessment, considerable learner training and assistance is needed (Schärer, 1983). In my experience teaching college basic reading and writing classes, I implemented a three-step pedagogy to foster students' increasing ability to carry out self-assessment. This pedagogy falls into three stages. During the first one-third of the semester, classroom instruction is dominant with explicit teacher modeling through focused instruction of the target skills as well as extensive teacher feedback in light of a set of well-defined criteria and standards. During the second one-third of the semester, students are engaged in guided peer-assessment practices while the teacher continues to provide feedback on their written work. The peer-assessment practices are guided in the sense that students are

provided with a checklist and are directed to focus on one or only a few aspects of writing at a time. Different grouping managements also are purposely implemented to enhance collaborative learning and the building of confidence. During the last one-third of the semester, students are engaged in peer assessment leading to independent self-assessment of their own written work. It is at this stage of classroom instruction that the teacher basically withdraws from the assessment attempts and grants students the full control over the assessment process. Figure 1 gives a brief summary of the three-step pedagogy.

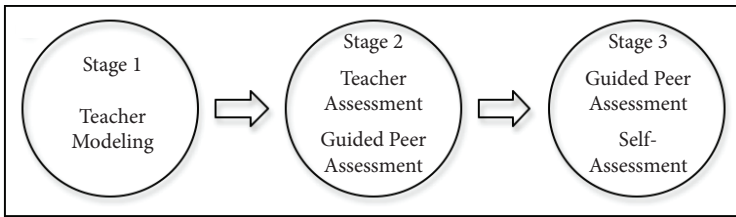


Figure 1. A summary of the three-step pedagogy.

As illustrated above, teacher modeling and peer assessment take up two-thirds of the assessment time. It is purposely designed to prepare students in three ways. It familiarizes students with the assessment criteria, procedures, and expectations, and aims to alleviate their fear of assessment. It also helps promote students’ awareness of the writing process as well as their strengths and weaknesses. Finally, when students become cognitively, metacognitively, and motivationally ready, they will be able to discover on their own how well they are writing and how much better they can write. Figure 2 serves as a guide to help a writing instructor assess his or her students’ readiness to carry out assessment on their own.

	<i>Supportive procedure</i>	<i>Cognitive</i>	<i>Metacognitive</i>	<i>Affective</i>
↓ ↓ ↓	Teacher modeling			
	Peer assessment			
	Self-assessment			

Figure 2. Guide for assessing learner readiness for self-assessment.

In the following, the three-step pedagogy is explained in detail.

Examples are also provided to illustrate how the various instructional procedures can be implemented in the classroom.

Stage 1: Teacher Modeling

Teacher modeling is the key to learner training because it familiarizes students with the writing standards or course objectives defined for the given writing class. It also provides the student writers with concrete techniques that will, one hopes, eventually transfer to their self-assessment. This stage of instruction consists of six important elements as shown in Figure 3.

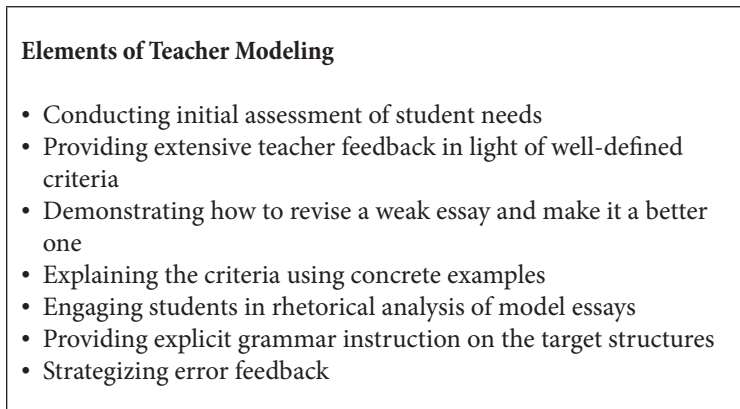


Figure 3. Elements of teacher modeling.

