FACULTY TEACHING GUIDE

to accompany

mycomplab™ 2.0
Where writing and research help is just a click away!

PEARSON
Longman

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INTRODUCTION: LEARNING TO TEACH WITH TECHNOLOGY

In the twenty-first century, we are dependent on technology to perform even the simplest daily activities. From automated banking to microwave ovens, technology has made our lives easier—and at the same time more complicated. This can also be said of the writing classroom: Students and instructors have an unprecedented amount of technology available to them in learning and teaching writing, making the task of writing both easier and more complicated.

Although it may seem easier to write on computer than with pen and paper—and also easier, through the Internet, to find sources (and to plagiarize inadvertently)—in fact students face more complex tasks. Design is now a routine part of creating a paper, and students sometimes face a steep learning curve as software grows more sophisticated.

Teachers will no doubt argue for some time about the role computers should play in writing instruction, but today’s reality is: Students need to learn computer skills to function effectively in the classroom and workplace. As the technological context for writing changes, instructors must stay in touch with those changes. Computer technology demands a new kind of visual literacy, and writing instructors must have the skills and tools to help students write, compose, revise and communicate using computer technology. Students graduating today need to function in a high-tech workplace, whether a bank branch, an assembly line, or a classroom. Students who are more comfortable and skilled using computers will more than likely move beyond entry-level or unskilled jobs and become more productive citizens.

Using MyCompLab with your students prepares them not only to compose and revise in your classroom, but also to function and become comfortable in the literacy of our age.

AN OVERVIEW OF LONGMAN’S MYCOMPLAB

MyCompLab offers multiple ways to incorporate technology into almost any kind of composition course. Although the primary context for use of this comprehensive Web site will no doubt be first-year composition courses, MyCompLab has something for almost every level of composition from remedial to advanced undergraduate. For example, the diagnostics in MyCompLab’s Grammar section provide opportunities for you to evaluate your students’ skills and to shape instruction based on what your students need. In Exchange, Longman’s exclusive peer-review program, instructors can set up groups for peer review of student writing and comment on papers online—no more photocopying and distributing dozens of papers each term. ExerciseZone focuses on grammatical, mechanical, and usage problems and provides a wealth of
practice opportunities, clear feedback, and concise explanation. The Writing section of MyCompLab offers multimedia writing prompts covering a variety of written genres and styles, as well as step-by-step guidance through the writing process and a site for student journaling. Research Navigator offers online searching through databases that bring reliable and reviewed citations and articles to students. And Avoiding Plagiarism teaches, reviews, and models proper MLA and APA citation and formatting.

MyCompLab is versatile and easy to navigate—gathered into a single site and coherently organized into resources for Writing, Grammar, and Research. The chapters that follow offer extensive guidance for using these resources, and a brief overview appears here.

MyCompLab is organized into the three basic categories most important to composition instructors: Writing, Grammar, and Research.

Writing includes Exchange, Longman’s peer review program; a writing process tutorial; writing activity prompts (text, image, and video); a gallery of model documents; annotated Web links to other writing resources; and a Student Bookshelf of useful resources.

Exchange is Pearson’s online peer and instructor writing review program. Instructors can comment on student papers at the word, sentence, or paper level; save and reuse favorite comments; and grade student papers online. Students can review each other’s work in peer review groups. Step-by-step instructions for using Exchange appear in Chapter 1 of this manual.

In addition to Exchange, the Writing section of MyCompLab includes an extensive array of other resources. In the writing process section, students may choose to work on a specific step of the process, such as drafting or revising, or they may choose to work through a series of guided exercises that walk them from one step to the next. A wide-ranging activities section comprises 100 writing prompts—videos, images, Web sites, and textual prompts—that are further divided by purpose (analysis, argument, comparison, description, discussion, evaluation, extension, self-reflection, information, and synthesis). Students can practice academic writing skills, discover ideas for class essays, or simply sharpen their awareness of the world. And in the model documents in the Writing section of MyCompLab, students can get a head start on writing by reviewing samples that demonstrate the writing process, writing in the disciplines, and writing in both academic and professional settings.

Finally, writing Web links introduce students to an array of valuable Web resources about writing including writing guides, grammar resources, sites with additional quizzes and exercises, usage and style guides, lists of common errors, ESL resources, and more.
Grammar includes two comprehensive diagnostics; ExerciseZone and ESL ExerciseZone, a group of practice sets that comprise over 4000 practice items; annotated Web links; and an online quick reference handbook.

Students today often enter the college composition classroom with an uneven and incomplete command of formal grammar. But instructors often haven’t the time to provide serious grammar remediation. To address this, MyCompLab’s ExerciseZone provides a place for students to assess their strengths and weaknesses and review and perfect their understanding of sentence grammar, punctuation, usage, and other more mechanical aspects of writing. ExerciseZone offers you a convenient place to send a student (or the whole class) to practice and study grammar and mechanics. You may choose to teach entire lessons from this site; you may require students to complete exercises on their own time, outside of class, and submit their results by e-mail; or you may simply suggest that ExerciseZone is a valuable resource that students will want to explore on their own.

Research includes Pearson’s exclusive Research Navigator and the interactive tutorials of Avoiding Plagiarism.

The computer revolution has made researching a “keyword” and “full-text” activity that may be done in the privacy of one’s home, in a computer lab, or even on the train or bus ride home for the weekend—and no longer in a campus library. Reflecting this reality, Pearson’s exclusive Research Navigator offers a convenient tutorial for researching online and provides access to reliable, powerful and peer-reviewed research databases. The researching and literacy skills students learn in Research Navigator will serve them well beyond their academic years and into their career fields.

Because the Internet makes access to millions of documents so easy, plagiarism has become the number-one worry of composition instructors. Students often cannot responsibly differentiate between legitimate use of sources and plagiarism. Longman’s MyCompLab offers an interactive tutorial called Avoiding Plagiarism, which provides responsible guidance to students in this area. Avoiding Plagiarism helps students identify the appropriate ways to document, quote, paraphrase and format academic writing, in particular the use of secondary sources. Detailing both MLA and APA format, Avoiding Plagiarism quizzes students on the correct format for using sources and provides immediate feedback. With definitions of key terms and discussions of when and why to use sources, Avoiding Plagiarism may be one of the most important areas on the entire Web site.

Overall, MyCompLab provides a one-stop resource for your composition classroom needs.
LINKING OUTCOMES WITH MYCOMPLAB

In the past decade, higher education has shifted toward adopting outcomes and assessment rubrics—formal statements of what students should learn—to define the composition curriculum. When developed locally by composition faculty and staff, outcomes documents can function effectively to focus energy and attention on agreed-upon goals and methods. When imposed without regard for local conditions or the specific needs of students and instructors, however, outcomes can alienate instructors and administrators from one another and confuse students.

With the increasing scrutiny of all levels of education by politicians and the general public, outcomes seem to have filled a void, especially for non-experts, by providing the apparent ability to measure tangible results. Writing teachers—especially from a rhetoric and composition background—may not enthusiastically endorse outcomes, but they have come to accept them.

The closest thing to a set of national standards for composition that exists is the Writing Program Administrators (WPA) Outcomes Statement for First-Year Composition, endorsed by the WPA in 2000. This set of outcomes describes four main areas in which students should be competent after completing a composition program (usually two semesters of first-year composition):

- Rhetorical Knowledge
- Critical Thinking, Reading, and Writing
- Processes
- Knowledge of Conventions

Longman’s MyCompLab provides support for your students in each of these areas. Chapters on the various MyCompLab resources make the connections between MyCompLab content and the WPA outcomes.

ADVICE FOR NEW INSTRUCTORS—AND INSTRUCTORS NEW TO TECHNOLOGY

If you are new to the writing classroom, the wonderful excitement and energy you bring to the classroom may be tempered by a feeling of insecurity or inexperience. Technology may seem just one more piece to be mastered. And if you are an experienced teacher but lack computer expertise, you may worry that students will have more sophisticated skills. The important thing to remember is that teaching with technology can provide resources that cannot be found elsewhere, both for you and for your students—assessment tools, course management tools, practice opportunities for your students. You can anticipate a high level of student interest, and often you can enlist students who are sophisticated computer users to help those who are less so, giving everyone more buy-in to the course.

Longman’s MyCompLab offers a rich variety of resources and tools. If you choose, you can explore all the sophisticated resources fully. Or if you choose, you can
simply let your students know that *MyCompLab* is available to them. It’s up to you. However you choose to use *MyCompLab*, we are confident that it can help you help your students become more effective, more successful academic writers.

![MyCompLab logo](mycomplab.png)
CHAPTER 1
USING EXCHANGE

NOTE: Additional information and updates about new features in Exchange can be found in the Instructor Resources section of the MyCompLab Web site.

Exchange allows you to respond to student writing online and to set up student-to-student peer review groups. Exchange is a powerful tool for annotating and grading student work and for facilitating peer reviews. The Quick Start guide will get you underway. The remainder of the chapter is divided into three parts:

- The first section walks you step by step through Exchange, offering Teaching Tip boxes along the way.
- The second section takes you on a slightly different journey, offering a student view of Exchange that helps you identify for students the steps they need to take to make the program work for them.
- The third section provides seven practice exercises you can use to get students started on the right path in reviewing each other’s work.

QUICK START

Exchange helps you . . .

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<td>Manage Peer Review Groups</td>
<td>Go To: Course Homepage, Click: Groups Icon, Exchange sets up peer review groups automatically. You can alter and manage the groups. For detailed instructions, see Revising Peer Review Groups and Deleting a Student, p. 18.</td>
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<td>Read Peer Reviews</td>
<td>Go To: Course Homepage, Click: Course Roster Icon, Go to: Individual Students’ Papers, Click: Paper Review Icon</td>
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<td>Review and Comment on Student Papers</td>
<td>Go To: Course Homepage, Click: Course Roster Icon, Go To: Student Name, Click: Paper Review Icon, Highlight: Portion of Paper for Comment, Fill In: Pop-Up “Add Comment to Paper”</td>
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<td>Enter Grades</td>
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1. A STEP-BY-STEP APPROACH TO EXCHANGE

CREATING A NEW COURSE AND GENERATING A COURSE ID

When you first enter Exchange, you will arrive at the Instructor Homepage:

From this location, you can create or copy a course, see your complete student roster, and manage your profile. After you set up your courses, you will probably spend most of your time inside the individual courses—only passing through this page after logging in.

To create a new course, click on the New Course icon. This will take you to the Create New Course screen:

Your name will appear automatically on the Instructor’s Name line.

1. Fill in the title of your course.

2. Use the pull-down menu to input the number of assignments you anticipate having students complete in the course. (One assignment will be created automatically for you if you do not indicate a number of assignments.)

3. Exchange includes a pre-loaded sample paper that models appropriate peer review. To view the paper—as your students will see it—click on the
After viewing the paper, click on the appropriate button to indicate whether or not you want students to see the sample paper.

**Teaching Tip:** The sample paper can be a useful model for students who have not had much experience in responding to each other’s writing. Even if you are working with an experienced class that has used peer review before, the sample paper will reinforce the constructive commenting such reviews must have to be useful. You may also opt not to use the sample paper; however, you should model the products of peer review at some time during the writing process.

Once you have completed the screen, click on the Create icon. This will take you back to the Instructor Homepage, which will now display the unique Course ID number generated by *Exchange* for this course.

![Instructor Homepage](image)

You will need to distribute the ID to your students so that they can enter it to enroll in the course. Your colleagues may also use this ID to make a duplicate of your course.

*Note: The ID is case sensitive and must be typed exactly as shown on screen.*

### CREATING THE FIRST ASSIGNMENTS FOR A COURSE

You will need to fill in information on two screens to create your first assignments for a course. On the first screen, you will decide how the groups will be set, addressing such issues as anonymity and whether all of the students will see everyone else’s comments. On the second screen, you will describe the assignments and select the due dates. You will be able to preview the assignments before they are posted. You can prepare your assignments while the information remains hidden from students, if you wish.

To begin, complete the following steps:

On your Instructor Homepage, click on the title of the course for which you want to complete the student assignments.
When the Course Homepage appears (its heading is the same as the title of the course), you will see auto-generated placeholder assignments based on the number of assignments you estimated when you set up the course. (By default, the pull-down menu is set on “1,” so at least one placeholder assignment will appear here.) Fill in the placeholder assignment(s) by clicking on the Edit Assignment icon displayed to the far left of each assignment number 📒. This will take you to the first Edit Assignment screen.

Additional assignments can be added at the bottom by clicking on the New Assignment icon 🎈. Assignments can be deleted by clicking on the Delete Assignment icon 🗑.

First Edit Assignment Screen
1. **Pick the Size of the Peer Review Group**

Use the pull-down menu to select the number of students you want in a paper-review group. You can assign from 1 to 6 students to a group.

**Teaching Tip:** Why would you want more or fewer students in a group? Smaller peer review groups (up to 3 students) offer a more time efficient and intimate setting. Consider using smaller groups in the beginning of the semester and moving toward larger groups as students become more confident with the procedure and effort needed to draft effective responses. Larger groups offer more perspectives and are ultimately more valuable to students because of the additional feedback.

2. **Decide Who Will See Peer Comments**

Indicate whether you want all members of the group to see the comments made by all of the other members.

**Teaching Tip:** Making peer comments visible to all group members will change the dynamic of the commentary generated. If you do choose to make comments visible to all members, you must emphasize complete and compassionate responses. You may even want to be heavy-handed and grade responses in this regard to insure integrity. As you may have guessed, the danger of allowing everyone to see everyone else’s comments is that the group may not offer serious responses or may offer offensive or useless comments—such behavior wastes everyone’s time.

3. **Decide Who Will See Instructor Comments**

Indicate whether you want all of the group members to see your comments on the paper or whether you want only the paper’s author to see your comments.

**Teaching Tip:** Instructor comments carry particular weight with students and therefore should be made carefully. Instructors who offer commentary too soon or offer too much feedback risk the chance of deterring any divergent student comments. With this in mind, instructors who do make their comments visible should keep their comments brief and supportive of other reviewers’ responses. Finally, allowing only the author to see your comments could provide a more intimate feedback opportunity where you can also comment on the relative worth of the peer reviews offered.

4. **Decide Whether to Employ Anonymity**

Indicate whether you want student reviews to be anonymous or named. If you choose Yes, each member of a peer group will be assigned an anonymous identity (e.g., reviewer 1) for the posting and review processes.
Teaching Tip: The issue of anonymity is one that must be handled with care. Anonymous commentary tends to be more truthful and to the point. This can be useful for shy students, but students who respond anonymously may also offer stronger and more opinionated comments because of a lack of accountability. Anonymous comments also have the potential to be offensive and off topic. If you allow anonymous comments, be sure to lecture the class on the ground rules and let them know what you feel is out of bounds.

5. Adding Your Own Checklist

Exchange provides you with a list of five checklists for students to use when reviewing a paper. The checklists are a series of questions to ask depending on the kind of paper involved: personal, expository/informative, analytical, persuasive, and source-based. If you want to provide your own checklists as well, choose Yes. You will be prompted to attach your checklist to the assignment on the following screen.

6. Move to Next Screen

Once you have made these decisions, click the Next icon to move to the second Edit Assignment screen and complete the process.

Note: You can stop the assignment at any point during its creation by clicking on the Cancel icon.

Second Edit Assignment Screen
7. Describe the Assignment

Write a description of the assignment in the Description box. If you wish, you can copy-and-paste the text of assignments you have already prepared for your class into this field. The text you enter in the Assignment Description field will be converted to HTML. In order to preserve existing formatting, such as paragraph breaks, bold, or italics, you should add HTML, tagging to your assignment text:

To have a word appear as **bold**, add a `<b>` tag in front of the first letter that should appear bolded. Add a `</b>` tag after the last letter to turn off the formatting.
Sample: This is the `<b>`bold</b> word.

