Implementing Criterion (Automated Writing Evaluation) in Japanese College EFL Classes

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Abstract

Automated writing evaluation software such as Criterion is getting more and more popular in Japanese college EFL classes. Criterion gives immediate feedback on students' essays, so that students can see their essay score as well as elements of grammar, usage, mechanics, style, organization, and development. However, using Criterion alone does not seem to help improve students' writing skills. The purpose of this paper is to demonstrate how teachers can use automated writing evaluation more effectively in Japanese college EFL classes. The paper also explores the results of surveys in which students evaluated Criterion, and considers how automated writing evaluation can be a valuable tool for improving students' writing skills.

Introduction

Automated writing evaluation (AWE) software such as Criterion is getting more and more popular in Japanese college EFL writing classes these days. In conventional classroom teaching, a big disadvantage of essay-writing assessments is that evaluation by the teacher requires a great deal of time and effort (Attali, Bridgemanand Trapani, 2010). For this reason, Grimes and Warshauer (2010, p. 4) state the following advantage regarding the use of AWE:

> Automated writing evaluation (AWE) software has been promoted as a way to remove the bottleneck, primarily because students receive scores and formative feedback very quickly (often within a few seconds of essay submission). The distinguishing features of an AWE system are automated essay scoring and formative feedback to assist the writing process.

In spite of the significant advantage of providing quick feedback on students'

essays, merely using AWE does not necessarily guarantee that students will be able to improve their writing skills. The purpose of this paper is to demonstrate how teachers can use AWE more effectively in Japanese college EFL classes. The paper also explores the results of surveys in which students evaluated Criterion, and considers how automated writing evaluation can be a valuable tool for improving students' writing skills.

Criterion and Implementation

Criterion is a web-based essay-scoring and evaluation system developed by Education Testing Service."It delivers immediate score reporting and diagnostic feedback that students can use to revise and resubmit their essays" (ETS, n.d.). According to the user's manual, online diagnostic feedback includes "elements of grammar, usage, mechanics, style, organization and development" (User Manual, p. 4). Criterion offers a wide range of topics targeted to levels from fourth grade to college, GRE and TOEFL. Students' essays are evaluated holistically and given a score from 1 to 6. However, using Criterion alone does not guarantee that students' writing skills will improve. For example, Cornwell and Johnson (2005) implemented Criterion in their university, but they did not integrate it into their writing program. As a result, even though 436 students were eligible to use Criterion, only 183 students actually used it. According to their survey results, only half of the students who used Criterion felt it would help them write better. Therefore, in order to use AWE effectively, we need to keep in mind how we can maximize it in our classrooms so that our students benefit from using it. In addition, many AWE software developers recommend using this kind of software as an additional aid, not as a replacement for classroom instruction (Burstein et al., 2003; Burstein & Marcu, 2003; Ware & Warschauer, 2006).

Implementing Criterion at Konan University

Konan University started using Criterion in 2003 in Advanced TOEFL Preparation classes. At that time students simply used it for homework assignments. The purpose of this implementation was to help students become familiar with the Test of Written English (TWE) in TOEFL. Since Criterion uses exactly the same format as the TWE, many of our students felt it was a useful tool in preparing for TOEFL.

In 2010 we started using Criterion in Intermediate Writing classes in the English Intensive Course. In 2006 Konan University established the EIC (English Intensive Course) for freshman students who would like to improve their English and study abroad in their sophomore or junior year. The enrollment of this course was about 120 students: three classes for students in the Humanities and one class for Economics, Law, and Business students. In April 2011, all the EIC freshman students took the ITP TOEFL test and their average score was 430. In April 2012, freshman students' average score was 436. The score revealed that their English proficiency level was around low intermediate.

The EIC curriculum focuses on linguistic competencies such as speaking, listening, reading and writing skills in the freshman year. In the sophomore year, the subjects are geared toward more academic skills and content-based learning. The following is the curriculum for this course in 2012.