Needs assessment is perhaps the very first procedure that a teacher should consider. In a learner-centered curriculum, it is important that the teacher identify students' needs, especially their strengths and weaknesses, before the teacher commits to specific instructional procedures. Effective needs assessment enables the teacher to deliver focused instruction in a way that can strengthen students' skills while helping students to make improvements in their areas of weaknesses. There are at least two types of student writings that the teacher can use to identify the students' writing needs. The first is students' early essay assignments. The teacher can examine students' initial formal essay writings at the beginning of the term and diagnose their writing needs. A second type of writing assignments is called "quick-write assignments." Originally designed to promote writing fluency and free students from text-bound writing, it is often assigned at the beginning of each class, requiring students to deliver a brief response (i.e., in one short paragraph) within 10 to 15 minutes to a simple writing

prompt, such as: “Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.” Because the focus is on fluency, students are urged not to consider grammar and vocabulary in writing their responses but simply to focus on developing ideas. This type of writing assignment has a double blessing for the writing teacher—collected and analyzed, it also provides the teacher with valuable diagnostic information about the students’ writing ability, such as common grammar errors, the students’ ability to control unity and coherence, and so forth. Whichever written work is selected for needs assessment, it is important for the teacher to keep in mind that needs assessment must be carried out in light of a scoring rubric, or a set of well-defined criteria or standards for the given writing class.¹

Providing extensive feedback on students’ written work is also indispensable to teacher modeling. Feedback should be substantial, consistent, and specific to the scoring rubric as it models before the students how to assess the strengths and weaknesses of their written work in light of the criteria. Also, feedback should not only clearly identify the weaknesses, but it should also provide concrete suggestions as to how to improve the written work. Furthermore, depending on the given students’ strengths and weaknesses, feedback can be focused on content development, logical organization, coherence and cohesion, grammar, and so forth. Appendix A provides an example of such feedback. Although writing such detailed feedback can be time consuming, it is worth the time because it orients students to the expectations.

Effective teacher modeling also requires the teacher to demonstrate to students how to revise an essay and make it a better one—apart from providing feedback. In other words, while providing feedback on students’ written work helps them understand the expectations on their performance, feedback is always abstract. Unless students see concrete examples of good writing, they will not be able to connect teacher feedback with their own writing. Therefore, when the teacher is able to establish a trusting relationship with his or her students, it does not hurt to select one or two student essays and attempt a revision in front of the students, showing them concrete steps that can be taken to improve an essay. In fact, revising a student essay shows how caring the teacher is as attempting a revision can be fairly time consuming, and yet the teacher is willing to spend the time. Appendix B provides such an example. The leftmost column lists brief comments, the middle column is the original student essay, and the column on the right shows an attempted revision of the student essay. Although the attempted revision may not be perfect, it presents

to students a process that they can use as a model in their revision attempts. Once again, students always appreciate this type of revision, as it shows them how ideas can be better phrased, organized, and presented.

It is equally essential to provide students with an explicit explanation of the strengths and weaknesses in their written work in light of the scoring rubric that the teacher has developed for the class. In other words, to help students come to a better understanding of the criteria, it would be most desirable to provide examples to illustrate the specific criteria. For instance, Appendix C provides a few examples showing how to explain why a paragraph is strong or weak in text organization and content development.

The teacher can also model rhetorical analysis of model essays and weak student essays and then engage them in a similar practice. In my class, I used to require students to outline an essay and determine the extent to which the specifics provided supported the topic sentences and the topic sentences supported the thesis. This also can be translated into developing their planning strategies. That is, at the beginning stage of writing, the students should learn to plan for ideas and evaluate their effectiveness before committing their ideas to paper. I found that engaging students in rhetorical analysis helped quickly sharpen their awareness of how to exercise better control over organization and content development in unity. Appendices C, D, and E provide a few good examples of such practice tasks.

Last but not least, the writing teacher should attempt to integrate explicit grammar instruction on the target structures with strategized error feedback (Ferris, 2002, 2003). For instance, the error logs (see Ferris & Hedgcock, 2005, for a discussion on the use of error logs in the writing classroom) generated from initial writing assessments can provide valuable diagnostic information on which specific grammar structures to focus on in subsequent lessons. Also, when providing error feedback to students, the teacher should consider strategizing error feedback. At the beginning, it is important for the teacher to provide direct, coded feedback on common errors. That is, the teacher should correct the errors and indicate the type of errors. The teacher may also model how to keep an error log by classifying individual students' errors and giving them the list as feedback. As the students become increasingly familiar with the common errors they make through extensive teacher feedback and focused grammar instruction, the teacher should switch to indirect but coded error feedback. That is, the teacher has only to mark error types in the margins and prompt the students to correct the errors accordingly. Students are encouraged to review their grammar notes if they have difficulty identifying the errors. Fi-

nally, as students grow increasingly comfortable with this type of error feedback, the teacher should switch to indirect feedback, for instance, underlining the common errors without providing any further hints. With prior practice, students at this stage should be able to quickly identify the error types and make the corrections accordingly. These techniques, well practiced, will lay down a solid foundation that will help students build up confidence in their ability to correct errors on their own, an essential requirement of self-assessment.