To have a word appear as *italic*, add an `<i>` tag in front of the first letter that should appear italicized. Add a `</i>` tag after the last letter to turn off the formatting.
Sample: This is the `<i>`italicized</i> word.

To add a blank line between paragraphs, add `<br><br>` after the last word of the sentence that precedes the break.
Sample: This is the end of the paragraph. `<br><br>`

You can include URLs in this field if you want to direct students to one or more Web sites. For assistance with creating the small amount of HTML that will be necessary, click on the How to add a URL icon to open a pop-up window that will walk you through the process.
8. Set the Paper Upload Due Date

Enter the date you want students to upload their papers by. You can either type in the date (mm/dd/yyyy) or click on the Calendar icon and select a date from the pop-up window.

**Note:** Students can upload their paper after this deadline, but you will be able to see they were late by referring to the upload date that is displayed.

9. Set the Review Due Date

Use the Review Due Date field to enter the date on which peer reviews are due. You can either type in the date (mm/dd/yyyy) or click on the Calendar icon and select a date from the pop-up window.

**Teaching Tip:** Students who upload their papers late will be giving their group members less time to complete the peer-review process. More than anything else, late peer reviews do the original essay writer little good.

**Teaching Tip:** No matter what your policy is on late work, you should be firm with due dates in collaborative peer reviews because two of the skills students learn here are being punctual and becoming a reliable team player.

10. Attaching Checklists

*Exchange* allows you to attach to your assignments one of a pre-loaded set of five checklists or one that you have created yourself. Attaching any checklist, whether pre-loaded or custom, is optional.

**Pre-loaded checklists**

If you indicated on the First Edit Assignment Screen that you did not want to supply your own project-specific checklist, you will be prompted here to select a default checklist from the set *Exchange* offers. The lists contain items students
should keep in mind while writing any of five common assignments: personal; expository/informative; analytical; persuasive; and source-based.

### Custom checklists

If you indicated on the First Edit Assignment screen that you did want to supply your own checklist, you will be prompted to enter a title for your checklist and to browse and attach your file in .rtf format.

**Teaching Tip:** Before uploading a checklist, you will need to save it in Rich Text Format (.rtf). The resulting file should end with an .rtf extension rather than .doc or other extensions. Rich Text Format preserves most text features such as boldface, italics, and underlining. More complicated formatting features, such as tables, may not be preserved when the checklist appears on the Paper Review Screen, so you should preview your checklist carefully before completing the uploading process.

**Note:** If you have added a custom checklist in the past, that checklist will be listed after the pre-loaded checklists so that you can re-use it for later assignments.

**Teaching Tip:** Checklists provide structure, and many students welcome such direction when conducting their reviews, especially early in the semester. Moreover, customization is the key to “owning” Exchange and making it an integral part of your teaching. While the checklists and Common Errors provided will get you going in the right direction, you should strive to customize your paper checklists to act as an electronic assignment sheet or rubric (or both). Many instructors overlook the value of assignment sheets and checklists and opt to simply discuss such features in class. While this may work at one level, writing down what you expect students to achieve (and how) is a significant step in empowering them to take control of the assignment and “own” their own work on Exchange and in your class.

11. **Send Email Notification of Uploads**

When a student uploads a paper, it will be posted automatically in the Reviews Due section of the other students’ Course Homepages. If you want students notified by email as well, select the Yes button. Students will receive an automated message from Exchange (“A paper is now available for your review and comments. Please see your Exchange homepage for details.”)
### 12. Delay Posting of Assignment

*Exchange* automatically displays all assignments on the day they are created. If you want the display to be delayed, indicate the date you want it to appear in the space provided. You can either type in the date (mm/dd/yyyy) or click on the Calendar icon and select a date from the pop-up window.

**Teaching Tip:** Delaying the visibility of an assignment may be advisable for many reasons, including class cancellations, technical difficulties, or the need for more instruction before turning to peer review. You may also want to create a multi-stage assignment sequence and choose to release selected parts of it on certain days to pace the class.

### 13. Preview Assignment

You have now completed an assignment. To preview it, click the Preview icon.
If you are satisfied with the assignment, click the OK icon.
You can also cancel the assignment here by clicking on the Cancel icon.

**CREATING ADDITIONAL ASSIGNMENTS**

To create additional new assignments, go to the Course Homepage, click the Create New Assignment icon. The assignment will be given the next available assignment number.
You will then go through all the steps outlined above in Creating a New Course and Generating a Course ID—setting up your group preferences (size of groups, anonymity, etc.) and filling in the assignment description and dates. If you have previously created assignments in Exchange, you will see a pull-down menu in the Description area of this screen. All your previous assignments will be listed—organized by course and assignment number—so that you can re-use any of your earlier assignment descriptions. Once you make a selection from the pull-down list, your description text will populate into the description field so that you can make any adjustments or additions desired.

**EDITING AN ASSIGNMENT**

To edit an assignment, go to the Course Homepage and click on the Edit Assignment icon to the far left of the assignment you want to change. (You arrive at the Course Homepage through your Instructor Homepage.) This will take you through the same series of screens used in creating your initial assignments. You will see all of the information you entered earlier and can make your edits. See p. 8 for detailed screen-by-screen instructions.

*Note: You will only be able to change all parameters of the assignment before a student posts an assignment. Once a student posts an assignment, you will be able to change only the assignment description, due dates, checklist, and e-mail notification. When you go to preview the modified assignment, you will see your changes reflected as well as a list of all the fields you are unable to change.*

**DELETING AN ASSIGNMENT**

If you create more assignments than you need, you can delete assignments that you do not wish to use. However, it is not possible to revise Assignment numbers. If you delete Assignment #5, your students will see Assignments 1, 2, 3, 4, 6 on their homepages.

**REVISING PEER REVIEW GROUPS**

By default, Exchange will assign students into groups based on the group size you specify. To alter the random groups created by Exchange, go to the Course Homepage and select the View Groups icon next to the assignment you want to change. This will bring up the Assignment Groups screen:
On the Assignment Groups screen you will see a roster of all your students as well as a column per group for the number of groups you selected earlier. *Exchange* does not allow the number of students in a group to exceed the number you assigned when setting up the course. Therefore, before moving a student into a group, you must first remove a student. To do this, uncheck the box next to the student you wish to remove from the group. Then check the box next to the student you wish to move into the group. (Don’t forget to place the student you removed into another group.) Once you have made all the group adjustments you desire, click the OK icon to go back to the Course Homepage.

*Exchange* will allow you to move students from group to group until a student uploads a paper. Once a student has uploaded a paper, the composition of that student’s group will lock. (Other groups will remain adjustable.)

Once you have created an assignment and students have enrolled in your course, *Exchange* will create that initial peer groups for that assignment. If you wish to customize and adjust the groups—based on your knowledge of student dynamics—we recommend that you set the visibility of the assignment to a date that just precedes the student upload due date. This is especially important for the first assignment of your course. A future date will allow for all groups to remain malleable during the student enrollment period; you will have the ability to move students from all groups without having a student upload early and lock a group before you can review its composition.
**Teaching Tip:** Instructors new to peer review often choose to randomly assign students to groups. While such a strategy may be useful and pragmatic at the start of a course, you should look to develop groups that represent a variety of learning styles and offer a wide range of potential responses. To create a diversity in peer groups, you may want to assign peer groups several small assignments and monitor the type of work coming out of the group and rearrange with such information in mind. A good rule of thumb is to have stable peer groups formed and working by the midpoint of the course.

**DELETING A STUDENT**

If a student drops out or is unable to complete your course, you will need to delete the student from your Course Roster. Since all students who are enrolled in your Exchange course are automatically assigned into groups for each assignment, a student who has dropped your course will continue to appear in your Roster and in peer groups until you manually delete that student. From your Course Roster, click the Delete Student icon from the upper left-hand corner of the screen. Click the box next to any student you wish to remove from your course, then click Preview.

![Enrolled Students](image)

*Note:* Since it is not possible to restore a student to your course, it is strongly recommended that you archive your course before you delete a student.

**EDITING A COURSE TITLE**

To change a course title, click on the Edit Course Title icon on the Instructor Homepage to the left of the Course Title you want to change.
This will take you to the Edit Course Title screen:

Type the new course name in the course title box, then click on the OK icon.

**REVIEWING AND COMMENTING ON STUDENT PAPERS**

1. **Go to Course Roster**

To read and comment on student papers, go to the Course Homepage and click on the Course Roster icon.
This takes you to the roster for the course, where all of the enrolled students are listed.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Assignment Number</th>
<th>Paper</th>
<th>Date Posted</th>
<th>Grade</th>
<th>Participation Grade</th>
<th>Grade Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harriette Knowles</td>
<td>Assignment 1</td>
<td>Low Tide for Longfellow?</td>
<td>03/08/2004</td>
<td>No Grade</td>
<td>No Participation Grade</td>
<td>No Grade Comment</td>
</tr>
<tr>
<td>Eli Mahler</td>
<td>Assignment 1</td>
<td>No Paper</td>
<td></td>
<td>No Paper</td>
<td>No Participation Grade</td>
<td>No Participation Comment</td>
</tr>
<tr>
<td>Daniel Marshall</td>
<td>Assignment 1</td>
<td>Tidal Imagery</td>
<td>03/05/2004</td>
<td>B.</td>
<td>No Participation Grade</td>
<td>Your points are well made but my concentration is weakened by avoidable grammatical errors. Please read the Handbook entry links in my review.</td>
</tr>
</tbody>
</table>

On this screen, you can see whether students have uploaded their papers, follow links to read their papers, observe the peer-review process, and enter grades. (To see a summary of student-related data for all of your courses at a time, move up one level to your Instructor Homepage and click on the Course Roster icon for your Exchange-wide roster instead.)

The paper review icon to the right of a student name indicates that a paper has been uploaded by that student. Click on the icon to open the paper. This will take you to the Paper Review Tool. The Paper Review Tool is a Shockwave application that allows you and your students to add comments and annotations to a paper that has been uploaded and posted by a student.

**Note:** You must have Shockwave (version 8) installed in order to use the Paper Review Tool portion of Exchange. If you do not have Shockwave, go to [http://sdc.shockwave.com/shockwave/download/download.cgi?](http://sdc.shockwave.com/shockwave/download/download.cgi?) to download the latest version of the player.

2. **Decide Where a Comment Will Appear**

There are two ways to place comments on a paper. You can click on a word, or you can highlight a portion of the text. If you click on a word, the Add Comment to Paper pop-up window will offer a choice of four places to attach your comment (at the word, paragraph, sentence, or paper level).
If you select a portion of text, the Add Comment to Paper pop-up will not prompt you to choose where to place the comment (since, by selecting a portion of text, you have already indicated where you want your comment placed).

3. Inserting Comments

Type the comment you want the students to see. When you click the Add to Paper button, Exchange will place your comment in the right-hand column (Reviewer’s Comments) and close the Add Comments to Paper pop-up window. At this time, your comments are not yet available to the author of the paper or to other reviewers in the group. You will still be able to delete or edit any comment until the time you post your review.
The identifier “Instructor” will appear before comments you enter. Each comment will have a corresponding triangle marker on the left-hand column (the student’s paper) showing the placement of the comment.

**Note:** Each person who leaves comments is assigned a color.
Teaching Tip: Don’t forget to also offer positive comments about what is “going right” in the essay. Not all feedback should be negative.

4. Pre-set Comments You Can Add to a Paper

Common Errors

Exchange provides a pull-down menu of 20 common errors most likely to be found in student papers (such as comma splice and apostrophe misuse). Exchange also contains an online handbook with entries and practice tests for these common grammar errors. To comment on an error using the Common Error functionality, choose one of the common errors from the top pull-down menu and click on Add Comment; a link to the handbook entry and practice tests will be automatically incorporated into the comment that appears in the right-hand Reviewer’s Comments column.

Each multiple-choice practice test can be taken once. Once the test has been completed, the test results can be viewed by you (from the Course Roster) and by the student (from the Student Homepage) at any time.
Note: You cannot edit common errors. Common Errors links are not available to students when they conduct their peer reviews. This is an instructor-only feature.

Teaching Tip: The online handbook is a quick reference for easy explanation and modeling. Encouraging students to review and practice correcting common errors will save valuable class time and will individualize instruction.

Favorite Comments

Exchange allows you to save up to 40 of your own comments for easy reuse. To create a comment, type it in the text box, then click on the Create a Favorite button. If you are already at 40 comments, you should select which comment you wish to overwrite, then type in the new title in the Edit the Title box. If you are not at 40 comments, scroll down to the bottom entry in the pull-down and select “—Empty—,” then type in the title in the Edit the Title box.
Click on the Save to Favorites button to save the comment to your Favorites. This will take you back to the Add Comment to Paper screen where you can select your new favorite comment from the pull-down and add it to the paper.
Teaching Tip: Creating your own comments will save time and trouble in the long run. This feature allows you to retain the special vocabulary and instruction you have developed to help students identify errors and move toward revision. Don’t forget to go over your own unique proofreading marks, terms, or phrases with students before handing back essays. For example, “PN Ref. Broad” may clearly mean to you a faulty pronoun antecedent reference that is too broad, but your student may not infer this.

5. Canceling Comments

To close the Add Comment window without making an entry, click the on Cancel button .

6. Editing Comments

You can edit or revise your comments by clicking on the Edit Comment icon located below your comment in the Reviewer’s Comments column. This will open a new window that will show the area of the paper that you are commenting on plus the full text of your comment.

Edit the comment as you would in a word processing document. When you are finished, click on the Save Changes button to close the window and display your revised comment in the Reviewer’s Comments area.
7. Deleting Comments

You can delete individual comments until you finalize the review by clicking on the Delete Comment icon located below your comment in the Reviewer’s Comments column, then clicking on Yes in the pop-up box that appears.

8. Saving Comments

If you are unable to finish in one session, you can save a review in progress by clicking on the Save and Finish Later button. At a later time, you can return to the paper (by selecting the Paper Review icon from your Class Roster) to complete your review.

9. Posting Comments

To finalize your review, click on the Post button at the bottom of the Paper Review Tool. Once you have clicked the Post button, your comments will be visible to you and your students (or the paper’s author only, if you selected that option when you set up the assignment). Reviews are not considered complete until Post is clicked; no student homepages or instructor rosters will display any record of a review until it has been posted. Once your comments have been posted, however, they cannot be changed.

**Teaching Tip:** Before posting comments, be sure to give the paper a once over and make sure that what you have written is clear and accessible to the student. An instructor’s comments can have powerful effects, both positive and negative, on a student’s attitude toward writing. As mentioned earlier, commentary should not be exclusively negative. Also, not all comments must be definitive. Don’t be afraid to ask questions in your comments to get a student thinking about clarity and audience considerations.

**ENTERING AND EXPORTING GRADES**

Enter a Grade

In the Paper Review Tool you can also enter a final grade for a paper. To enter a grade, click on the Grade icon at the top left-hand side of the page.
This will bring up a grading window. You may enter both a grade and a grade comment. Grades may be letters, numbers, or a word of up to 45 characters (e.g., B-, 87, or Satisfactory). In addition, you can enter a short grade comment of up to 250 characters. Grades are visible to only the author of the paper, not to other group members.

If you wish, you can also bring up this grading window from the Course Roster page by clicking the Edit hyperlink in the Grade column. Grades and comments can be entered from either the Course Roster or Paper Review Tool screens and—upon clicking OK—are instantly “published” and displayed to the students on their Course Homepages.

