

【資料】

The Development of the Global Communication Department Writing Course

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This paper briefly outlines the process of material development used to develop the freshman writing program for the Global Communication Department (GCD) at Hiroshima Bunkyo Joshi Daigaku (HBJD) with a focus on the assessment tool. The program includes two courses: Basic Writing (BW) I & II. The responsibility of writing these courses was shared between the author and fellow BECC member, Lee Atkinson.

When the author began work on the BW curricula in October, 2009, the direction of the course had already been determined. Primarily, this indicated that students would be taught to write paragraphs with the end goal being to prepare students to be able to learn how to write an academic essay. Although the overall structure of the courses had been established, the content of the lessons remained flexible. The coursework for BW I & II has been written to be pertinent to the HBJD context. The process for creating the writing curricula was very time intensive. Underlying the creation of these materials was the idea that students would employ the process approach to writing paragraphs.

During course development, a general definition of ‘process writing’ as “a broad range of strategies that include pre-writing activities, such as defining audience, using a variety of resources, planning the writing, as well as drafting and revising” (Goldstein & Carr, 1996) was employed. With this in mind, lesson content was designed. Not only were topics suitable to HBJD students brainstormed, but entire lessons on these themes were created. Additionally, pertinent grammar points were incorporated into each lesson. In total, 30 lessons were written. Each BW lesson typically comprises ten tasks. Each task was designed to build student skills and encourage participation in the writing process.

Each lesson begins with a warm-up activity. In the sample lesson provided, the activity is based on two YouTube videos chosen for how the content appeals to students. As the lesson progresses, each task builds upon knowledge gained in prior tasks and lessons. The final task for each lesson is the same: a vocabulary chart in which students can record new vocabulary words encountered during the lesson.

Over the course of each semester, students are required to produce and submit paragraphs for instructor review. In total, there are 18 distinct writing assignments, each requiring an assessment tool which both gives students a grade for their writing and provides feedback. In order to create a useful tool that would help to ensure fair marking of students across different classrooms and instructors, a single tool was developed for use in all sections of the BW class.

The individual assessment tool for each writing assignment (please see attached sample) comprises four distinct parts: a student checklist; a holistic rubric; a common

comments checklist; and a box for the instructor to write individual feedback. The student checklist was designed to guide students to include specific elements into their paragraphs. These elements focus on the grammar points taught in the lesson, the requirements of the writing assignment, and new words encountered during the lesson. Instructors will use the same checklists to make sure students included said elements in their writing.

The second portion of the assessment tool is a holistic rubric. This section provides the score to the student. The rubric created was based on the 'Template for Holistic Rubrics' as found in Mertler, 2001. Although the rubric is simple, as the course is taught and anchor papers are collected, the distinctions between the categories will become clearer. As of now, the intention is to stick with a holistic rubric although it may be decided in the future that an analytic rubric would be more useful for assessment purposes (see TeacherVision, 2009). Potentially, the use of holistic rubrics versus analytic rubrics in emerging second language writers in the GCD could serve as an area of future research.

The third section of the assessment tool, the common comments area, arose from a desire to help reduce the physical writing burden on instructors. It was decided that it would be useful to have a list of commonly written comments that instructors could check off of a list. A checklist of this nature has benefits other than reducing the writing burden on instructors. The final version of this checklist was intended to be in English and Japanese. This was to ensure that language ability would not impede understanding of feedback. Additionally, the checklist removes any problems that students may have with reading instructor handwriting. Finally, the last section of the assessment tool provides instructors with space to make individualized comments.

In total, this assessment tool combines checklists, a holistic scale, and a space for unique feedback. Overall, the intent behind this assessment tool was to design a method of assessing student paragraphs which would take into account a variety of dimensions. However, without an idea of student's performance ability, it was necessary to create an assessment tool that could reflect a variety of abilities. Hence, a tool with four distinct areas was created. Importantly, the tool does reflect the recognition that the A+ grade needs to be an elite grade. Regardless of the general ability of students, the A+ grade will be reserved only for students who excel at the task.

As with the current grading standards project that is underway at KUIS (as described by Ockey, 2010), it is recognized that as the writing course is piloted and revised, the course will be able to develop a set of proficiency standards that can be reflected in the writing assignments and, therefore, in the assessment tools. However, until that happens, instructors in the GCD BW course, too, will have to 'ballpark' the grade distribution for each writing assignment.