Freshman Spring	Freshman Fall
-Introductory Oral Communication and Listening (two classes are combined) -Introductory Reading	-Intermediate Speech Communication -Intermediate Writing

Sophomore Spring	Sophomore Fall
-Intermediate Reading -Advanced iBT TOEFL	-Advanced Speech Communication -Advanced Global Topics

Freshman students take four ninety-minute English classes (meeting twice a week for each class) in one academic year instead of three introductory English classes a year as in the regular freshman curriculum at Konan. In the sophomore year, students take four additional English classes and they can also sign up for more English classes outside this curriculum, such as TOEIC and Oral Communication classes, according to their needs.

In addition to this curriculum, the EIC offers non-credit-bearing, nine-day TOEFL courses in the summer and spring intersessions. Students attend the intersession course for three ninety-minute sessions every day for eight days and take the TOEFL test on the last day.

Since many of the EIC students are very motivated to improve their writing skills in order to get higher scores in iBT TOEFL and study abroad, there are three

major benefits to use Criterion in our writing curriculum.

1) To review paragraph-writing skills such as listing, comparison/contrast, and cause/effect. Many TOEFL independent essay questions deal with these writing skills.

2) To help students prepare for the TOEFL independent essay writing test (get used to the format of the test and working on a computer). The iBT TOEFL writing test consists of two essays: one is an integrated essay that combines reading and an academic passage, listening to a lecture and then responding to a question (a short essay requiring about 150 to 225 words). The other is an independent essay which is in exactly the same format as TOEFL Criterion (an opinion essay requiring about 300 to 350 words) (Sharpe, 2010).

3) The TOEFL Criterion promotes students' *jikokanri* (probably equivalent to "self-discipline," "self-management" or "autonomy" in English). Nowadays, many Japanese college students lack this skill. For example, whenever the teacher gives an assignment—to write a report, for instance—some students tend to give an excuse such as "I was sick." "I forgot to bring my assignment today. Can I turn it in for the next class?" or "My printer was broken." With Criterion, the teacher gives students the procedure and guidelines a few weeks before the first deadline. Then they are reminded that there will be no excuse because all the essays are submitted online. *Jikokanri* is a very important skill that students need to acquire, since instructors at most universities in North America and the UK will not accept any late work (or will penalize it heavily). Moreover, once students get a job after graduating from college, they will be expected to finish their assignments on time.

Teaching Techniques in Writing Class

In the fall of 2010 and 2012, the author taught an Intermediate Writing class at EIC. As you can see from the syllabus for Fall 2012 in Appendix A, the goal of this course is to help students become familiar with organizational principles and steps of the writing process, and to express themselves effectively in English. Even though the course title states "Intermediate Writing," this is actually equivalent to the first year of a college writing course. Therefore, this course focuses on how to write a paragraph essay in English. The textbook *Ready to Write* seems to match very well with the goal of this class. Furthermore, the authors of that text state, "The activities are designed to encourage students to

think independently and to provide them with many opportunities for sharing ideas with their classmates, thus creating a more dynamic learning environment" (p. x). However, not all textbooks are appropriate to particular language and cultural groups. For this reason some adaptation is necessary in order to help students enhance their learning. I used the following techniques:

1) Using authentic materials:

In *Ready to Write*, students learn about using spatial order to organize details in a descriptive paragraph including prepositions of place. After learning basic grammar and patterns of spatial order paragraphs, I give out a copy of Disney World's Animal Kingdom Guide map and a handout with scanning questions such as "List three places that you'd like to visit." "What's the required height for the Primeval Whirl?" "Which is the most expensive restaurant for dinner?" First, students look at the map and answer the questions. Then they work in pairs and compare their answers. After eliciting answers from students, I show a video I took at the Animal Kingdom. Students can confirm various locations and listen to authentic English. By the end of the activity, students become very familiar with the location. Finally students take the map home and complete a homework writing assignment describing the Animal Kingdom. The following is one of my students' original essays:

> Animal Kingdom has many attractions and institutions. First, if you pass the entrance, you can see Oasis which has an exhibition and a restaurant. Secondly, you can see Discovery Island section which is on the center in the whole park. It has 3-D shows and a big tree which makes you be in like Galapagos. Thirdly, you should go to Camp Minnie-Mickey section which is placed on the left side.
>
> In the section, you can see a performance which is named Festival of the Lion King. At the end of the park, Africa section which is like a safari area. You can see many animals there. Next, you should go to Rafiki's Planet Watch section next to Africa section. Its theme is the connection the nature and the earth. In Asia section next to Rafiki's Planet Watch section, you can enjoy a new attraction which is called Legend of the Forbidden Mountain. You may be able to see Yetis.
>
> Finally, you should go to Dinoland U.S.A. which is near the entrance. It has many attractions such as roller coasters and you can see dinosaurs. These many attractions and institutions will makes you enjoy.

2) Using DVDs to summarize the story:

In the textbook, students learn how to distinguish between main ideas and details and synthesize information. Then I have students watch an American animation called *Arthur*, a well-known PBS TV program with English subtitles. Since the program is intended for American elementary school pupils, the vocabulary is relatively easy and suitable for Japanese EFL learners. I prepare a handout with brief character descriptions and vocabulary definitions. Then I tell my students to come up with some comprehension questions in English while they are watching the show. In most EFL classes, questions are usually prepared by the teacher and students simply answer them. However, in order to become better speakers/readers/writers, students need to practice creating their own questions. One of the biggest advantages of this activity is that while students are watching a DVD, they see animation as a visual aid and English subtitles as a language aid. Therefore, even those students who are not good at listening can get the main idea by watching a DVD. Then, after an episode that lasts less than 15 minutes, they work in pairs and ask and answer questions. Finally, students write a summary as homework.

3) Speaking exercises as a springboard for writing:

Teaching writing in EFL classes often become very passive. In my own class I often use speaking exercises as a springboard for writing exercises. For example, the textbook deals with describing people and gives a list of descriptive words such as "skinny," "stocky," "dimple," and "mustache." After going through basic vocabulary in class, students stand up and choose one person to describe his or her physical appearance. Next, they work in pairs to describe someone without telling who that person is. Then, after listening to the description, the partner identifies the person who fits that description. Then they choose two individuals they know well and describe those individuals in pairs. Following this exercise, students work on a handout. This is an excerpt from the speaking textbook called *Active Communication in English* which my coworkers and I published at a private Japanese language school in the 1980s. In this handout, commonly-used personality adjectives are listed, such as "stubborn," "dishonest," "outgoing," and "generous." After going through the list, students look at four pictures and write down adjectives that they think fit each picture. For instance, one picture is a middle-aged man who looks mean and dishonest smokes a cigar. Following the completion of vocabulary items, they work in pairs and talk about those

individuals with cues. After this exercise, students choose two or three individuals they know well and talk about their personalities. These two examples show that students are learning essential vocabulary before writing their essays. Folse (2008, p. 4) says, "Vocabulary most definitely plays a critical role in successful writing." He also states, "Explicit instruction in specific vocabulary and in vocabulary learning strategies is essential" (p. 9).

After students learn those basic vocabulary items through speaking exercises, their homework is to choose someone they know well and describe his or her physical appearance and personality. Thus the speaking exercises become a good springboard or preparation for writing exercises. I often use other speaking exercises such as comparing one city to another and talk about differences using comparative adjectives. Then their homework is to choose two different cities and write an essay.

4) Using music:

Using music is popular in EFL classes. However, my approach is a little different. In my class, I hand out lyrics with parts of words or phrases missing. Instead of a regular cloze exercise where students listen to the CD and fill in blanks, I ask students to work in pairs and guess grammatical functions for each blank before they listen to the music—whether the missing words are adjectives, nouns, adverbs, verbs, etc. This activity helps students focus more on grammatical forms and logically figure out answers. After figuring out grammatical forms, students listen to the CD and fill in words or phrases. While they are doing that I write down the first two letters for each missing vocabulary item on the board as hints. Students write down hints before listening to the CD for the second time. Then after the second listening, they work in pairs and check their answers. Many times their knowledge of grammar helps them answer questions. For example, if the word preceding a blank is "have," that often indicates that the missing word is a verb in the present perfect tense. In addition, I usually do not give away answers immediately after listening to the CD. Instead, I elicit all the answers from the students.