**Teaching Tip:** The Grade Comment feature mirrors the classic “end comment” that many instructors feel must conclude an essay evaluation. While end comments can usefully summarize an essay’s strengths and weaknesses, they usually lend little motivation to revise unless they refer back to specific parts of the essay. With this in mind, be sure to spend sufficient time with your in-text comments (via the Add Comment to Paper window) before adding a final grade comment.

**Exporting a Grade**

To allow for exporting the grades to another system for record keeping, all rosters can be downloaded in a .csv format that can be imported into Microsoft Word tables or Excel spreadsheets. From your Course Roster page, click on the Export Roster icon. Your operating system will take you through the steps of
saving the file to your hard drive. The file name will match the name of the course data being downloaded, e.g., English 101, Hollander, Spring2004.csv.

**Teaching Tip:** This handy record-keeping feature will help you accurately store and manipulate the essay scoring data without duplicating your efforts. Besides keeping track of student course grades, such data may be useful in tracking student scores and performance from semester to semester as well as providing an inventory of your own grading trends and practices. As always, back up any grade data with paper and electronic copies.

**REVIEWING PEER REVIEWS AND ENTERING A PARTICIPATION GRADE**

In addition to conducting your own review of the papers posted by your students, you can observe the peer-review process underway. To read peer reviews, go to the Course Homepage and click on the Course Roster icon . This will take you to the Course Roster screen, where you will be able to bring up individual students papers and read all comments posted-to-date by group members.

*Exchange* offers you two ways of looking at the peer-review process: You can see all of the comments made on a student’s paper, or you can look at all of the comments any given student has made on other students’ papers for a single assignment.
Reviewing Comments on a Student Paper

1. Select a Paper for Review

Click on the Paper Review Icon in the Paper column for the paper you want to evaluate. As it did before, the paper will appear in the Paper Review Tool in a double-column format, with the paper on the left and comments on the right.

Arrayed above the paper will be the group member names (or aliases) and boxes. The number of boxes will correspond to the number of members in the group, including the author of the paper and the instructor.

2. View Individual Reviewer Comments or All Reviewer Comments at Once

In the Paper Review Tool, each reviewer is assigned a different color. A reviewer’s comments are indicated by a colored triangle that appears on the paper at the point where the comment begins. The text of the reviewer’s comment is displayed in the same color in the right column. As a default, all comments about a paper—posted to date—are displayed to the author of the paper and the instructor. It is possible to read each review individually, or to
read a subset of available reviews, by selecting or de-selecting the checkboxes next to reviewers’ names. After you make your selection, click the Refresh button so that the screen display is updated to reflect your choices.

**Teaching Tip:** The color-coded reviews offer the reader a chance to see how respondents agreed or disagreed on certain points or issues in the paper.

3. **Review Assignments and Checklist**

You can remind yourself of the assignment and the checklist you used by clicking on the Assignment icon and the Checklist icon on the upper left-hand corner of the Paper Review Tool.

4. **Hiding a Review**

You can hide a review you feel violates the standards of civil discourse established by your institution by clicking on the Hide a Review button.
Select the name of the reviewer(s) whose comments you want to hide, and click on the Save Changes button. A review that has been hidden will be visible to only the instructor and the review author; the comments in the Reviewer’s Comments section and reviewer name at the top of the page will be displayed to you in gray italics to convey their hidden status. The paper’s author and other group members will not see the comments left by a blocked reviewer.

**Note:** Depending on how often you check student uploads, you may be hiding comments after one or more members of the group has already read them.

**Teaching Tip:** The ability to censor or block a review is important because of the personal nature of essay writing. You may also block a review if you feel the quality is not up to your expectations. Providing ground rules on the kind of reviews you expect should help keep the need to block reviews to a minimum.

5. **Redisplay a Hidden Review**

You can restore a review to visibility by reversing the steps taken above: Click on the Hide a Review button on the upper right-hand corner of the Paper Review Tool, click on the name of the reviewer(s) whose comments you want to make visible (thus removing the check mark next to his or her name), and click on the Save Changes button. The reviewer’s name and comments will reappear in their signature color to indicate that the reviewer’s comments are no longer hidden.

**Teaching Tip:** Several reasons may prompt you to hide then redisplay a review. For instance, the review may anticipate a question or issue you wish to cover in a subsequent class. When you reach the later class, you can redisplay the review. You may also use the redisplay feature to make a review public after deeming it appropriate by talking to the reviewer and/or author. Either way, you have the ability to hide reviews to prevent widespread distrust or a decline in standards.

**Reviewing All of a Student’s Comments on Other Students’ Papers**

*Exchange* provides you with an easy way to see a listing of each students’ comments on his or her peers’ papers (for one assignment). This at-a-glance view is reached via the Course Roster. From the Grade Student Participation screen, you can evaluate whether a student has been an active, constructive reviewer for his or her peers.

1. **Select a Student to Evaluate**

In the Course Roster, select which student’s participation you wish to evaluate. Click on the Edit hyperlinks displayed in the Participation Grade column to move to the evaluation screen.
2. The Grade Student Participation Screen

Scroll down this page to see all the comments one student left on all the papers of his group for a given assignment. You will be able to see, at-a-glance, whether the comments were long or short, and to evaluate the tone the student used.
3. Enter a Participation Grade and Participation Grade Comment

Once you have reviewed all the comments left on the papers by this one student, you can enter a Participation Grade and a Grade Comment. Unlike the Paper Grade and Paper Comment, this information will never be seen by the student; it is not displayed on the Student’s Homepage. Rather, it will appear on the Course Roster for your information only.

**MAKING COURSE ANNOUNCEMENTS**

To post announcements regarding the course that students will then view on their Student Homepage, click on the Course Announcement icon on the upper left-hand corner of the Course Homepage. This will move you to the Course Announcement screen:

![Course Announcement Screen]

Complete the subject line and the announcement (description) box. Click to send the announcement. You may also wish to have your announcement sent to all the students in your Course Roster by email. To send as email also, select Yes before you click on OK.

You will be able to see a record on your Course Homepage of all the announcements you have sent to your students. This list will display in reverse chronological order, with the newest announcement at the top.
Teaching Tip: Course announcements can serve many functions. They can act as friendly reminders to keep your students on track or can be used for further explanation of material covered in class or to remind students of key terminology being used throughout the semester. They can also be helpful in various housekeeping matters, such as ensuring that everyone is notified of, for example, room changes or deadline extensions. Finally, course announcements offer a method of reminding students to take the time to peer review and draft without resorting to last-minute methods.

COPYING A COURSE

Copying Your Own Course

To make a duplicate of your course for use during another semester, click on the Copy a Course icon on the upper left-hand corner of your Instructor Homepage. This will take you to the Copy Course screen, which shows all of the courses you have created:

In the section “Copy One of My Courses,” put a checkmark in the Copy column next to the course(s) you want to copy. You must give a new name to the copy of
the course. Click when you are done. To change your selection of courses or their names, use the browser Back button to return to the Copy a Course screen. Once you are satisfied, click . This will take you back to your Instructor Homepage. The new course(s) will appear at the bottom of your list of courses. Each new course will have a unique Course ID that you can distribute to students.

This process will duplicate only your materials (assignments and customizations); any materials related to individual students (papers or grades) will not be copied.

**Copying Another Instructor’s Course**

To copy another instructor’s course, all you need is the unique Course ID generated by the Exchange site when the course was initially created. (This is the same ID distributed to students of that course.) Once you have the ID, click on the Copy Course icon on your Instructor Homepage (as above). Go to the section “Copy a course from another instructor.” Then enter the Course ID of that course in the left-hand column; enter the new course title for the course in the right-hand column. Click Preview when you are done. Once you are satisfied, click . This will take you back to your Instructor Homepage. The new course(s) will appear at the bottom of your list of courses. Each new course will have a unique Course ID that you can distribute to students.

**Teaching Tip:** After using Exchange several times, you will want to experiment with alternate course structures and designs. One fruitful way of achieving this is to share your course work with other instructors as well as modifying your own courses. In either case, copying your course is a first step in collaborating with other instructors or providing yourself a back-up so you can rearrange or reinvent a course you’ve taught without fear of losing the original.
ARCHIVING STUDENT PAPERS FOR A COURSE

From the Course Roster, click the Archive Work icon to download a Zip file containing all student papers and associated comments to date. You can archive student papers at any time.

Each time you click the Archive Work icon, you will be prompted to save a Zip file to your hard drive. After you save the zip file to your computer, you will need to unzip the file (using readily available extraction software such as WinZip or StuffIt Expander). Once the files are extracted, you will see 2 files for each student paper. The .rtf file (“Lastname_Firstname_Assignment_1.rtf”) will contain the pristine paper the student author uploaded. The .txt file (“Lastname_Firstname_Assignment_.txt”) will contain excerpts of the paper for each word, sentence, or paragraph where a comment was posted by you or the peer group. On the line below the excerpt, the file will display the comment writer’s name, the date the comment was posted, and the comment.

**Teaching Tip:** Just as you keep hard copies of student papers for record-keeping, or to fulfill the requirements of your school, you should be sure to archive course materials at the end of the term when you would normally file a hard copy.

We recommend that you encourage students to archive their work at the end of each assignment. Student papers will be deleted from the Exchange Web site when student subscriptions to MyCompLab lapse. Instructor assignments, favorite comments, and checklists will be deleted from the Exchange Web site when instructor subscriptions to MyCompLab lapse.
VIEWING AND EXPORTING STUDENT DATA FOR ALL COURSES

1. To see a summary of student-related data for all of your courses at once, go to the Instructor Homepage and click on the Complete Roster icon . The Complete Roster provides information on all of your students and the grades you have assigned.

   Note: For more complete information (including upload dates, grade comments, and participation comments), you may wish to view or export the Course Roster instead.
2. To export the Complete Roster summary of all your courses, click on the Export Roster icon in the upper left-hand corner of your Complete Roster page. After Exchange collects all the data for your courses, your operating system will take you through the steps of saving the file to your hard drive.

The file name will match the date of the download, e.g., 4_12_2004_complete_roster.csv. Files in the .csv format can be imported into Microsoft Word tables or Excel spreadsheets.

DELETING A COURSE

Deleting a Course is a click with far-reaching consequences. Once an instructor deletes a course, it is moved from the system. This includes the student view of Exchange; if you delete a course your students will no longer see the course on their homepages. We strongly recommend that you give students warning if you intend to delete a course. (You should send a class-wide announcement giving students a deadline for archiving their materials. And, since students are more likely to receive email than visit the Exchange site, you should select the “send email notification” option when you send your announcement.)

Before deleting a course, there are two things you should consider saving: a copy of the Course Roster (which contains a record of the grades you have assigned to students) and an archive of all student work (which contains the actual student papers and comments written about them). For information about exporting the Course Roster (see p. 29); for information about archiving the student papers (see p. 39).

To delete a course, click on the Delete Course icon on the Instructor Homepage to the left of the Course Title you want to delete. A screen will appear asking you to confirm if you want to delete the course you selected. Click OK once you are certain.

If you have deleted a course in error, please contact Pearson Technical Support at http://247.ablongman.com/email/.

UPDATING YOUR EXCHANGE PROFILE

Click the Edit Profile icon on the top of any screen to view and update your name, email address, and other personal information associated with your Exchange subscription. This will take you to the Edit Profile section of Pearson’s Subscription Management System (SMS). If you checked the “Look me up” option when you created your Exchange subscription, you will be updating the personal information associated with all your Pearson Education product subscriptions at once. If you did not, you will be changing the information for your Exchange subscription only.
**GETTING HELP**

You can open a Help window from every screen in the site by clicking on the Help icon in the upper right-hand corner of the screen. The information you see will relate to where you are in Exchange at the time you open the window.

If you wish to view or print an updated version of this manual, click the How to Teach With Exchange icon on your Instructor Homepage.

**LOGGING OUT**

You can log out from any screen by clicking on the Log Out icon in the upper right-hand corner of the screen. In order to maximize the speed of the Exchange site, please log out at the end of every session.

**2. A STUDENT VIEW OF EXCHANGE**

Your students’ experience with Exchange is similar to yours. Students start on a Homepage that lists all of their courses, then move down one level to view the work associated with an individual course. Students will spend most of their time on a Course Homepage. Here, in a series of tables, they can read announcements you have sent and see what papers they need to upload, what peer papers they need to review, and what comments have been added to their papers.

**JOINING A COURSE**

When they first log-in, students follow on-screen instructions asking them to click on this icon to Join a Course.

When they click on the icon, a new screen appears asking them to type in an Exchange Course ID. Students will enter the ID you distributed to your class.
Once a student has joined a course, the course titles display as active links. Students click on a title to get access to the course materials.

**DELETING A COURSE**

Students have the ability to delete a course from their Student Homepage after they have completed it. To delete, they need only to click on the Delete Course icon that appears to the left of the Course Title hyperlink. Each course listed will have a separate Delete Course icon. Before they delete, however, it is strongly recommended that they export their papers with comments. If they have not stored versions of their papers (on their hard drives or as a print-out) they will have no copies of their work once they delete the course. You may want to spend some time warning your students about this icon. Once they delete a course, their work cannot be restored.
After they click on a course’s title on their homepage, the Course Homepage appears. The real work for students starts here. Each Course Homepage gives them access to announcements, assignments, and due dates for the course, helping them keep track of work completed and tasks they still need to complete.

The Course Homepage has six tables that display the status of all the students’ activities within your Course. From top to bottom, they see: Announcements, Sample Assignment, My Assignments, Reviews Due, Assignments Completed, Reviews Completed.
READING AN INSTRUCTOR ANNOUNCEMENT

When you send an announcement to the class, a notice will appear at the top of the course homepage in the Announcements section.

<table>
<thead>
<tr>
<th>Announcements</th>
<th>Date Posted</th>
<th>Subject</th>
<th>Follow Up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04/01/2004</td>
<td>Bring your journals</td>
<td>View all announcements</td>
</tr>
</tbody>
</table>

To read an announcement, students click on the View all announcements hyperlink. Here they will be able to see the full text of your message and any older announcements. Announcements appear in newest-to-oldest order (reverse chronological order).

VIEWING A SAMPLE ASSIGNMENT

Some instructors may want to include a sample assignment that shows a paper that has been peer reviewed. If you have chosen this option, a link to the assignment will appear in the Sample Assignment section.

<table>
<thead>
<tr>
<th>Sample Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Assignment</td>
</tr>
<tr>
<td>Sample 1</td>
</tr>
</tbody>
</table>

VIEWING ASSIGNMENTS

For details of a paper assignment—especially content, goals, and due date—students go to the My Assignments section of the course homepage.

<table>
<thead>
<tr>
<th>My Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Number</td>
</tr>
<tr>
<td>Assignment 3</td>
</tr>
</tbody>
</table>

Each assignment will have a number; students click on it for details. The Assignment Detail screen (below) will appear, showing the number of the assignment and providing detailed instructions. The screen also provides important deadlines: the date by which students need to make their paper available on the site (Upload Date Due) and the date by which they need to complete reviews of their peers’ papers (Review Due Date).
IDENTIFYING PAPERS TO REVIEW

The Reviews Due section of the course homepage tells students which papers have been uploaded for review, the date when their review is due, who wrote the paper, and whether any other students have commented on the paper.

Clicking on the Review Paper icon in this section allows students to see the paper and to add comments. The student experience of adding comments to a paper is very similar to your instructor experience—with a few main differences: students do not have the ability to attach Common Errors, Save Favorite comments, or hide reviews. Based on the decisions you made when setting up the assignment, students will see each other’s comments, see your comments, or post anonymously. Once students have completed and posted their review, the assignment will be moved from this section of the Course Homepage to the Reviews Completed section.