Stage 2: From Teacher-Directed Assessment to Guided Peer Assessment

During the second stage of instruction throughout the term, after the extensive teacher modeling, the teacher should start engaging students in peer assessment. Because students are unlikely to be fully confident yet in assessing each other's written work, it is necessary to continue providing teacher feedback to guide and affirm their peer-assessment endeavors. In evaluating their peers' written work and comparing their assessment notes with the teacher's feedback, students will be able to come to a better understanding of the strengths and weaknesses of their own written work, especially when the teacher's feedback is provided in light of the established criteria. After all, during this stage of learner training, scaffolding in the form of teacher feedback is still needed to sustain learner-controlled assessment in the hope that soon students will be able to initiate and direct their own assessment endeavors confidently and competently.

In engaging students in peer assessment, it is also highly important to provide the assessment criteria (i.e., a checklist, a rubric, etc.) to guide their assessment practice. At this stage, students cannot come to the assessment task in a cognitive vacuum without any detailed or specific guidelines. Appendix F provides an example of a peer-evaluation sheet showing how a teacher can create a peer-assessment worksheet for student use.

In addition, initial guided peer assessment can focus on only one particular aspect of writing, such as content development, text organization, or one or a limited range of common grammar problems such as subject-verb agreement, verb tenses, and so forth. As students become increasingly confident in identifying the strengths and weaknesses in their peers' written work, an increasing number of component skills can be added for peer assessment. In sum, guided peer assessment can begin with a focus on a narrow range of traits and gradually move onto a wider selection of traits.

Furthermore, initial guided peer assessment can be carried out as a whole class. As students are gathering an increasing amount of confidence, they can then proceed to peer assessment in small groups

and eventually in pairs. In terms of the discourse focus, initial peer assessment can be focused on just one particular paragraph (e.g., the opening paragraph, a support paragraph, etc.). As students become increasingly familiar with the criteria and are more confident, they can be asked to assess an essay in its entirety according to the criteria on the peer-assessment worksheet.

To illustrate, the teacher can perhaps first select a sample student essay and require students to focus on just one or two common types of errors and problems (i.e., subject-verb agreement, text organization, etc.). Also, put in small groups, students are required to examine the essay using the criteria provided by the teacher and write up a comment. When finished, each group presents a report to the whole class, and the class can then discuss any discrepancies between their comments in light of the assessment guidelines as well as any gaps in their understanding of the assessment criteria. The teacher can jump in at any time to comment on the students' peer commentaries.

In short, peer assessment should be carefully planned out with clearly defined criteria and guidelines, effective group management, and a particular discourse focus appropriate to the level of student confidence and competence. The removal of the scaffolding should be gradual, calculated, and conducive to the fostering of learner independence. Figure 4 presents a visual on how the sequence works.

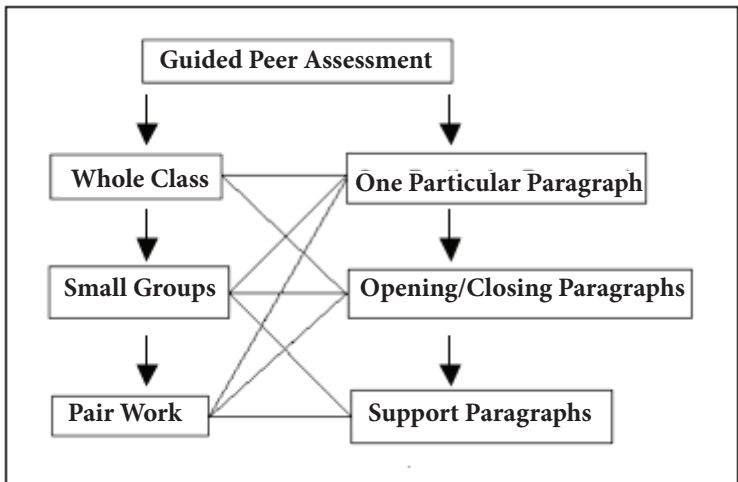


Figure 4. Levels and foci of guided peer assessment.