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References

- Goldstein, A., & Carr, P. G. (1996). Can students benefit from process writing? *NAEPFacts 1(3)*, Washington, DC: National Center for Education Statistics. Retrieved November 4, 2004 from <http://nces.ed.gov/pubs96/web/96845.asp>.
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- Ockey, G. (2010). Implementation plan of ELI grading policy guidelines. Personal communication. Received January 15, 2010.
- TeacherVision. (2009). Analytic vs. holistic rubrics. Pearson Education. Retrieved December 9, 2009 from <http://www.teachervision.fen.com/teaching-methods-and-management/rubrics/4524.html>.

The Day You Were Born!

Goals of this lesson:

1. To learn vocabulary about birthdays.
2. To learn about imperative sentences.
3. To learn about the simple past.
4. To write a narrative paragraph about birthdays.

Task 1: Song!

Let's check out two YouTube videos!

Video 1: What song is being sung? _____

Video 2: Write down the lyrics you hear Ernie sing to the letter U.

The Development of the Global Communication Department Writing Course

Task 2: Birthday Vocabulary

Let's make a vocabulary chart of birthday words!

Look at the photographs. Write down vocabulary words that can be related to birthdays.

Photograph 1	Photograph 2
Photograph 3	Photograph 4

Task 3: Which Do You Prefer?

Write about a photograph.

Which photograph do you like best? _____

Write why you like this photograph the best. Use the word **because** at least three times.

Task 4: Vocabulary Check!

Did you use any new vocabulary words?

Look at the passage you wrote for Task 3. Circle any vocabulary words you used from Task 2.

Task 5: What Happened Earlier?

Write more about the photograph.

Imagine what happened *before* the photograph was taken!

1. What happened in this photograph 5 minutes ago?

Five _____ minutes _____ ago

2. What happened in this photograph 1 hour ago?

3. What happened in this photograph 4 hours ago?

Task 6: Grammar Focus-Simple Past, Regular Verbs

Let's learn about verbs!

Use **simple past** to write about finished actions and events.

Example: We **lived** in Canada for two years. Yesterday, I **walked** six kilometers!

To make the **regular** form of the **simple past**, add *-ed* to the verb.

Example: I cook vegetables. → Yesterday I **cooked** vegetables.

Spelling rules

1. If a two-syllable verb ends with *-y* drop the *-y* and add *-ied*.
Example: I study English. → I **studied** English.
2. If a verb ends in *-e*, just add a *-d*.
Example: I live in Hiroshima. → I **lived** in Hiroshima.
3. For some verbs ending in *vowel + consonant* (not *-w*, *-x*, or *-y*) double the consonant.
Example: The bus stops here. → The bus **stopped** here.

Which are correct? Correct the spelling mistakes.

1. studyed studied
2. tried ok
3. visitted _____
4. played _____
5. graduated _____
6. stoped _____
7. traveled _____
8. qualified _____

Task 7: Grammar Focus-Simple Past, Regular Verbs

Let's learn more about verbs!

Complete the sentences with the simple past of the verbs.

1. I started (start) this job three years ago.
2. Kimiko _____ (finish) work at eight o'clock this morning.
3. Nami _____ (graduate) from Bunkyo.
4. We _____ (visit) a famous temple in Kyoto.
5. I _____ (work) for Mazda for five months.
6. She _____ (travel) home by taxi.
7. They _____ (walk) home before it started raining.
8. Jack _____ (stop) class at 12:20 pm.
9. My family _____ (live) in New Zealand for six years.
10. We _____ (study) English for two hours.

Task 8: Grammar Focus-Simple Past, Regular Verbs

Let's learn even more about verbs!

With a partner, use the words to write sentences in the simple past.

1. Jun, Hawaii, visit

2. Ayaka, German, study

3. Lee, Coke Light, carry

4. Mai, violin, saxophone, play

5. she, carrot, potato, bake

6. yesterday

7. four years ago

8. last year

9. this morning

10. during Golden Week

Task 9: Grammar Focus-Simple Past, Irregular Verbs

Let's learn more about verbs!

Some verbs take **irregular forms** in the **simple past**. These verbs do not add *-ed* to the end of the verb.

Example: Yesterday, I **ate** three doughnuts!

Match the past simple form.

1. eat	a. went
2. sit	b. took
3. do	c. swam
4. swim	d. saw
5. get	e. sat
6. go	f. made
7. have	g. had
8. make	h. got
9. buy	i. gave
10. take	j. did
11. give	k. bought
12. see	l. ate

Task 10: Grammar Focus-Simple Past, Regular Verbs

Let's learn way more about verbs!