READING PEERS’ AND INSTRUCTOR’S COMMENTS ON A PAPER

The Assignments Completed section of the Course Homepage provides a record of the paper assignments students have completed, the date they submitted (uploaded) them, the titles, the date by which their peers’ reviews were due, paper grades, practice test scores, and comments.
To see the comments others have made on their paper, they can click on the Review Paper icon.

**Note:** Reviewer comments are color-coded so that students can identify which reviewer made which comment. If you decided that your students’ reviews should be anonymous, they will see the word “Reviewer 1” or “Reviewer 2”, etc., displayed instead of individual names.

**VIEWING COMPLETED REVIEWS**

The Reviews Completed section of the Course Homepage provides a record of the reviews students have completed. This selection is designed to let students go back to see the comments they posted on a paper for an earlier assignment—in the event that a later assignment is to write a second draft of the same paper.

To see a completed review, students click on the Review Paper icon.

**UPLOADING A PAPER**

The process of uploading (submitting) a paper is initiated by clicking on the Upload Paper icon in the My Assignments section.

1. **Creating an Exchange Folder**

The student manual advises students to be careful to avoid uploading the wrong file. To limit the chances of doing so, it is recommended that students create a special folder on their hard drive, perhaps labeling it “Exchange” or a similar name. Students should keep all of their Exchange work in this folder.
2. Giving Files Special Labels

Creating a special folder for files to upload is a good start (see above). But it is still easy to confuse files within a folder, especially if students have multiple working and final drafts of an assignment. While working on papers, students should keep them saved as .doc documents and they should make sure their drafts have names that clearly identify them as working drafts (e.g., 04_Mar4_draft.doc). When a paper is final, students should choose a name like “assignment1.rtf” and save the file under this name just before they upload.

3. Saving Final Papers in Rich Text Format

Before uploading a paper, students will need to save it in Rich Text Format (.rtf). The resulting files should end with .rtf extensions rather than .doc or similar extensions. Rich Text Format preserves most text features such as boldface, italics, and underlining. More complicated features, such as tables, may not be preserved when the paper appears in the Paper Review Tool (see below), so students should review papers carefully before completing the uploading process. Students should not use headers and footers in their papers.

4. Uploading a Paper

Uploading (submitting) a paper takes place on two screens. To get to the first screen, students click on the Upload icon in the My Assignments section on the Course Homepage next to the assignment for which the paper is due.

The Upload Paper screen will appear.

5. Providing a Title in Paper Title box

The title students choose for their paper will appear on the instructor homepages as well as the homepages of their peers. Students should type a title into the
Paper Title box, remembering that others will use it as a starting point and a
guide when they read the student essay.

It is easy to forget a filename and the location on a hard drive, and it is very easy
to type the information inaccurately. To avoid these problems, students are
advised to click on the Browse button to locate their paper using the standard
“choose” file or “open” interface employed by their computer’s operating
system. Students navigate through folders to the location of the “file.rtf” they
want to upload, highlight the file, and open it. The path to the file’s location on
their hard drive will fill in automatically.

6. Completing the Uploading Process

Students click on the Next button on the Upload Paper screen to get to the
second screen (Paper Preview) in the uploading process. The Paper Preview
screen will display the paper as you and the students will see it.
It is important that students look over their papers before continuing. Papers cannot be removed by students or instructors after they are uploaded, so be sure to spend time with your class discussing the importance of reviewing their papers before they finish the upload.

Students who have uploaded a paper in error, should contact Pearson Technical Support at http://247.ablongman.com/email/ to have their paper removed.

**PAPER REVIEW TOOL**

The Paper Review Tool allows you and your students to add comments and annotations to a paper uploaded by a student. The Paper Review Tool is a Shockwave application. To use the Paper Review Tool, students must have Shockwave (Version 8) installed on their computers. If students need to install the program, have them follow the online instructions at http://sdc.shockwave.com/shockwave/download/.
There are three icons on the Paper Review Tool screen:

- Export
- Assignment
- View Checklist

Clicking on the Export icon allows the student who is the author of the paper to export the paper along with peer and instructor comments. Peers can also click this icon to export the paper to their hard drive (without comments) to print and read offline.

Clicking on the Assignment icon brings up a pop-up window with the details of the assignment as a reminder.

Clicking on the View Checklist icon brings up a pop-up window to display the checklist you have attached to this assignment to guide your students’ peer reviews.
REVIEWING A PAPER

When students review a paper, they have almost exactly the same experience that you have. Based on the choices you made when setting up the assignment, they will see your comments, the comments of other group members, and/or the names of group members. To leave comments, students click on the paper, bring up the Add Comment to Paper window, and type their notes.

The only difference in the Paper Review Tool process for students is the absence of the additional tools available only to instructors: Common Errors, Favorite Comments, and Hide a Review.

3. PRACTICE EXERCISES: GETTING STUDENTS READY TO REVIEW A PAPER

The following exercises address issues your students or you may encounter while using Exchange and conducting peer reviews. These exercises are meant to be done before or during the first few weeks of using Exchange and are intended to expose students to the central ideas of criticism, process writing, and ethics as they apply to responding to each other’s essays. While the exercises are arranged in a preset below, they can be used in any order. Ideally, they will encourage self-discovery, bringing students’ attitudes and perceptions to the surface in hopes of making them ground for future reflection. Pragmatically, these practice exercises offer several ways to use Exchange in a traditional classroom format.
Exercise #1: Writing a Personal Computer Narrative

Teaching can be a wonderful and demanding task considering the variety of students who sit in the college classroom today. No two paths to knowledge are the same. With this in mind, you should seek to anchor your students early on so that they have a sense of where they are going and where they have been in terms of learning and technology. One way to do this is to ask the class to write a personal account or narrative essay documenting their experiences with computers before using Exchange. Hopefully, this exercise will allow them to focus on what they need to do and why:

Write a short (400- to 500-word) essay detailing your work with computers up to this point. If you have had experience reviewing essays, be sure to discuss it. More than likely, you will want to focus on your school experience, but you may also include any experiences outside of school. Be sure to proceed chronologically and answer such questions as: when was the first time you used a computer, the Internet, or a chat room? Have you ever worked in a writing group and/or reviewed essays before? Were these essays by your peers or were they from an anthology?

Teaching Tip: Such literacy narratives have value in preparing students to grow and acquire new skills and perspectives. It is a good idea to share your own narrative to show that you are in the learning curve as well. Encourage students to keep these narratives (or keep them yourself) so they can be reviewed at the end of the term to track progress and document how working with Exchange has broadened their horizons in this respect.

Exercise #2: Seeing the Value of Learning to Conduct Peer Reviews

Motivating students to take peer reviews seriously is a challenge to any instructor at any level. For a number of reasons, students may approach peer reviews with apathy and feel their efforts will not count for much. To counter such thinking, you need to stress that peer review is a valuable skill not only in academics, but also in the corporate world. The following exercise stresses how peer review will not be an exception, but the norm, in the working world for which students must prepare themselves.

No matter what career field you choose, you will have to work with others in some capacity, and more than likely, such collaboration will occur online or be facilitated by computer and Internet technology. Take the next ten minutes and freewrite (in complete sentences) about a career field of your choice and the ways in which such a career will have you working with others. Be sure to consider meetings, research, reporting, and networking, to name just a few items. After ten minutes, read your response to classmates and work with them for an additional five minutes to add other items not mentioned earlier.
Teaching Tip: Responses to this exercise will usually come in one of two camps. Some students will be aware of the need for peer review and collaboration and will have no trouble writing about the many people, groups, and organizations with which they will need to communicate; other students will have very short lists. It may be a good idea to begin discussion with the more successful responses then suggest how items they mention can be modified or fitted into the less successful lists.

Exercise #3: Evaluating Online Behavior

Chat rooms are one of the most popular features of the Internet. Chatting offers users a way to share their thoughts, feelings, and opinions in a variety of ways. Not all chat rooms and chatters, however, are created equal. In fact, many chat rooms are characterized by obnoxious and offensive behavior. Part of this phenomenon may be because many users log on anonymously or use pseudonyms, while others feel no real threat of reprisal. To explore what makes a chat room work (or not), have students complete the following exercise:

Visit five different chat rooms on the Internet and report what you find. You may choose to “lurk” (simply observe and not say anything) or you may chat and ask questions and offer responses. After visiting each chat room, write a brief paragraph describing it and what did (or did not) go on. Finally, review what you have written and compose a paragraph summarizing what you feel is needed to maintain a good chat room.

Teaching Tip: After letting students share their experiences, turn the conversation to what good online behavior involves and the value of treating each other with respect. Also stress the need to type complete sentences and thoughts and to avoid online jargon and abbreviations, such as IMHO (meaning, “in my humble opinion”).

Exercise #4: Identifying the Basics that Peer Reviews Should Cover

Criticism comes in a variety of forms and involves a lot more than telling someone simply “how you feel.” In fact, writing effective criticism may be even more difficult than traditional essay writing itself. One reason for this is that no two readers will “read” a text alike, and no two readers will value all items in an essay alike. Also, some readers will put little, if any, effort into the critique—simply answering in one or two words and being too vague—while other readers may offer too much information and go off topic. To emphasize how much critiques may vary, the following exercise leaves much to question:

Visit the web page(s) assigned by your teacher. After studying the page(s), write a 300-word critique of the Web site(s). Hand your critique in to your teacher.
Teaching Tip: This exercise intentionally leaves much up in the air so that the students will struggle with what to focus on and to what extent. This exercise will be a fine springboard for discussing the basics that critiques should cover. Selecting particularly strong critiques and discussing them in class is also a good idea. If you decide to discuss weaker critiques as well, you might try to minimize student resentment by noting that the lack of directions caused such failure. A good follow-up assignment would be to ask students to provide a rubric for guiding a revision of this assignment.

Exercise #5: Identifying the Qualities Peer Reviewers Should Demonstrate

To work successfully with others, it is essential to know what their expectations are. This advice applies to both students and teachers, and taking time to establish expectations will help everyone in the long run. The following exercise delves into what behavior, actions, and attitudes are needed to make peer review worthwhile:

*Just like a good conversation, a quality review should be engaging and bring information across in a clear and considerate manner. To make this exchange more likely, writers and reviewers should share their ideas and concerns and agree on a common ground. To facilitate this, make a five-item list of things you would like a reviewer to consider when reading your essay. Next, compose another five-item list of attitudes or behaviors a reviewer should not have in offering criticism of your writing.*

Teaching Tip: Nothing can be so important as establishing expectations when it comes to peer review. Before supplying criteria of your own (as you should do before each assignment), let the students offer their ideas and build from them. Hopefully their ideas will match many of yours and they will have ownership in establishing classroom standards.

Exercise #6: Becoming Aware of Possible Computer (and User) Problems

While it is relatively easy to save and manipulate information online, it is also fairly easy for students to lose work and time by not saving documents properly, unsuccessfully posting a comment, or not having computer access to complete the assignment by the due date. As an instructor, you will have to learn to tolerate a certain number of such occurrences as many of them are real and cannot be overcome. What you can do, however, is to make your students aware of the most common miscues—such as when a document is not saved properly or delivered. The following exercise seeks to raise student awareness more than fix actual problems:

*Working with computers saves time, but it also adds another level of sophistication to the writing process. Forgetting to save, mismanaging files, and not having access to a computer are among the more common problems users have; no doubt there are many*
more. With this in mind, make a ten-item list of things that could potentially go wrong to a computer user in writing an essay or offering online commentary. Once your list is complete, write a short paragraph about a “computer disaster” you have experienced. If you cannot think of one, then write about one that happened to someone you know.

**Teaching Tip:** Sharing such stories about computer failure, or more likely computer-user error, should heighten your students’ awareness of what to look out for in working online. As before, feel free to share your own experiences as a student and instructor to help humanize your efforts to the students. If you teach in a computer environment frequently, you may want to collect memorable responses and share them with future classes.

**Exercise #7: Saving Files in Rich Text Format**

To use *Exchange* successfully, students must save their papers in Rich Text Format before posting them. The following exercise walks students through ways to create as well as save documents in RTF using Microsoft Word and WordPerfect:

When working with others online, you need to make sure your documents are composed and are posted in the way intended. To make sure what you post on Exchange is what you intend, you will be required to save your documents in Rich Text Format (.rtf).

If you use Microsoft Word: open an old essay (in MS Word). Next, simply select “File” and then “Save as…” and select “Rich Text Format” from the “Save as type:” drop down menu. Then, click the save button.

**Note:** On the Mac platform, you should manually add the .rtf extension to your file name so you can distinguish the version that is ready for upload.

On the PC, to see if the file was saved properly, click “File” and scroll down and click on “Properties” and then select the “General” tab. Once here you should see, “Type: Rich Text Format Document.” If you don’t, repeat the above steps, or ask your teacher or classmate for help.

If you use WordPerfect, the steps are the same. With the document open, go to the “File” menu and select the “Save As...” option. At the bottom of the “Save As” dialogue box, change the File Type to Rich Text Format (RTF). Click on the Save button.

**Teaching Tip:** Although easy, this exercise will present problems for novice computer users unaware of file formats. The exercise will let you know who may be behind in terms of understanding how to use *Exchange* as well as which students you should double check on in terms of getting the first assignments in on time and in the right file format.
CONNECTIONS BETWEEN THE WPA OUTCOMES STATEMENT AND THE WRITING SECTION OF MYCOMPLAB

Each component of MyCompLab has connections to the Writing Program Administrators (WPA) Outcomes Statement for First-Year Composition. (For further information on this statement, please see http://www.wpacouncil.org/positions/outcomes.html.) This statement, adopted by the Council of Writing Program Administrators in 2000, “describes the common knowledge, skills, and attitudes sought by first-year composition programs in American post-secondary education” as it focuses on the following four areas:

Rhetorical Knowledge

- Facing a variety of writing tasks ranging from executive summaries to essays to lists.
- Composing for different audiences that have varied needs and concerns.
- Becoming aware of certain writing conventions that signal discourse shifts or needs.
- Understanding how context and situations shape the amount and integrity of written discourse.

Critical Thinking, Reading, and Writing

- Using writing to learn about a variety of perspectives in different media.
- Working through a series of sequenced (or nested) writing assignments to create a product greater than any one part.
- Thinking creatively (or “out of the box”) about topic selection, revision, and responding to the work of others.
- Understanding how language creates meaning in the personal, professional, and academic worlds.
Processes

- Constructing and analyzing different composing processes for different writing situations.
- Revising work previously done in the Web site for different purposes and effects.
- Reflecting and critiquing one’s own work (and the work of others) with stated criteria and criteria created by the writer.
- Encouraging students to write with others in partnerships and small groups and understanding the dynamics of collaborative authorship.

Knowledge of Conventions

- Practicing citing and paraphrasing primary and secondary sources in MLA Style.
- Composing a Works Cited page.
- Adjusting tone and style to fit a particular writing mode (such as Cause/Effect, Comparison/Contrast, and Evaluation).
- Working in a variety of writing genres such as descriptive writing, summarizing, and persuading.
- Reviewing fundamental concepts of editing, spelling, and grammar.

OVERVIEW OF THE WRITING SECTION OF MYCOMPLAB

The Writing Section of MyCompLab is an online teaching tool designed to help student writers develop their composing and revising skills while word processing. Moving writing instruction out of the traditional classroom and into cyberspace, MyCompLab looks toward the innovative power of technology to recast and remind instructors and students that computer literacy and online composing skills are highly prized and rewarded not only in the academy, but also in the “real” world of work and careers.

MyCompLab moves students to work with multimedia content as well as electronic copies of text and to compose entirely online. Students are asked to compose a variety of writing assignments that span the typical first-year sequence of composition at the post-secondary level.