Peer assessment represents a crucial stage of student development in self-assessment skills. It reinforces students' initial reception of the

teacher's instruction and prompts them to apply the knowledge and skills they have acquired to the evaluation of their peers' work. What's more important, skills developed through peer assessment will transfer to self-assessment, an ultimate goal of a learner-centered writing curriculum.

Stage 3: From Guided Peer Assessment to Independent Self-Assessment

At the final stage of learner training, after extensive teacher modeling and guided peer feedback, students should now be able to assess the strengths and weaknesses in their own written work. However, it should be kept in mind that before students become fully independent, it is still necessary to provide students with specific guidelines to facilitate their self-assessment attempts (see Appendix G for an example). In addition, as in the practice of peer assessment, it would be wise to begin with a narrow focus on a particular trait of writing ability at the paragraph level and then gradually move on to an increasingly comprehensive assessment of multiple traits of writing ability at an extended discourse level, for example, assessing an essay in its entirety. Furthermore, in engaging students in initial independent self-assessment, it may be wise to provide them a sample outstanding student essay instead of a sample student essay that exhibits severe difficulties in every aspect. After all, presenting to students an essay with severe difficulties could be misleading, overwhelming, and frustrating.

One particular issue that perhaps needs the writing teacher's attention is that students may be better at identifying problems associated with text organization and content development and less adept at recognizing a wide range of grammar errors. This is not surprising because language development requires endeavors in the long run, whereas the acquisition of text-organization skills and content development can be accelerated with extensive feedback and modeling.

Conclusion

Self-assessment is not impossible in the writing classroom. The three-step pedagogy proposed in this article represents an attempt to implement a scaffolded instruction to foster ESL student writers' increasing ability to judge on their own what constitutes effective writing and what does not. As has been argued, when they are well trained, ESL student writers can reach a high level of accuracy in judging the effectiveness of their own writing (LeBlanc & Painchaud, 1985). Also, as students are encouraged to constantly look critically and analytically at their own writing, they will gradually take up more responsibility for their own writing-skills development. While self-assessment initially can be prompted by the teacher, with proper learner training,

it will eventually become learner directed and learner initiated. Of course, it needs to be noted that self-assessment is not without potential problems. However, as long as any learner training can adhere to the following principles, self-assessment can be an effective learning tool:

1. Provide extensive teacher modeling;
2. Provide substantial teacher feedback that is based on well-defined criteria;
3. Engage students in guided peer-assessment practice sustained by continuous teacher feedback;
4. Strategize peer-assessment practice with effective group management, with an incremental focus on aspects of writing ability, and at an increasingly complex level of written discourse; and
5. Strategize self-assessment with an incremental focus on traits of writing ability and at an increasingly complex level of written discourse.

Author

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Note

¹In the writing class I taught, I used the University of California, San Diego's Basic Writing Program "Scoring Guide," accessible at <http://subjecta.ucsd.edu/examsScored.html>.

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Appendix A
Sample Feedback on Student Writing

Mike,

I am so glad that you were able to integrate my comments in this revised essay. You have made significant improvements in organization and relevancy compared to the previous essays. In my observation, I believe you are capable of achieving a pass score on the final writing exam! However, you must pay attention to the following FOUR important issues in writing:

1. It is true that there is no one way to begin an essay. However, in the Subject A exam, you must first provide a **summary** of the essay you are responding to. Please know that the summary is important since it reveals to the grader whether or not you have achieved a good understanding of the essay.
2. You must state the thesis **clearly**. In addition to stating whether you agree or disagree, you must make it clear what you agree or disagree on. Do not present a vague statement.
3. You must provide **sufficient details** to back up your argument. Providing only one example is definitely not enough. Preferably, you should attempt to provide at least two or three examples. That way, you can provide multiple perspectives to support your argument. Know that substantial details are crucial.
4. I'm glad that in the previous two essays you turned in, you've shown that you are getting better and better at keeping your argument on track. Please continue to monitor your content development to ensure that you **stay on topic**. Also, always go over your essay to make sure there is no deviation before you turn it in.