Complete the sentences with the past simple forms of the verbs.

1. We ate (eat) fish at a restaurant last night.
2. I _____ (go) to Saipan on holiday with my boyfriend.
3. She _____ (buy) a new uniform for work.
4. I _____ (have) a purple bicycle when I was a child.
5. Hanako _____ (do) her homework.
6. We _____ (swim) at Hamada Beach and the water was very cold.
7. You _____ (take) a taxi to Bunkyo?
8. Michiko _____ (make) very delicious cookies for us.
9. Kosuke _____ (get) up late and missed the train.
10. I _____ (sit) in the sun all afternoon.
11. We _____ (give) Tomoko a camera for her birthday.
12. They _____ (see) monkeys at the rotemburo!

Task 11: Grammar Focus-Simple Past, Did & Didn't

Let's learn about using did and didn't!

Use **didn't** for negative sentences in the past simple.

Use **Did...?** For questions in the past simple.

Use **did** or **didn't** for short answers.

Negative

I/You/He/She/We/They didn't go to university.

hint Write this: *They **didn't** go to university.*

Don't write: *They **didn't went** to university.*

Questions

Did I/you/he/she/we/they go to university?

hint Write this: ***Did** you go to university?*

Don't write: *Did you **went** to university?*

Short Answers

Yes, I/you/he/she/we/they did.

No, I/you/he/she/we/they didn't.

Complete the questions and answers with **did** or **didn't**.

1. A: Did you study English at school?
B: No, I didn't.

2. A: _____ you get married?
B: Yes, I _____. I got married to Bill.
3. A: _____ you have the flu?
B: No, I _____. I had a cold.
4. A: _____ Kaneko live at home while she was at university?
B: No, she _____. She left home after university.

Task 12: Grammar Focus-Simple Past, Regular Verbs

Let's learn about verbs!

With a partner, write a sentences and a question in the simple past. Use *did* or *didn't* in each response.

1. Yumi, book, buy

Yumi bought a book yesterday.

Did Yumi buy a book yesterday?

2. Satoko, Guam, visit

3. department store, coat, buy

4. candles, cake, blow

5. birthday, restaurant, celebrate

Task 13: Writing Assignment

Let's write a paragraph about birthdays!

Write about your most memorable birthday. Use at least five (5) **simple past verbs** to write your paragraph. Underline the **simple past verbs** that you use. Use at least five (5) vocabulary words from Task 2. Circle the vocabulary words that you use.

Writing Strategies I

Global Communication Department

Student Name		Date	
Student Number		Assignment	The Day You Were Born
Final Score			

<p>Student Checklist (Check to ensure students completed)</p> <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> My paragraph is about my most memorable birthday. <input type="checkbox"/> Word Count _____ <p>Format</p> <ul style="list-style-type: none"> <input type="checkbox"/> My paper is clearly labeled with my first name, last name, assignment due date, and assignment name. <input type="checkbox"/> My paper margins are 2.5 cm. <input type="checkbox"/> My paper is double spaced. <input type="checkbox"/> My paper is written in Times New Roman size 12. <input type="checkbox"/> The first sentence of each paragraph is indented. <input type="checkbox"/> My paper has a title. <p>Mechanics and Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> I used five (5) verbs in the simple past. <input type="checkbox"/> I underlined each verb in the simple past I used. <input type="checkbox"/> I used five (5) vocabulary words from Task 2. <input type="checkbox"/> I circled each vocabulary word from Task 2 I used. <input type="checkbox"/> I have subject/verb agreement. <input type="checkbox"/> I checked my spelling. <p>Effort</p> <ul style="list-style-type: none"> <input type="checkbox"/> I tried my hardest to write a great paragraph. <input type="checkbox"/> Two classmates read and made comments about my paragraphs.
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Score	Description
A+	A+Demonstrates exceptional understanding of the task. All requirements of the task are completed.
A	Completed assignment and demonstrates above-average understanding of the task. All requirements of the task are completed.
B	Completed assignment and demonstrates average understanding of the task. Some requirements may remain incomplete, but all requirements were attempted.
C	Attempted assignment but demonstrates minimal understanding of the task. Many requirements of the task are incomplete or not fully attempted.
F	Did not attempt assignment or turned in an incomplete paper.

Teacher Comment Box

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