MyCompLab is more than a Web site with traditional drills and textbook activities copied to the Internet. It offers a comprehensive set of tools for students to compose, edit, revise, research and, most importantly, study writing. Instructors will find that MyCompLab offers many entry points ranging from simple in-class
writing activities to writing assignment sequences that may take several weeks to complete.

The Writing Section of MyCompLab includes:

- **Exchange**
  The first chapter of this manual details this tool for reviewing and commenting on student papers online.

- **Process**
  This area emphasizes studying the writing process cognitively or step by step. Students compose different kinds of essays to strengthen their understanding of this process as well as the aims and modes of composition. They may also work through a series of Guided Essays that will help them compose an entire essay from scratch.

- **Activities**
  A centerpiece of the Web site, the Activities area contains numerous writing assignments that use video, image, Web, and textual prompts to stimulate composing. The topics and exercises here resemble actual classroom assignments in a college composition course.

- **Web Links**
  This area contains dozens of researched links to other Web sites that deal with writing-related issues. These links are arranged thematically and include mainly educational Web sites.

- **Model Documents**
  This section contains over 30 model documents that demonstrate the writing process, writing in the disciplines, and writing in both academic and professional settings.

- **Student Bookshelf**
  Students can view online several texts that address workplace literacy, visual communication, and analyzing literature.

Each of these areas of interest is a key component to the student’s MyCompLab experience. The following pages explore them in detail.

**The Writing Process**

**Process** offers step-by-step instruction that guides the writer through the writing process. Users may select either linked exercises that build on one another, or stand-alone exercises that concentrate on one stage of the writing process.

Each Process exercise is built around two central ideas:

- **Students must understand the writing process as a whole.** Students must become conscious of the different phases of the writing process.
and how they relate to one another and, ultimately, collapse into one another.

- **Students must learn how to write by actually writing.** Each of the exercises in the Process section guides students through a detailed and purposeful writing assignment that helps them practice their writing skills while studying various aspects of the writing process.

These two fundamental ideas reflect the change in writing process theory over the past three decades.

The Process activities are arranged into five areas: Prewriting, Planning, Drafting, Revising, and Finalizing. Each area contains its own introduction that highlights the importance of that step in the writing process. Each area has four distinct process activities.

**Teaching Tip:** The overview and instruction text explains how the exercise relates to the writing process and highlights certain writing skills.

The Process activities are followed by four guided essays that permit students to work through all the processes covered in the process activities using one essay.

*Note: If students leave a Guided Essay exercises without saving their work, it will not automatically be saved. There is a Save button on the Finishing screen for when they have completed the essay. To save and resume their work at any other time, they will need to save their text on their computer and then copy and paste into the writing box on the page where they left off. They can then resume using the exercise as indicated.*

**Writing Activities**

**Activities** comprises a collection of writing prompts and assignments in various media forms—images, video clips, Web sites, text. These activities present informative and entertaining lessons in working with revision, editing, and other aspects of the writing process. You can use an Activity assignment to:

- Prompt students to write from a variety of perspectives.
- Tailor the writing process to fit different needs.
- Ask students to write entire essays.
- Practice narration and exposition.
The Activities are divided into ten categories or writing purposes:

1. Analyze
2. Argue
3. Compare
4. Describe
5. Discuss
6. Evaluate
7. Extend
8. Inform
9. Self-Reflect
10. Synthesize

There are two image activities, two video activities, three Web activities, and three textual activities for each category.

Each Activity contains a brief introduction and a question or proposition the student is to address in the activity. Image and video activities contain the images or clips right on the page for students to view.

Each activity also contains a link to an introduction to the particular type of writing the student is being asked to do in the activity. This will remind the student about the goal or writing purpose of that activity and give him or her general pointers about getting started.
Teaching Tip: Each activity also contains a tips pop-up window. This window contains a few quick hints that will help focus the student’s thoughts about the activity and get him or her started. In this window you will also find a suggestion for ways to extend the activity into a larger assignment.

Teaching Tip: The Activities offer exercises an instructor could use as daily work in a writing class or extended assignments that constitute major course papers or projects.

Writing Web Links

Web Links collects useful writing-related Web sites into one place. In this area, users find a wealth of resources to improve their writing, research, vocabulary, and reading skills. This area allows students room to breathe and grow in terms of finding their own favorite places on the Web to practice and improve their writing skills.

The Web sites collected in Web Links contain annotated entries for following areas:

- General Writing Sites
- The Writing Process
- Prewriting
- Planning
- Drafting
- Revising
- Finalizing

Teaching Tip: This section provides excellent material for students to critique the look and effectiveness of Web design and hypertext writing. You may want to combine the Web site offerings in this section with some of the Process activities.

Note: Some of the sites contained on Web Links are links to personal Web pages; you may want to check these periodically before using them with your students or in assignments. Personal Web pages often drop off servers or migrate to other locations with no warning from the author or Web service. Even Web sites with .edu tags may change address or disappear without warning.

TIPS FOR INSTRUCTORS AND SUGGESTIONS FOR USE

1. Work Through Synergy

The number and variety of exercises in MyCompLab is staggering when we consider how separate parts of the Web site may be combined to work together. For example, students may use the Process and Activity sections independently or together. They may start a process as a activity and then use Exchange to share it with their peers as part of an assignment. The features of the Grammar and
Research sections may also be used in conjunction with the features of the Writing section of *MyCompLab*.

2. **Practice and Reward the Process**

The Process exercises offer convenient opportunities to help students focus on particular parts of the writing process. Consider awarding extra credit to students who do the following on their own outside of class:

- Work through several exercises in the same Process category—such as Drafting—and e-mail the results to the instructor.

- Work through several exercises in conjunction with an essay the student is writing. In other words, include one (or several) of the Writing Process exercises in conjunction with the required writing for an essay or other written assignment.

3. **The Media is the Message**

Use the Activities to move students toward critiquing media as they would a written text. At first, students may resist this sort of comparison, so remind them that they critique media (commercials, movies, television shows) constantly.

4. **Don’t Forget Web Links**

You may find it well worth your time to bring the class to the Web Links area several times. Challenge students to guide themselves through the various Web sites, asking them frequently what does and does not appeal to them. A small group presentation on the merits and fault of a particular number of Web sites can make for a great class. Finally, Web Links can easily augment almost any class essay or research paper in terms of offering the student additional resources in revising, editing and researching.
CHAPTER 3
EXPLOREING THE STUDENT BOOKSHELF

CONNECTIONS BETWEEN THE WPA OUTCOMES STATEMENT AND THE STUDENT BOOKSHELF

Each component of MyCompLab has connections to the Writing Program Administrators (WPA) Outcomes Statement for First-Year Composition. (For further information on this statement, please see http://www.wpacouncil.org/positions/outcomes.html.) This statement, adopted by the Council of Writing Program Administrators in 2000, “describes the common knowledge, skills, and attitudes sought by first-year composition programs in American post-secondary education” as it focuses on the following four areas:

- Rhetorical Knowledge
- Critical Thinking, Reading, and Writing
- Processes
- Knowledge of Conventions

As a comprehensive Web site, MyCompLab helps teachers and student writers achieve many of the outcomes stated by the WPA. The Student Bookshelf supports the following parts of the WPA outcomes:

Rhetorical Knowledge

- Learning about the needs of different audiences.
- Developing ways to respond in different kinds of rhetorical situations.
- Using conventions appropriate to different rhetorical situations.
- Adopting the appropriate voice, tone, and level of formality.
- Learning more about the connections between reading and writing.

Critical Thinking, Reading, and Writing

- Using writing and reading critically.
- Understanding how literacy shapes language, knowledge, and power.

Processes

- Learning more about the collaborative and social aspects of writing.
The Student Bookshelf can help students build their rhetorical knowledge, critical skills, and processes by exploring various contexts for literacy: public, academic, workplace, and visual. In addition, students can enhance their understanding of the relationships between reading and writing through the resources on analyzing literature found on the Student Bookshelf.

OVERVIEW OF THE STUDENT BOOKSHELF

The Student Bookshelf comprises a series of .pdf files of Longman books about literacy, visual communication, and writing about literature.

Note: Students need Adobe Acrobat Reader installed on their computers to view the PDF files available on this site. For information on downloading and installing Adobe Reader, click the Get Adobe Reader button on the Student Bookshelf screen.

The Literacy Series: Academic Literacy, Workplace Literacy

These .pdf files offer students guidelines for effective communication in the workplace—a critical component of effective communication beyond the academic world—as well as in the college classroom.

Visual Communication

More and more, we all must understand how to read visual texts critically. The .pdf file of Visual Communication will help students learn more about analyzing design decisions and how these decisions contribute to the overall effectiveness of a written piece.

Analyzing Literature

The .pdf file for this text provides students with critical reading strategies, writing advice, and sample student papers to aid in interpreting and discussing literary works from a variety of genres. Suggestions for collaborative activities and online research topics are also featured as well as numerous exercises and writing assignments.

TIPS FOR INSTRUCTORS AND SUGGESTIONS FOR USE

You will find the Student Bookshelf particularly beneficial if you explore issues of literacy in your classroom, or if you create assignments that encourage students to select topics in a broad range of academic and professional fields. Further, you may want to use the Student Bookshelf as a resource for assignments that have visual elements, such as charts or graphs or even Web page design. Finally, if students write about literature as part of your composition courses, you may find Analyzing Literature helpful for your students, even if their textbook already contains such a discussion.
Student writers can also use the resources on the Student Bookshelf throughout their composition courses—and their college careers. For example, students can use the resources to help them understand the important connections between writing and different forms of literacy. Students often question composition instructors about the relevance of college composition courses: The resources in the Student Bookshelf demonstrate the importance of skills learned in composition courses in other areas of the future academic and professional lives.

You may want to explore one of the forms of literacy discussed in the Student Bookshelf resources in your course. Since many students have experience with or interest in concepts like visual or workplace rhetoric, these topics can provide many opportunities for student writing, both individually and collaboratively. For example, you could design a research and writing project that asks students to explore definitions of visual learning and communication or investigate important concepts of writing in the workplace and then have them write about their findings and how this task has or has not changed their definition of literacy.
PART II: GRAMMAR

CHAPTER 4
EXPLORING THE MYCOMPLAB DIAGNOSTICS

CONNECTIONS BETWEEN THE WPA OUTCOMES STATEMENT AND THE MYCOMPLAB DIAGNOSTICS

Each component of *MyCompLab* supports the Writing Program Administrators (WPA) Outcomes Statement for First-Year Composition (http://www.wpacouncil.org/positions/outcomes.html). This statement, adopted by the Council of Writing Program Administrators in 2000, “describes the common knowledge, skills, and attitudes sought by first-year composition programs in American post-secondary education” as it focuses on the following four areas:

- Rhetorical Knowledge
- Critical Thinking, Reading, and Writing
- Processes
- Knowledge of Conventions

*MyCompLab* helps teachers and student writers achieve many of the outcomes stated by the WPA. The *MyCompLab* diagnostics support the following outcomes:

**Rhetorical Knowledge**

- Learning to use the appropriate voice and other conventions of formal academic writing.

**Knowledge of Conventions**

- Developing knowledge of conventions, especially mechanics.
- Understanding surface features such as syntax, grammar, punctuation, and spelling.
- Learning conventions of usage.

Since the diagnostics cover all major areas of grammar and mechanics, taking these tests helps students build their rhetorical knowledge of the formal nature of college composition. In addition, students develop their understanding of writing conventions including mechanics, sentence structure, and word use.
OVERVIEW OF THE MYCOMPLAB DIAGNOSTICS

*MyCompLab* includes two comprehensive, research-based, 50-question diagnostics, developed by *Longman Handbook* author Robert Schwegler. These diagnostics reflect the results of research that identifies the errors most typically made by freshman composition students and, more importantly, the errors that composition instructors identify as particular obstacles to reader understanding. Each diagnostic should take between 35 and 60 minutes to complete, depending on the skill level of the student.

### Diagnostic 1

This activity contains 50 questions.

1. **When they reached the summit of Haleakala it was almost dawn, they took pictures of the sun rising over the volcanic rim.**
   - When they reached the summit of Haleakala, it was almost dawn, and they took pictures of the sun rising over the volcanic rim.
   - When they reached the summit of Haleakala, it was almost dawn, they took pictures of the sun rising over the volcanic rim.
   - When they reached the summit of Haleakala, it was almost dawn, they then took pictures of the sun rising over the volcanic rim.

2. **Everyone in the office got their performance review last week.**
   - Everyone in the office got their performance reviews last week.
   - Each person in the office got their performance review last week.
   - All the people in the office got their performance reviews last week.

3. **Each of the conference rooms have a computer display.**
   - Each one of the conference rooms have a computer display.
   - Each of the conference rooms have computer displays.
   - Each of the conference rooms has a computer display.

Each of the two diagnostics covers errors in four areas: sentence grammar (17 questions), basic grammar (9 questions), punctuation and mechanics (18 questions), and usage and style (6 questions). The number of questions in each category reflects the frequency and importance of particular kinds of errors, based on the research. The diagnostics have been class-tested to assure that appropriate error categories are covered and that results effectively correlate with student abilities. Both diagnostics cover exactly the same error-types in exactly the same proportion, so similar results should be derived from both tests. As a result, the two diagnostics are interchangeable and can be used as pre- and post-tests.

*MyCompLab’s* diagnostics are multiple-choice tests. Unlike many diagnostic tests, however, where students are asked only to select a corrected version of an
error, *MyCompLab*’s diagnostics require students first to *identify* the error. Where most diagnostics might, for example, provide a sentence with a misplaced apostrophe, one answer that places the apostrophe correctly, and two additional distracters that also focus on the misplaced apostrophe, each *MyCompLab* test item includes at least one distracter that introduces another kind of error. As a result, students cannot immediately determine, by looking at the possible answers, what kind of error they are expected to correct. Research suggests that results from this kind of diagnostic—where students must both identify and correct errors—provide more valuable information about proficiency levels than those that ask students only to correct an already identified or readily identified error.

**REPORTING DIAGNOSTIC RESULTS**

Each diagnostic generates an immediate results page, which includes:

- An overall score (percentage correct out of fifty questions).

- Category scores for Sentence Grammar, Basic Grammar, Punctuation and Mechanics, and Usage and Style (To find what kinds of errors are included in each of these categories, see the *ExerciseZone* Syllabus in the next chapter.)

- A yes/no result under Proficient for each category. Proficiency evaluations are based on class-testing of these diagnostics, which indicated that an approximate score of 2/3 correct in each category indicates proficiency.

- Feedback for individual questions indicating the answer selected and the correct answer.
Results pages can be printed out or e-mailed to the user or to you, the instructor.

Note: Please remind your students that their results pages will disappear as soon as they leave the screen, so they should save, print, or e-mail these pages before exploring any other MyCompLab resources.

TIPS FOR INSTRUCTORS AND SUGGESTIONS FOR USE

MyCompLab’s diagnostics can be used in any number of ways. They will allow you to evaluate your students’ skills at the beginning of the teaching semester, assess progress with pre- and post-tests, and provide individual students with evaluation tools. They will, if you choose, allow you to shape instruction around the actual needs of your students. Here are some possibilities for their use in your classroom.
1. **Evaluate your whole class at the beginning of a semester or course.**

Begin the semester by instructing your whole class to take Diagnostic 1 or Diagnostic 2. You will want to stress that this test is evaluative only, and their results will be used only to help guide instruction through the semester.

*Note:* The diagnostics are available to all students at all times on the MyCompLab Web site and can be taken multiple times. As a result, if you want an accurate evaluation of your class, you may want to administer the diagnostic in a campus lab context, if one is available to you. This will ensure that students take the diagnostic only once, without using other resources to help them. If you are using a CourseCompass version of MyCompLab, you can avoid this potential problem by using one of the two additional diagnostics available to you, both of which may be “hidden” from students until you activate them.