These are the four major issues I would like you to keep in mind. I'm sure if you can make improvements in these four areas, you'll be able to pass the final writing exam. So, keep up the good work!

Appendix B

Sample Student Essay and Attempted Revision for Demonstration

<i>Comments</i>	<i>Original Student Essay</i>	<i>Attempted Revision</i>
Sum up the essay and clearly state the thesis	Language is a way of communication between people. There are types languages that can be used in various situations. People use this method in order to create a standard for the language such as English. The standard English creates a relationship between how we use it and the power it yields within our society.	In her essay "From Outside, In," Barbara Mellix contends that there exists a relationship between language and power. She specifically argues that because role relationships differ from person to person and from situation to situation, the use of language can be different. She also argues that to "get in a position of power" of a given group of people, one must identify himself or herself with them and their language use. Mellix has made a very convincing argument in her article. I agree with her that there exists within our society a relationship between language and power.
Introduce the topic sentence before giving an example	For a long time I have found my friends looking down on me for no reason. Until recently, I was unsure why I was the outcast of the pack. I found out that although these were my friends I could not use my own clique language. Most people I talk to use their own clique language, but I found my friends to be different. Because of their standard language between friends, I could not be on their level.	There is no doubt that language use affects one's membership in a given language community. Take me for example. For a long time I have found my friends looking down on me for no reason. It was not until recently that I figured out why I was the outcast of the pack. They spoke a different language than I did—they spoke slang that I did not speak. Apparently, because of the language difference, I felt that I did not fit in with them and they did not see me as one of them.
Combine the third and fourth paragraphs into one	Language yields an awesome power in society. Applying for a job, the language used can be critical. Most CEOs or hiring managers would look for high qualities such as the standard language. Using the standard English during the job can give a higher position when communicating, and that higher position gives the power to control the conversation.	This language and power phenomenon does not simply apply to a small group of people; it also applies to any occasions in our interaction with people. Language yields an awesome power in society. For instance, when one applies for a job, the use of his language is critical, because it is one of the important qualities that most managers would look for in an applicant. During the interview, the use of standard English would put the applicant in a higher position in his relationship to the interview committee, and may also, at times, give him the power to control the conversation. In fact, many examples have shown that in an official setting, the use of formal language gives the speaker an upper hand in the conversation.
Rewrite the conclusion	The standard English is used everywhere today. It can be found on a bus, in a business meeting, or even on the street. The standard English being used gives the speaker an upper hand in whatever the speaker desires of the conversation.	It is clear that there is a dynamic relationship between power and language. Depending on the situation, power in the conversation can change according to the type of language used and the relationship between the speakers. Therefore, it is important for the speaker to be aware of, and use, the language that is appropriate for a particular situation so that he can maintain power in that conversation.

Appendix C

Explanation of Paragraph Development According to Rubric Criteria

Opening Paragraphs:

The thesis of the essay must be explicitly stated.

In his essay "Sightseer", Walker Percy feels the tourists have come with a "preformed symbolic complex". That is, they are losing the essence and beauty they await and have come to see. Walker Percy's view is that if the expectation in comparison to the expected is not met there is disappointment and no further room for new exploration. By "leaving the beaten track" or through the exercise of finding themselves through the unfamiliar will (the -- no "the" here) tourists recover what we (they) have lost. I have found Percy's viewpoint to be true.

The thesis or the position should be stated at the end of the summary.

In his essay "Sightseer", Walker Percy suggests that most tourists today go sightseeing with a preformed idea in their mind of what they are going to experience and see. I believe that the author's view of the "complex" is true. The "complex" many times doesn't please the tourist, because it doesn't draw a good picture of the reality. Instead, it's a comparison between his preformed idea and the real picture. On the account of resolving the "preformed symbolic complex", the author describes four ways of recovery. The "complex" provides a presumed experience, so tourists should go and seek the new experiences and make their own discoveries.

The thesis stated is not general enough and is slightly irrelevant to the central topic.

Everyone should have their own expectations on things, not by what people tell them. You should experience things first hand and create their own images. Create your own road to the place you want to go. There are always two sides to something, the ups and downs. In the essay "Sightseer" by Walker Percy, he explains how people have these great expectations on this place, but they later find out it's nothing like what they have thought about. That is why you should experience things first hand.

Appendix C (*continued*)

Support Paragraphs:

The example deviates from the topic.

There is nothing like having your own experience and discovering things you have never seen before. Why would people want to know what they are going to explore, by doing this they are defeating the whole purpose of it. For example, when someone wants to know their future they go see a sphicic who will read them their future. Whatever that person tells them, that's what they are going to expect to happen, because they already have that idea of their future instead of making their own decisions. This is why you shouldn't guide yourselves by the ideas of others, you should build your own ideas. (Major grammar errors: comma splice, spelling)

The examples provided offer a weak support for the topic sentence.

To attain new experience, tourists should go to an uncharted land or to a place that they (have) never heard of. For instance, when I first go (went) to the La Brea Tar Pit, I didn't know that there is something more dangerous than quicksand. The tar is strong enough to swallow the mammoth, saber-toothed tiger, and etc (to swallow a big mammoth like a tiger). I also recalled seeing workers who still excavate more bones from the Tar Pit. I had never heard of that place before or anything about it since I'm just barely settled in U.S. for awhile (since I barely settled down in the U.S.). Thus I do find this to be a new experience.

The examples are irrelevant and fail to support the topic sentence.

It is depressing to see that national monuments and famous places have lost their true value. People visit places already knowing what they are going to see. They simply measure their satisfaction by how closely their new experience matches their predefined conception. This can be seen in everyday life. Such as (For instance,) when a person is told that there is a good movie playing at the local theater; that same person might go to see that specific movie, not because he wants to experience it, but rather for the fact that he expects it to be good. Most of (the) time it is no longer exciting nor mysterious; this person does not get the privilege of experiencing the movie for his own pleasure.

Appendix D
Sample Model and Student Essays for Rhetorical Analysis

The Lure of Learning:
An Analysis of the Structure

- Thesis:** Higher education shakes up people a little, gets them breathing, quickens their senses, and animates a conscious examination of life's enduring questions.
- Support:**
- [1] College is a faculty, the essence of which is a spiritual life passing from man to man by contact.
 - [2] College exposes people to all the major disciplines and introduces them to the best in every discipline.
 - (a) College helps people discover their civilization's greatest achievements and lasting visions.
 - (b) College helps people lead a better and happier life.
 - (c) College helps people prepare for a career in the future.
- Conclusion:** Students who are eager to enliven the spirit and broaden the mind will profit in any endeavor.

Appendix E

Sample Good Student Essay for Rhetorical Analysis

Instructions: Please read the following essay and study how the author develops an effective organization and adequate details to support the thesis and the topic sentences. Also examine how the author attempts to remain focused while developing the specifics.

* * * * *

During college years, a student typically goes through a number of stages. After reading Virginia N. Gordon's "The Developing College Student," I found that so far one of the several stages--the dualistic stage--seems to reflect my current development as an incoming college student, while in the meantime I also find it true that I am at present beginning to be aware of the importance of learning to achieve intellectual competence. Indeed, working through Gordon's seven developmental tasks is crucial to college students' successful passage into mature adulthood.

I am currently at a phase in my life where I see the world through the dualistic filter. When questioning my career and my future, I expect a clear-cut answer, which is either right or wrong. In deciding what I want to major in, I ask my counselors so that they could give me the "right answer". I trust that they will give me good advice and lead me in the right direction. This is partly because I view my teachers and advisers as experts who have had more experience than I've had. I, like some other incoming freshmen, have trouble dealing with the rapid changes going on in my life. For example, I depend on others to make important decisions for me. When I got information about my school deadlines, I did not know how to handle it. Therefore, I had to leave it to some of my close family members to sort it through.

While I am still struggling in the dualistic stage, I am also coming to understand the importance of achieving competence as a developmental task. Since I am changing intellectually, physically, and interpersonally, like many other incoming freshmen, I need to achieve competency in order to sustain maturity. By learning to comprehend, analyze and synthesize, I will have a sense that I can cope with whatever comes as opposed to the experience I previously discussed. As students begin developing good study habits and the skills of critical thinking and reasoning, they will be able to appreciate and integrate many points of view in their thinking. As entering freshmen go through the achieving competency task, they will find that things don't have simplistic answers as many others and I may have thought. Achieving competency will give me greater communication skills, so that I would respond appropriately.