When students hand in or e-mail their results to you, you will be able to evaluate those results both cumulatively and individually. You can then make instructional decisions based on these results. You may want to stress particular errors in your grading throughout the semester, or spend more time than anticipated on particular areas, or simply send individual students back to MyCompLab’s ExerciseZone for practice in non-proficient areas.

2. **Use the diagnostics as pre- and post-tests for your whole class to evaluate their overall skills in the areas tested.**

Since the two diagnostics cover identical kinds of errors in identical proportions, you can assign students to take Diagnostic 1 at the beginning of the course and Diagnostic 2 later in the semester, to evaluate their progress.

3. **Recommend that individual students who appear to be struggling take diagnostics.**

If particular students seem to be struggling, instruct them to take MyCompLab’s diagnostic and return the results to you. You can determine through their diagnostic results what their strengths and weaknesses may be and design individual study plans with them for practicing in ExerciseZone.

4. **Simply let students know that the diagnostics are available.**

Some students may want to evaluate their own skills early in the course, and then use the results of these tests to focus their work in the robust resources of ExerciseZone.
Each component of MyCompLab supports the Writing Program Administrators (WPA) Outcomes Statement for First-Year Composition (http://www.wpacouncil.org/positions/outcomes.html). This statement, adopted by the Council of Writing Program Administrators in 2000, “describes the common knowledge, skills, and attitudes sought by first-year composition programs in American post-secondary education” as it focuses on the following four areas:

• Rhetorical Knowledge
• Critical Thinking, Reading, and Writing
• Processes
• Knowledge of Conventions

MyCompLab helps teachers and student writers achieve many of the outcomes stated by the WPA. ExerciseZone and ESL ExerciseZone support the following outcomes:

Rhetorical Knowledge

• Learning to use the appropriate voice and other conventions of formal academic writing.

Knowledge of Conventions

• Developing knowledge of conventions, especially mechanics.
• Understanding surface features such as syntax, grammar, punctuation, and spelling.
• Learning conventions of usage.

Since ExerciseZone and ESL ExerciseZone cover all major areas of grammar and mechanics, students build their rhetorical knowledge of the formal nature of college composition. In addition, students develop their understanding of writing conventions including mechanics, sentence structure, and word use.

OVERVIEW OF EXERCISEZONE

ExerciseZone is a comprehensive bank of almost 4000 practice items organized into ten-question practice sets on over 40 topics. (A detailed syllabus for
ExerciseZone can be found at the end of this section.) These practice sets are divided into two levels:

- **Basic/Intermediate** practice sets are intended to support students demonstrating relatively low-level skills.

- **Intermediate/Advanced** practice sets are intended to allow students with basic skills in place to hone their abilities.

These practice sets provide a wealth of opportunities for extensive practice in all aspects of grammar and usage—not only practice on specific topics but also opportunities to edit sentences and even paragraphs.

**ExerciseZone's Basic Principles**

The practice sets in ExerciseZone were developed with extraordinary care, based on feedback from users of the previous Longman grammar Web site. Users wanted students to have practice opportunities in ExerciseZone that were not simply “drill,” but rather that reflected more closely the real experience of college writing and reading. Users and reviewers asked, first, that exercises be contextualized, and second, that exercises reflect the kind of texts and language that freshmen in college can expect to see in college-level work. As a result, you will find these two principles in place:

- **Contextualization.** The ten items in each practice set of ExerciseZone are almost always contextualized—that is, the items in any give ten-question set are on the same topic and follow in logical sequence. There are occasional sets where this simply wasn’t possible, but some 80 percent of the hundreds of practice sets follow this rule.

- **Level.** The material in most practice sets was adapted from a variety of college-level textbooks, including texts on psychology, the humanities, world and American history, political science, biology, education, economics, and physics, and the language-level reflects that of texts that students will face in other courses.

We are confident that you will find ExerciseZone more valuable than most grammar practice sites because the developers followed these two principles.

**ExerciseZone Format**

ExerciseZone’s almost 4000 practice items are grouped in ten-question practice sets covering over 40 topics, divided into two levels: Basic/Intermediate, and
Intermediate/Advanced. Practice sets will probably take students from five to ten minutes to complete, depending on their skill level. The topics are grouped into four basic categories:

- Sentence Grammar
- Basic Grammar
- Punctuation and Mechanics
- Usage and Style

In addition, over 30 practice sets provide opportunities for sentence editing, and another ten sets allow students to edit paragraphs contextualized in five-paragraph groups.

In Basic Grammar, Sentence Grammar, Punctuation and Mechanics, and Usage and Style, students will find multiple choice, true/false, fill-in, matching, labeling, and editing items.

1. Identifying sentence fragments

To read more about this topic before beginning this set of exercises, click on MyCompLab Handbooks in the left navigation bar and then click on the appropriate topic in the syllabus.

Each group of words is either a sentence fragment or a complete sentence. Select the correct description.

This activity contains 29 questions.

1. Woodblock prints are illustrations made from carved blocks of wood and printed on paper.
   - Fragment
   - Complete sentence

2. First used in Japan in the 1600s to illustrate books.
   - Fragment
   - Complete sentence

3. When readers became more and more interested in the illustrations for their artistic value.
   - Fragment
   - Complete sentence

4. Publishers hired skilled artists to create prints.
   - Fragment
   - Complete sentence

Sentence and Paragraph Editing consist only of editing questions, where students must edit text provided to them. Unlike all the other question types, the editing questions cannot be scored; instead, a suggested answer is provided with the caution that more than one answer may be acceptable in many cases.
Sentence Editing

As in the rest of ExerciseZone, the more than 300 items in Sentence Editing are organized into ten-question practice sets. These sets are grouped in three categories: Sentence Grammar, Basic Grammar, and Punctuation and Mechanics. Each practice set focuses on an identified topic within one of these categories (Verbs, Pronouns, Commas, etc.), and each set is contextualized—that is, the ten sentences students are asked to edit form a complete text. You may notice that the content of many of these practice sets is repeated from other categories in ExerciseZone. In the Sentence Editing exercises, however, instruction lines do not identify the specific errors to be corrected but simply tell students to find and correct any errors. As a result, students are required to demonstrate a more sophisticated command of editing skills.

Paragraph Editing

The most challenging section of ExerciseZone, Paragraph Editing, offers ten practice sets, each consisting of five sequential paragraphs adapted from newspaper articles, college-level students papers, and academic textbooks—the kind of writing that students can expect to confront in their first year of college. Each paragraph contains five errors that users must identify and correct. The errors in these paragraphs are not identified by topic or category, as errors are in the rest of ExerciseZone. Rather, the errors in Paragraph Editing represent a comprehensive sampling of errors typically made by freshman composition students. Student responses in Paragraph Editing cannot be scored by the program, but suggested answers are provided which clearly identify the five errors in each paragraph and the appropriate corrections.
Repeated Material

If you or your students explore *ExerciseZone* extensively, you will find that some material appears to be repeated. Occasionally practice sets do appear verbatim under more than one heading (a set under Pronoun Reference in Sentence Grammar may also appear, for example, under Pronouns in Basic Grammar; and editing-type questions in the grammar sections reappear in Sentence Editing). More often, however, the content is being used for a different purpose—to test different skills in different areas. In these cases, although the practice sets may look similar, the user is required to do different things and to demonstrate different skills.

*ExerciseZone* Syllabus

### SENTENCE GRAMMAR
- Clauses and Phrases
- Comma Splices
- Compound Sentences
- Coordination
- Fragments
- Identifying Subjects and Verbs
- Misplaced Modifiers/Dangling Modifiers
- Objects
- Pronoun Reference/Pronoun Agreement
- Runon (fused) sentences
- Shifts (person, number, tense)
- Subject-Verb Agreement
- Subordination
- Transitional Expressions

† **BASIC GRAMMAR**
- Adjectives and Adverbs
- Conjunctions
- Negatives/Double Negatives
- Nouns
- Participles
- Parts of Speech
- Prepositions
- Pronouns
- Reported Speech
- Verb Form
- Verb Tenses
- Verbs
- Voice (active and passive)

†

### USAGE AND STYLE
- Bias in Language/Sexist Language
- Faulty Comparison
- Inference from Speech (Ex. *would have/ would of, should have/should of*)
- Parallel Structure
- Point of View Shift
- Redundancy/Wordiness
- Stringy Sentence

† **PUNCTUATION AND MECHANICS**
- Abbreviation, Capitalization, Numbers
- Apostrophes
- Commas
- Common Spelling Errors
- End Punctuation
- Italics and Underlining
- Other Punctuation
- Semicolons and Colons

### SENTENCE EDITING

### PARAGRAPH EDITING
More than 600 additional practice items are available in *ESL ExerciseZone*, a resource designed primarily for students whose primary language is not English, or who are not proficient in English. Students who have grown up in this country but speak another language at home (sometimes called Generation 1.5) often demonstrate fluency in spoken English but have more trouble with writing and reading English. This section of *MyCompLab* will provide a wealth of practice in the areas that these students often find problematic—areas like use of articles, verb tenses, negatives, and so on.

*ESL ExerciseZone* practice sets are adapted from a classic ESL worktext by Robert J. Dixson, a pioneer in English language learning (*Dixson, Grammar Essentials, Revised Edition, Longman 2003*). As in *ExerciseZone*, practice sets consist of ten questions, all focusing on a particular grammatical or usage topic. Questions are primarily multiple choice, true/false, and fill-ins.

**REPORTING EXERCISEZONE AND ESL EXERCISEZONE RESULTS**

Each of the practice sets in *ExerciseZone* and *ESL ExerciseZone* generates a results screen that provides both overall results—number of questions right and
wrong—and specific question-by-question feedback. Students are also directed to do more practice in a particular area or to read more about a topic in the handbook available to them online.

**Your Results for "1. Identifying sentence fragments"**

**Site Title:** MyCompLab 2.0  
**Location on Site:** GRAMMAR > ExerciseZone > Sentence Grammar > Fragments [ACTIVE] > Basic Intermediate > 1. Identifying sentence fragments  
**Date/Time Submitted:** October 26, 2004 at 9:19 AM (EDT)  

**OVERALL SCORE:** 80% of 10 questions

**Note:** Your results will not be saved once you leave this screen. Please print or email a copy for your records.

1. Woodblock prints are illustrations made from carved blocks of wood and printed on paper.  

**Your Answer:** complete sentence  

This group of words has a subject and a verb and is an independent clause. It is a complete sentence.

Results pages for both ExerciseZone and ESL ExerciseZone can be printed out or e-mailed to the user or to you, the instructor.

**Note:** Please remind your students that their results pages will disappear as soon as they leave the screen, so they should save, print, or e-mail these pages before exploring any other MyCompLab resources.

**TIPS FOR INSTRUCTORS AND SUGGESTIONS FOR USE**

ExerciseZone and ESL ExerciseZone are especially helpful for developmental writers or other students who lack expertise in grammar and other writing skills. You may want to assign your students to take a MyCompLab diagnostic at the beginning of your course and e-mail you the results, so you can plan your instructional focus based on their needs. Once you have a general sense of the level of your students’ skills, you can use the practice available in ExerciseZone to support student writing. Having results of a student diagnostic available can help shape classroom instruction time devoted to concepts and issues in syntax,
word use, grammar and mechanics. You can also send your students back to the
diagnostics to check development in these areas, both during and at the
conclusion of your composition course.

1. **Suggest that students practice regularly.**

Once students understand basic grammar and mechanics, they can complete
practice sets on various topics on a regular basis (daily, weekly, bi-weekly,
monthly) and submit their results to you for feedback. (We strongly recommend
that you offer students credit for working in ExerciseZone; otherwise, students
may see this kind of practice as “busy work” rather than skill development.)

2. **Assign practice sets based on student papers.**

Generally speaking, research in error remediation has shown that student writers
benefit most from work on errors within their own writing. You may, then, want
to review drafts of student essays focusing only on errors at the sentence level
and trying to identify major patterns of student error. Where you notice these
patterns, you can direct particular students to work in the appropriate areas of
ExerciseZone. Then ask them to revise their essays and resubmit them. Not only
does such an approach teach students good revising and error remediation
strategies, but it also shows students the value of revising in the writing process.

3. **Assign specific practice sets to the class as a support for topics being
covered in class.**

If you are focusing on particular kinds of errors in particular paper assignments,
ExerciseZone provides excellent support. Just instruct students to complete some
or all of the practice sets on those errors as a part of the assignment.

4. **Assign students to complete practice sets in ESL ExerciseZone.**

If your class includes students whose primary language is not English, or
students who have grown up in households where English is not the primary
language, you may want to send them to ESL ExerciseZone to identify and
practice those errors that non-native speakers most commonly make. ESL
ExerciseZone may also be useful for developmental students, who simply need
extra practice in areas like verb tense or use of pronouns.

*ExerciseZone* is a robust, flexible tool for learning and instruction in any college
composition classroom. If instructors integrate work on course projects with the
ExerciseZone Web site, students will be more likely to see the value of the site and
its important contents and to begin making connections between the site’s
contents and their own writing.
Each component of *MyCompLab* supports the Writing Program Administrators (WPA) *Outcomes Statement for First-Year Composition* (http://www.wpacouncil.org/positions/outcomes.html). This statement, adopted by the Council of Writing Program Administrators in 2000, “describes the common knowledge, skills, and attitudes sought by first-year composition programs in American post-secondary education” as it focuses on the following four areas:

- Rhetorical Knowledge
- Critical Thinking, Reading, and Writing
- Processes
- Knowledge of Conventions

*MyCompLab* helps teachers and student writers achieve many of the outcomes stated by the WPA. The Web links and Online Handbook in *MyCompLab* provide support in all these areas. The Web links offer connections to a variety of grammar and usage Web sites, including sites that offer additional practice. The *MyCompLab Online Handbook* provides a quick reference for grammar explanations and definitions.

**EXPLORING WEB LINKS**

The Grammar Web links available in *MyCompLab* offer links to more than 50 additional Web sites for both students and instructors. Each entry in this list is annotated so students and instructors can readily identify the links that will be most useful. Links are provided in the following areas:

- General Writing Guides and Grammar Links
- Grammars
- Grammars with Quizzes and Exercises
- Usage and Style Guides
- Punctuation and Mechanics
- ESL

**EXPLORING MYCOMPLAB ONLINE HANDBOOK**

The *Longman Online Handbook* provides clear-cut explanations of the most common problem areas in grammar, mechanics, and usage.
If students encounter difficulties in learning concepts presented in any of the online lessons, they can consult the Handbook for a thorough self-paced review. Some lessons which cover particularly difficult concepts will instruct students to consult the Handbook for more details. You can also assign specific pages to students who display a need in a particular area or related areas. For example, if students have trouble with wordiness, they may benefit not only from reading the entry on “Wordiness” but also the related entries on “Redundancy” and “Run-on/Fused Sentences.”

In essence, the Handbook is designed to complement your students’ online learning experience; and, since it is easily accessible from the MyCompLab homepage, the Handbook can be used in conjunction with any of the associated programs, such as ExerciseZone.

Every Web page of the Handbook contains complete, in-depth descriptions of the topic in-hand, links to associated topics within the Handbook, “QuickCheck” features for students to gauge their comprehension of the topic, and directions for further practice. For an illustration, see the sample Web page reprinted here on “Commas and Comma Splices.” Following the sample page is a complete list of the topics covered in the Handbook. For more information on the Handbook or any of its features, go to MyCompLab 2.0 and click Longman Online Handbook.

**A sample Web page from Longman Online Handbook**

**Commas and Comma Splices**

Use a comma and a coordinating conjunction to join independent clauses, as in the following examples:

- Alaska is the largest state, and Rhode Island is the smallest.
- Rhode Island is smaller than Alaska, but Rhode Island has a larger population.

A comma alone is not enough to link independent clauses. When independent clauses are “spliced” together with a comma alone, the error is called a comma splice.

Consider the following examples of comma splices:

- Alaska is the largest state, Rhode Island is the smallest.
- Rhode Island is smaller than Alaska, Rhode Island has a larger population.

A comma splice often occurs if the writer understands where to punctuate but is confused about which punctuation mark to use.

Here are three ways to correct comma splices:

1. Make two separate sentences:
   - Alaska is the largest state. Rhode Island is the smallest.
   - Rhode Island is smaller than Alaska. Rhode Island has a larger population.

2. Use a comma and a coordinating conjunction:
   - Alaska is the largest state, and Rhode Island is the smallest.
   - Rhode Island is smaller than Alaska, but Rhode Island has a larger population.

3. Use a semicolon (not a comma) to join the sentences:
   - Alaska is the largest state; Rhode Island is the smallest.
   - Rhode Island is smaller than Alaska; Rhode Island has a larger population.
Which of the following sentences is correct?

- The cars collided at high speed, both drivers escaped serious injury.
- The cars collided at high speed, but both drivers escaped serious injury.

For more practice on this topic, click on *ExerciseZone* in the left navigation bar and then click on the appropriate topic in the syllabus.
LONGMAN ONLINE HANDBOOK

Table of Contents

Sentence Grammar
- Parts of a Sentence
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Common Sentence Problems
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Punctuation and Mechanics
- Punctuation
- Capitalizing
- Capitalizing Proper Names, Titles, and Subtitles
- Capitalizing in Direct Quotations
- Appropriate Abbreviations
- Numbers in Writing
- Spelling
The Research section of MyCompLab includes two powerful resources for your students: Research Navigator and Avoiding Plagiarism. Research Navigator includes both guidance on the research process and four credible databases for your students to use in researching virtually any assignment.

**CONNECTIONS BETWEEN THE WPA OUTCOMES STATEMENT AND RESEARCH NAVIGATOR**

Each component of MyCompLab has connections to the Writing Program Administrators (WPA) Outcomes Statement for First-Year Composition (see http://www.wpacouncil.org/positions/outcomes.htm). This statement, adopted by the Council of Writing Program Administrators in 2000, “describes the common knowledge, skills, and attitudes sought by first-year composition
programs in American post-secondary education” as it focuses on the following four areas:

- Rhetorical Knowledge
- Critical Thinking, Reading, and Writing
- Processes
- Knowledge of Conventions

As a comprehensive Web site, MyCompLab helps teachers and student writers achieve many of the outcomes stated by the WPA. In the Research Navigator, connections to the WPA outcome statement include the following:

**Rhetorical Knowledge**

- Learning how to focus research or research with a purpose.
- Researching to fit the needs of different audiences and rhetorical situations.
- Using conventions appropriate to the situation of formal academic research writing.
- Learning to adopt appropriate voice, tone, and level of formality for research writing.
- Understand how genres shape reading, writing and researching.

**Critical Thinking, Reading, and Writing**

- Using writing and reading involved in the research process critically for inquiry, learning, thinking, and communicating.
- Understanding a research project as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
- Learning to integrate the writer’s ideas with those of others.

**Processes**

- Becoming aware that it takes multiple drafts to create and complete a successful research essay.
- Building an understanding that research writing is an open process that permits writers to rethink and revise all aspects of their project, including conducting the research itself.
- Understanding the collaborative and social nature of research writing.
• Conducting research in stages.
• Understanding the writing process for research projects.
• Using technology effectively in the research process.

Knowledge of Conventions
• Understanding appropriate means of integrating, citing and documenting source information.
• Learning the conventions of MLA, APA, CMS and CBE style.
• Developing more effective research practices for academic research projects.

Research Navigator has been developed for students conducting research in any area and is designed to help students develop their rhetorical knowledge, critical skills, understanding of processes, and knowledge of conventions for research writing. A first-year composition student majoring in business and researching a business-related topic may use the Research Navigator to learn how to address different audiences such as business professionals and her classmates (rhetorical knowledge), locate and evaluate sources (critical skills), develop an effective research writing process (processes), and learn APA documentation skills used by business majors (knowledge of conventions).

Research Navigator is designed to help students achieve many of the WPA outcomes including but not limited to critical thinking, reading and writing, achieving synthesis in research writing, learning that writing is a process, and understanding the conventions for styles such as MLA and APA.

OVERVIEW OF RESEARCH NAVIGATOR

Pearson’s Research Navigator is the easiest way for students to start a research assignment or research paper. Complete with extensive help on the research process and four exclusive databases of credible and reliable source material (EBSCO Academic Journal and Abstract Database, New York Times Search by Subject Archive, “Best of the Web” Link Library, and the Financial Times archives), Research Navigator helps students quickly and efficiently make the most of their research time.

Here is a brief overview of the databases available to students who use the Research Navigator:

• The EBSCO Academic Journal and Abstract Database, organized by subject, contains over 100 of the leading academic journals per discipline included. Instructors and students can search the online journals by keyword, topic, or multiple topics. Articles include abstract
and citation information and can be cut, pasted, emailed, or saved for later use.

- **The New York Times Search by Subject™ Archive** is organized by academic subject and searchable by keyword, or multiple keywords. Instructors and students can view full-text articles from the world’s leading journalists from *The New York Times*. The New York Times Search by Subject™ Archive is available exclusively to instructors and students through *Research Navigator*.

- **Link Library**, organized by subject, offers editorially selected “best of the Web” sites. Link Libraries are continually scanned and kept up to date providing the most relevant and accurate links for research assignments.

- **FT.com** provides access to a wealth of business-related information from the *Financial Times* including an archive of news articles, a bank of financial data, and a variety of *Financial Times* Special Reports.

In addition to the databases, *Research Navigator* provides students with help in understanding the research process itself. The areas explored include:

- **The Research Process**: This area leads students step-by-step through the process of selecting a topic, gathering information, and developing a research paper.

- **Finding Sources**: This area provides access to the site’s four databases on one page.

- **Using your Library**: This area explores the resources available through libraries and provides library guides to 31 core disciplines. Each library guide includes an overview of major databases and online journals, key associations and newsgroups, and suggestions for further research.

- **Start Writing**: This area guides students through the writing process itself, from draft to finished paper.

- **End Notes and Bibliography**: This area provides clear and authoritative guidance about documenting sources and formatting notes and bibliographies according to a variety of styles.

You may want to provide class time for exploring this rich resource, if you have access to a computer lab, or you may want to encourage them to explore on their own by assigning a Web-based activity (see “Tips for Instructors” at the end of this chapter).
The Research Process

From Research Navigator’s homepage, students have easy access to all of the site’s main features, including a quick route to the databases of source content. If your students are new to the research process, however, you may want to have them start by browsing The Research Process, located in the upper-right hand section of the homepage. Here students will find extensive help on all aspects of the research process including:

- Overview of the research process
- Planning your research assignment
- Finding a topic
- Creating effective notes
- Research paper paradigms
- Finding source material
- Avoiding plagiarism
- Summary of the research process

Selecting a topic is the first and often most difficult step for students completing a research assignment or research paper. In the tutorial for this topic, Research Navigator assists students with the process of finding an appropriate topic to research.

Once students have selected and narrowed their research topic, they are ready to take on the serious task of gathering data. With academic research projects, student researchers quickly find out that some leads turn out to be dead ends, while other leads provide only trivial information. Some research is duplicated, but a recursive pattern does develop; that is, students will go back and forth from reading, to searching indexes, the Internet, the library and back again to reading. One idea modifies another, until students begin discovering connections and refining their topics even further.

Research Navigator simplifies students’ research efforts by giving them a convenient launching pad for gathering data. The site has aggregated three distinct types of source material commonly used in research assignments: academic journals (ContentSelect), newspaper articles (New York Times and Financial Times) and Web sites (Link Library).

Finding Sources

**Scholarly Journals.**

The EBSCO Academic Journal and Abstract Databases contains scholarly, peer-reviewed journals in a wide variety of disciplines (for example, the Journal of Clinical Psychology or Journal of Anthropology). If your students have not been exposed to scholarly journals, you may want to take the time to provide them with a sense of what a scholarly journal looks like and what kind of information it typically contains.
You will probably also want to clarify the differences between scholarly journals and magazines, especially as they should or should not be used in academic research writing. What sets scholarly journals apart from popular magazines like *Newsweek* or *People* is that the content of each journal is peer-reviewed. This means that each journal has, in addition to an editor and editorial staff, a pool of reviewers on whom the editorial staff relies in selecting appropriate articles for publication. Academic journal articles also adhere to strict guidelines for methodology and theoretical grounding. The information in journal articles is often more rigorously tested than that found in popular magazines or newspaper articles, or on Web pages (which have, for the most part, no scholarly or professional “filter” at all).

**Teaching Tip:** Many students shy away from scholarly journals because they are intimidated by the scientific or theoretical language, nature, and content. Instructors often require students to use such sources in their research projects in part to familiarize students with the skills needed to read this kind of information critically. Assignments based on using *Research Navigator* may give your students the confidence they need to navigate journals on their own for later assignments.
Searching for articles in EBSCO’s ContentSelect is easy. Here are some tips to help students find articles for their research projects. (EBSCO Search Tips are also available at http://www.researchnavigator.com/about/search.html.)

Tip 1: Select a discipline. When first entering the database, users see a list of disciplines. To search within a single discipline, click the name of the discipline. To search in more than one discipline, click the box next to each discipline and click the ENTER button.

Tip 2: Basic Search. After selecting discipline(s), go to the Basic Search window which lets users search for articles using a variety of methods: Standard Search, Match All Words, Match Any Words, or Match Exact Phrase. For more information on these options, click the Search Tips link at any time!

Tip 3: Using AND, OR, and NOT to help the search. In Standard Search, use AND, OR and NOT to create a very broad or very narrow search:

AND searches for articles containing all of the words. For example, typing education AND technology will search for articles that contain both education AND technology.

OR searches for articles that contains at least one of the terms. For example, searching for education OR technology will find articles that contain either education OR technology.

NOT excludes words so that the articles will not include the word that follows “NOT”:
For example, searching for education NOT technology will find articles that contain the term education but NOT the term technology.

Tip 4: Using Match All Words. When selecting the “Match All Words” option, do not use the word AND—you will automatically search for articles that only contain all of the words. The order of the search words does not matter. For example, typing education technology will search for articles that contain both education AND technology.

Tip 5: Using Match Any Words. After selecting the “Match Any Words” option, type words, a phrase, or a sentence in the window. The database searches for articles that contain any of the terms typed
(but will not search for words such as “in” and “the”). For example, type the following words: rising medical costs in the United States. The database searches for articles that contain rising, medical, costs, United, or States. To limit the search to find articles that contain exact terms, use quotation marks—for example, typing “United States” will only search for articles containing “United States” together as words.

Tip 6: Using Match Exact Phrase. Select this option to find articles containing an exact phrase. The database searches for articles that include all the words entered, exactly as they were typed. For example, type rising medical costs in the United States to find articles that contain the exact phrase “rising medical costs in the United States.”

Tip 7: To switch to a Guided Search, click the Guided Search tab on the navigation bar, just under the EBSCO Host logo. The Guided Search Window helps you focus your search using multiple text boxes, Boolean operators (AND, OR, and NOT), and various search options.

To create a search:

• Type the words to search for in the “Find” field.

• Select a field from the drop-down list. For example: AU-Author will search for an author. For more information on fields, click Search Tips.

• Enter additional search terms in the text boxes (optional), and select and, or, not to connect multiple search terms (see Tip 3 for information on and, or, and not).

• Click Search.

Tip 8: To switch to an Expert Search, click the Expert Search tab on the navigation bar, just under the EBSCO Host logo. The Expert Search Window uses keywords and search histories for articles. NOTE: Searches run from the Basic or Guided Search Windows are not saved to the History File used by the Expert Search Window—only Expert Searches are saved in the history.

Tip 9: Expert Searches use Limiters and Field Codes to help you search for articles. For more information on Limiters and Field Codes, click Search Tips.

Newspapers provide contemporary information. Information in periodicals—journals, magazines, and newspapers—may be useful, or even critical, when students are ready to focus in on specific aspects of a topic, or to find the most current information. There are some significant differences between newspaper articles and journal articles and students should consider the level of scholarship that is most appropriate for their research project. Popular or controversial topics may not be well-covered in journals, even though coverage in newspapers and magazines like Newsweek and Time may be extensive.

Research Navigator gives students access to a one-year, “search by subject” archive of articles from one of the world’s leading newspapers—The New York Times. (To learn more about The New York Times, visit them on the Web at http://www.nytimes.com.) The New York Times search-by-subject archive is a very easy-to-use search tool. Students need only to type a word, or multiple words separated by commas, into the search box and click Go. This search generates a list of articles that have appeared in The New York Times over the last year, sorted chronologically with the most recent article first. The search can be refined as needed by using more specific search terms.
For financial or business-related information, students may prefer to explore the resources of FT.com, the Web site of the *Financial Times*. FT.com (which can also be reached by visiting www.ft.com) provides indexed news articles from the *Financial Times*, a bank of financial data, and an archive of Special Reports.

**Teaching Tips**

1. Encourage students to preview articles before printing them. Students can preview articles by reading the abstracts and/or skimming the articles themselves, paying special attention to introductions, highlighted terms/topics/points, lists, and conclusions. Often, students hurry their research process by finding the necessary number of articles, printing them out, and then trying to make them fit into their research projects later on. This patchwork approach to research limits the writer’s ability to synthesize source material, make connections between sources and the writer’s ideas, and diminishes the writer’s voice and points.

2. Encourage students to print out articles/sources once they have previewed them and found them to be potentially valuable for their research projects. Remind students that the value of each source may change—some strengthening and weakening—as their research projects develop and they revise their thesis or add or delete arguments. Students should be encouraged to print, make notes about, and file sources that have potential value to the research project; then students can reduce the amount of time spent relocating sources.

3. Students who are more comfortable with technology may want to save potentially valuable sources to disk to reduce printing costs.

**Note:** Make sure to review with your students the fair use and citation rules for using online documents. Many students assume that any information available on the Internet is “free” information; students sometimes cut and paste from online texts without realizing the need to document the source. Direct students to the Avoiding Plagiarism section of MyCompLab for guidance on documentation of sources. Review with students how to cite newspaper articles that are available online both in the text and at the end of their text since these citations differ from the traditional print versions of the same source.

Web sites: “Best Of The Web” Link Library.

The collection of Web links organized by academic subject and key terms called Link Library is easily searched by selecting a subject from the dropdown list and finding the key term for the search topic. Click on the key term and see a list of 5-7 editorially reviewed Web sites that offer educationally relevant and credible content. The Web links in this database are monitored and updated each week.
Teaching Tips: Since the sources compiled in the Link Library have been reviewed for quality, you may want to recommend that your students use this database rather such popular search engines such as Google or Yahoo. While these engines may turn up more information than Link Library, that very amount of information can present problems for students working on scholarly research projects; these problems include both information overload (having to sort through hundreds, and sometime thousands, of sites for appropriate information) and lack of credibility. Students may believe that anything “published” on the Internet must be legitimate and credible, but often this is not the case. Popular search engines like Google or Yahoo have their place in instruction, however—particularly in helping students learn how to evaluate sources.