Going through Virginia Gordon's first developmental stage is the first step to maturity. Dualistic students like me believe that all questions have a right answer and are either right or wrong. Though the first phase is a difficult one to overcome, I have to learn to achieve competence, which will help me quickly go through this immature stage and progress to a higher stage of intellectual development.

Appendix E (continued)

Instructions: Please read the following essay and explain why it is not as effective as the previous essay.

* * * * *

Virginia N. Gordon's The developing College Student identifies a number of stages that students go through during their college years. Such patterns that help lead students to define intellectual and personal growth changes. In order for them to achieve a successful mature adulthood.

During my senior year in high school, I started to focuss more on my personal beliefs and questioned my inherited values. As I hesitated to try new experiences that included independence, I wanted to become independent before graduating and entering college. I felt an urge to prepare myself for the real world but, I didn't know where or how to start. As Chickering says, "trying to become independent but, ... is like a hog on ice, a little shaky at first." My senior year was more then a regular school year. It was a year of preparation and changes to make in my life.

The working field was a great opportunity to prove to myself and my parents that "I could do it." First I had to achieve instrumental independence meaning "students can do things for themselves that parents used to do, such as washing the laundry or managing money." Being able to solve my problems and providing for my personal needs was something I had to do. I started to work and study at the same time. Soon I got my first pay checks and my report cards. As I was holding both papers in my hand, I felt this sensation that never before did I felt. It was a new reason for me that provided an extra motiation and strength to my goals. It was like if the check and the report card could speak to me saying, "Jane, your doing well, you could do it" They were my positive reinforces that I provided and that keep reinforcing me.

During my graduation, I finally came to a stage where I recognize and accept interdependence. "Boundaries of personal choice became clearer and the ranges within which one can give and receive became more settled." Accepting life, people and believing in myself was an important task for me to accomplish. Now I started to see my parents as normal human beings who are no less or more perfect than me or anyone else.

Moving through autonomy toward interdependence, as one of Chickering stages, was something that enabled me to attain my independence. As it helps me restore a positive attitude that provides motivation toward life and goals, establishing a self-esteem has helped me challenge life as well bing responsible for my own actions. Learning from my experiences and being able to react positively to them will be something that will help me become a successful mature adult someday. I don't feel any doubt in me that I can't make. In college and in the real world the doors are open to me.

Appendix F

Sample Guidelines for Peer Assessment

Directions: Use the worksheet when you edit your friend's paper. Remember to be as clear and detailed as possible. Do not simply answer YES or NO. Be ready to explain your suggestions to your friend when you are done.

1. What is the subject of this paper?
2. Does the paper have a clear, identifiable thesis statement?
3. Is the paper organized well? Is it easy to follow?
4. What examples does the author use to support the arguments presented?
5. Are the examples well developed? Do they tie back to the thesis statement?
6. Does the author use appropriate words and phrases to express his/her ideas?
7. As you are reading, look for the following grammatical points. Mark any errors which you find occur frequently.

- _____ verb tense shifts
- _____ incorrect verb tense choices
- _____ pronoun references
- _____ article usage
- _____ sentence fragments
- _____ run-on sentences

8. What is one thing that you think that is strong about this paper?
9. What is one thing that you think that the author could do to make this paper stronger?

(Source: Liang & Rice, 2003)

Appendix G
Sample Guidelines for Self-Assessment

STEP 1: Read your paper and answer the following questions:

- A. Do you have a clear thesis statement? Where is it?
- B. Are your examples well developed?
- C. Do your examples tie back to your thesis statement?

STEP 2: Now, look at grammar. Using the chart below, mark what you will edit for first, second, third, etc.

STEP 3: Read your paper. Focus on only one thing at a time. Correct errors when you find them. When you are done, record the number of errors that you found on the chart.

<i>Grammar Point</i>	<i># of Errors</i>

STEP 4: What is one thing that you think that you did well on this paper?

STEP 5: How is this paper compared to other papers that you have written?

STEP 6: What is one thing that you think that you could do to improve this paper?

(Source: Liang & Rice, 2003)