Using Your Library

After students have selected and narrowed their topic, they may want to seek source material not only from the Internet but also from their school library. Research Navigator should not—and does not try—to replace the library. In fact, it provides an additional resource—a guide to doing library research effectively and efficiently.
Libraries may seem foreign and overwhelming to a generation of students brought up on the easy access to information provided by the Internet. *Research Navigator* provides a bridge to the library by taking students through a simple step-by-step overview of how to make the most of library time. Written by a library scientist, the “Using Your Library” area of *Research Navigator* explores:

- Introduction
- Types of libraries
- Choosing the tool to use (covering electronic databases)
- Gathering data in the library

In addition, when students are ready to use the library to complete a research assignment or research paper, *Research Navigator* includes 31 discipline-specific “library guides” for students to use as roadmaps. Each guide includes an overview of the discipline’s major subject databases, online journals, and key associations and newsgroups. Encourage students to print them out and take them to the library.

**Start Writing**

This writing tutorial leads students step-by-step through the process of writing an academic paper. Sections in this area include:

- Introduction
- Drafting a paper in an academic style
- Blending reference material into your writing
- Writing the introduction, body, and conclusion
- Revising, proofreading, and formatting the rough draft

Also included is a bank of sample research papers for students to peruse.

**End Notes and Bibliography**

The final step in the research process is the creation of endnotes and a bibliography. This area authoritatively outlines the rules for using and documenting sources in a variety of styles. These include:

- How to cite sources from *Research Navigator*
- Using MLA style
- Using APA style
- Using CMS style
- Using CBE style

**TIPS FOR INSTRUCTORS AND SUGGESTIONS FOR USE**

Student writers can benefit from the resources in *Research Navigator* throughout the different stages of the research writing process. *Research Navigator* is especially beneficial for students who feel overwhelmed with the process of handling a research project and researching online. Especially in the early stages
of research writing, students tend to be over-reliant on the popular search engines with which they are already familiar, and they may be overwhelmed with too much information and unable to evaluate it critically. Students who use Research Navigator are assured of the credibility and reliability of the sources they find, and the information returned to them in a search is manageable and targeted.

Here are two possible Web-based activities that will help your students become familiar with Research Navigator:

**Activity #1**

- Have students explore Research Navigator, either individually or in small groups of two or three students. Give each student or group a particular area of the site to explore. If you are in a computer classroom and doing this activity together, provide ample time to complete the activity; 15 to 20 minutes is usually enough.

- Ask students to share their findings with the class. In less technologically adept classes, have students report orally on what they have found. In more skilled groups, have them report electronically, either through a class-wide e-mail, a distribution list that you have established, or as postings on a class discussion board.

**Activity #2**

- Ask students to pick partners and then assign each team a research topic. (You may want to brainstorm with the class to find a list of topics that the students find engaging or compelling. The topics should be broad enough that student groups have no trouble finding sources in Research Navigator.)

- Look at the EBSCO Search Tips with the class. Talk a little about how related terms or subtopics can affect an online search.

- If you are in a computer classroom and doing this activity together, give students 15 to 20 minutes to complete an initial search.

- Have each team compile a bibliography of the ten most useful sources they have found. Encourage them to use the MyCompLab resources to create accurate MLA or APA citations.

**Note:** Research Navigator Web site does not allow students to word process or save their searches; therefore, students must have a second window open on their computers to allow them to type and save information as they find it; or they must print out their searches to have a record of their work in Research Navigator.
CHAPTER 8
EXPLORING AVOIDING PLAGIARISM

Avoiding Plagiarism may be the single most popular resource available in MyCompLab. Here students can work through interactive tutorials to learn how to cite and document sources responsibly in MLA or APA format.

CONNECTIONS BETWEEN THE WPA OUTCOMES STATEMENT AND AVOIDING PLAGIARISM

Each component of MyCompLab has connections to the Writing Program Administrators (WPA) Outcomes Statement for First-Year Composition (see http://www.wpacouncil.org/positions/outcomes.html). This statement, adopted by the Council of Writing Program Administrators in 2000, “describes the common knowledge, skills, and attitudes sought by first-year composition programs in American postsecondary education” as it focuses on the following four areas:

• Rhetorical Knowledge
• Critical Thinking, Reading, and Writing
• Processes
• Knowledge of Conventions

As a comprehensive Web site, MyCompLab helps teachers and student writers achieve many of the outcomes stated by the WPA. Avoiding Plagiarism connects to the WPA outcome statement in the following ways:

Rhetorical Knowledge

• Learning to use conventions appropriate to the rhetorical situation of research writing.
• Using conventions appropriate to the situation of formal academic research writing.
• Understanding the features of research writing.

Critical Thinking, Reading, and Writing

• Understanding a research project as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
• Identifying common knowledge found in source information.
• Reading critically to identify errors in citing and documenting sources.

Processes
• Understanding the nature of research writing.
• Working with, citing, and documenting sources.

Knowledge of Conventions
• Learning the conventions of MLA and APA style.
• Developing more effective research practices for academic research projects.

OVERVIEW OF AVOIDING PLAGIARISM

Avoiding Plagiarism is an interactive program that helps students recognize and avoid plagiarism in their writing. It emphasizes the serious consequences of plagiarizing, both ethical and practical. Because plagiarism is sometimes inadvertent, the program helps students recognize the appropriate use of sources and build skills needed to integrate and document sources in their writing.

Avoiding Plagiarism offers students two choices from its homescreen: Avoiding Plagiarism (MLA Citation Style) and Avoiding Plagiarism (APA Style). The two versions of the program are parallel in style and content except for occasional variations in specific examples and exercises as well as in documentation style. Once students select the documentation style that they want, they are directed to a step-by-step tutorial complete with self-tests and items for extended analysis. The steps include:

• What Is Plagiarism? provides compact introduction to the program that defines intentional and unintentional plagiarism and provides a strong statement of the ethical and practical reasons for avoiding plagiarism.

• When to Document reviews the sources students are likely to use as resources for information and ideas and states clearly that the sources need to be documented unless the information or ideas are common knowledge. This discussion offers a clear definition of common knowledge and provides three interactive self-tests (What Is Common Knowledge).
**SELF-TEST: WHAT IS COMMON KNOWLEDGE?**

As you read each item in the list below, ask yourself this: Is this item common knowledge? Answer yes or no.

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When they have completed a self-test, students click on the Answers icon to check their answers and read explanations in a pop-up window. They can then return to their work in the tutorial.

- **Using Print and Electronic Sources** helps students identify and understand the most likely situations for unintentional plagiarism: “Most accidental occurrences of plagiarism involve problems with three techniques for using source information: quotation, paraphrase, and summary.” The module provides detailed discussion and examples of common problems with each use of source material. It also provides concrete steps (Rules to Remember) for using and documenting ideas and information appropriately in the form of quotations, paraphrases, or summaries. These Rules include:
o Provide clear attribution of outside sources; this can be done with parenthetical citations, lead-in or signal phrases, or a combination thereof.

o Identify all words and phrases taken from sources by enclosing them within quotation marks.

o Follow all quotations, paraphrases, and summaries of outside sources with appropriate and complete citations.

o Use your own words and sentence structure when you paraphrase.

o Be certain that all summaries and paraphrases of your sources are accurate and objective.

o Include all print and retrievable electronic sources in the Works Cited/References page that follows the body of your paper.

o Provide documentation for all visual images, charts, and graphs from printed or electronic sources.

• *Avoiding Plagiarism* includes a series of seven modules comprising detailed discussions, examples, and interactive exercises for each rule, including:

  o Attribution includes six interactive practice exercises.

  o Quotation includes detailed discussion of the use of quotations, including those that are part of a paraphrase or summary, and four interactive practice exercises.

  o Citation includes detailed discussion of citations with quotations, paraphrases, and summaries, and two interactive practice exercises.

  o Paraphrase includes four interactive practice exercises.

  o Loyalty to Source includes a detailed discussion of loyalty to source in paraphrases and summaries, and four interactive practice exercises.

  o Works Cited includes two interactive practice exercises.

  o Citation for Images includes discussions of both documenting and summarizing images, and one interactive practice exercise covering both documenting and summarizing.
• **Extended Analysis** reviews the seven rules and allows students to apply what they have learned by responding to a single long passage in a sample student paper and identifying errors in citation and documentation. Here students can test how well they recognize plagiarism. (The MLA and APA sample papers are different.) When students click on a highlighted section, a screen appears (entitled “Student Example” and numbered), asking students to identify the problem (if any) with the use of sources in the passage. The screen prompts students with the short name for each “rule” and includes the option, “no problem.” The response for each option provides a detailed explanation of why it is correct (or incorrect) along with concrete suggestions for avoiding using and citing sources appropriately.

• **Wrap Up** summarizes the program’s advice for avoiding plagiarism and for using sources appropriately and ethically.

Each step in both the MLA and the APA tutorials guides students to read and click to navigate to the next step. Students do not need to complete the tutorial on one visit to the site; they can jump ahead to continue their work or return to previous steps to review an earlier discussion.

The *Avoiding Plagiarism* tutorials also provide self-tests for students. Here is an example of the MLA Tutorial’s “When to Document” self-test.

**TIPS FOR INSTRUCTORS AND SUGGESTIONS FOR USE**

Students can benefit from their work in *Avoiding Plagiarism* throughout a composition course and at different stages in the research writing process, especially in working with paraphrasing, summarizing, and quoting source material, as well as citing and documenting sources in both MLA and APA style. Students can use these tutorials on their own, working through them at their own pace and returning to them as needed throughout their research projects. Most pages or “steps” in each tutorial can also be printed for quick student reference.

Although it is designed to be used by individual students, *Avoiding Plagiarism* can also be useful in the classroom. You are encouraged to explore the tutorials yourself so that you understand the content and can make appropriate connections to your own course. We encourage you to identify teaching opportunities in *Avoiding Plagiarism*, as in the other sections of MyCompLab. You may wish to ask individual students to complete the program or assign it to particular groups or an entire class. You may also wish to make individual modules the focal point of class discussion. Finally, in a networked classroom or classroom with computer projection facilities, you may decide to move through the modules of the program as a group, completing and discussing the various modules and the possible responses to the exercises.
Students should be encouraged to review *Avoiding Plagiarism* before they submit both drafts and final versions of research papers for review. With peer review of drafts, for example, students who have reviewed the appropriate tutorial will be better prepared to give informed feedback about documentation of sources in other student papers. And students who review the tutorial before submitting papers to instructors are more likely to correct their in-text and end-of-text citations during the final editing stage.
CONCLUSION: CONNECTING MYCOMPLAB AND COMPOSITION

The many features of *MyCompLab* can be integrated into your class activities and assignments in many different ways. To begin, you may want to assign students to investigate the site’s features, tutorials, and exercises. Exploring the site with the class via an overhead projector or synchronous screening lecture offers you the opportunity to model a form of technological literacy for your students. The design of *MyCompLab* makes this task easy for instructors, including both novice and experienced users of technology.

When making assignments, think about how *MyCompLab* might help—which areas of *MyCompLab* might provide resources that would guide your students in a particular assignment? What assignments based on *MyCompLab* might enhance your students’ skills and knowledge in using language appropriately, undertaking research assignments, or understanding how the Internet can support academic writing?

Below are some activities that might support instruction in virtually any composition class.

**FROM THE WRITING SECTION**

- Assign students to work through any of the stand-alone Process exercises in class or at home and e-mail the results to you. Use selected student work at the beginning of the next day’s class to illustrate each step.

- Instruct all students to work through the stand-alone Process exercise in the same process category—such as Drafting—and have them e-mail the results to a partner. Give students class time to meet with their partners and discuss similarities and differences between their work.

- Direct students to work through the entire “linked” activity in the Process area. (This activity moves students sequentially through each stage of the writing process; text carries over from screen to screen.) Assign a common topic. Have students print out and compare each stage of their work with other class members. Note differences in style, tone and development, which can provide worthwhile discussion topics.
• Select a writing prompt from the Activities section as a prewriting exercise to an upcoming assignment. The prewriting can be related to the assignment either by topic (global poverty, the environment) or approach (definition, comparison/contrast).

• Assign students in small groups to summarize and present corresponding chapters from *Workplace Literacy*, *Visual Communication*, and *Analysing Literature*. Encourage students to produce the summaries as word-processed outlines or PowerPoint slideshows, so the whole class can receive a copy for reference.

• Have students select several Web sites that they like the look of and several that they find less attractive. Let the class vote on their favorites. Then ask them to read selected sections of *Visual Communication* and have them evaluate the Web sites based on the guidelines they have learned from the text. Finally, ask them to evaluate the design of *MyCompLab*. (And send your results to Longman; we are eager to know!)

• Use any of the writing exercises in *Analysing Literature* and have students compose reactions online. For a change of pace, ask them to leave their written answers on the video screen and ask the students to leave their chairs and walk around the room and read a certain number of responses (on other students’ computer monitor screens). Such an activity energizes the students and lets them see the work and success of their classmates. Alternatively, have students send their responses to a networked printer and select random responses to read aloud to the class without revealing the author.

**Teaching Tip:** The .pdf files in the *Student Bookshelf* represent the most common form of print-to-computer technology available today. Having students read material from the *Student Bookshelf* online will give them an idea of what it is like to function in a “paperless” office.

**Teaching Tip:** The linked Process exercises can serve as practical models for in-class essay exam responses for other disciplines.

**Teaching Tip:** Use the Activities to move students toward critiquing media as they would a written text. At first, the students may resist this sort of comparison, so remind them that they critique media (commercials, movies, television shows) almost every day.

**FROM THE GRAMMAR SECTION**

• Have your entire class take one of the diagnostics and e-mail you the results. Use this information to guide your feedback on early writing assignments for individual students.
• Periodically assign students selected parts of the ExerciseZone according to the errors they are making in their essays and other writings. Have them e-mail the results to you.

• Assign each student a topic from ExerciseZone. Have the student prepare a handout and answer key for that topic and be able to answer any questions the class may have.

• Encourage students to complete as many sections of the ExerciseZone as they wish and e-mail or print out their work for extra credit.

• If you have students whose primary language is not English, suggest that they complete practice sets in ESL ExerciseZone.

**Teaching Tip:** The value of teaching grammar by “drill and skill” is controversial in composition circles. Don’t be afraid to have a sense of humor when going over grammatical drills—encourage students to “play” in this area. Motivating students to enjoy such exercises is a great accomplishment!

FROM THE RESEARCH SECTION

• Assign students a common topic and have them conduct searches using various keywords. Ask each student to report briefly about the most promising article or Web site she has found.

• Assign students to pairs and have them research a common topic from opposing points of view, then talk about what they have found. Ask each pair to write a brief report on what they learned from looking for opposing viewpoints.

• Have the entire class research a common topic. Have each student find and print out one article on the topic. Then have each student hand his paper to another student, who will read the article and do another search based on a key word in the original article. Do this three more times. Finally, have students bring their last articles to class. Look at how varied the topics are, and discuss how this process unfolded.

• Collect several different articles off the Internet on a single topic and ask students to evaluate the validity of the online source.

• Early in the semester or at the start of a research unit, assign the entire tutorial to help students understand the key ideas behind research and academic writing.

• Work through the quizzes in the tutorial as a class, and use these topics as discussion pieces.
• Have students make up their own quizzes modeled on those in the tutorials. Encourage them to pick engaging topics to make the exercise more enjoyable.

A FINAL NOTE

The true power of MyCompLab is the overlap afforded by this umbrella Web site. Don’t be afraid to break writing assignments up into different parts of the site. For example, begin by having students identify a topic they would like to write about from the Activities area of the Writing section. Next, suggest that students research the topic in Research Navigator and begin their draft papers in the Process area of Writing. Suggest that they may find hints for appropriate format and language in the various Student Bookshelf resources. Finally, encourage them to sharpen their editing skills in ExerciseZone and use Avoiding Plagiarism to make sure that their documentation skills are honed.

The possibilities are limited only by your imagination as a teacher.