5) TOEFL essays

In the middle of the semester, I start introducing the TOEFL independent essay by using *Longman Preparation for the TOEFL: The Paper Test*. This textbook contains a detailed description of the independent essay, which is equivalent to

Criterion's TOEFL essays. The textbook also includes various exercises on how to deal with this essay section, including the introduction, supporting sentences and conclusion. I spend twenty to thirty minutes on independent essay exercises several times throughout the course to help students prepare for Criterion.

Implementation of Criterion

In the beginning of November, I give a handout on "TOEFL Criterion" (written in Japanese) to my students and explain how they can access and complete the Criterion homework assignments (see Appendix B for an English translation of the handout). In this handout, the grade of 8 points (4 x 2) for each essay sounds high; however, my grading scheme is 200 total (100 in the first-half block and 100 in the second-half block). The final grade will be the first half-block grade plus the second half-block grade, divided by two: 100 total. Therefore, the Criterion grade will be half of the eventual grade. Also, I tell our students to write at least a 200-word essay for each assignment. By the time students start working on their Criterion essays, they have basically finished major paragraph writing exercises on writing topic sentences and supporting sentences, time order, spatial order, process, cause and effect, comparing and contrasting, and opinion essays, etc. In addition, students have studied how to deal with TOEFL independent essays. As I mentioned previously, many TOEFL independent essay questions deal with these writing skills. Consequently, working on Criterion TOEFL essays is a good review of various paragraph essays that students have written during the course.

Criterion Survey and Results

In January 2011 and 2013, I administered Criterion surveys (in Japanese) to my students to see how they felt about Criterion and how we can improve our use of this software in the future (see Appendix C for an English version). For each question, students are able to make additional comments. Nineteen students participated in this survey in 2011 and twenty-one students participated in the survey in 2013. The following are the combined results and their comments.

1. TOEFL Criterion is _____ for improving my writing skills.

useful	somewhat useful	not very useful	not at all useful
87.5%	12.5%	0%	0%

Contrary to Cornwell and Johnston's survey (in which only half of the students indicated that they considered it beneficial), our survey revealed that most students found that Criterion was useful for improving their writing skills. The followings are students' representative comments: "I have many opportunities to write essays." "I found out my writing proficiency." "Detailed feedback was very helpful to improve my essays." "I got used to writing paragraph essays." "I was able to think about how to write essays." "I was able to organize essays effectively."

2. Did you agree with the evaluation score of your essay?

very much agreed	more or less agreed	didn't agree very much	never agreed
48.7%	51.3%	0%	0%

The survey indicated no serious disagreement with Criterion's scoring. Criterion detects their grammatical mistakes as well as other feedback such as style and organization. However, a few students made some negative comments, as follows: "The more I write, the better my score will be." "There's limitation in computer, so their feedback wasn't very useful." "I got relatively high scores even though my essay had some inappropriate sentence structures." Even though Criterion accurately identifies students' mistakes, some students felt that their feedback seems to be somewhat inferior to that of humans and the score is a little unreliable.

3. How long did you spend for each assignment?

about 30 minutes	about 40 minutes	about 50 minutes	more than one hour
10%	22.5%	25%	42.5%

Contrary to my expectation, many of my students spent more than one hour on each essay assignment. Only a few students made comments in response to this question. Those who wrote as follows:

30 minutes: "The exercise was very useful because I was able to do this assignment within 30 minutes, the same time limit as the TOEFL independent essay."

40 minutes: "I tried to finish my essay in 30 minutes, but I found many grammatical mistakes." "I was able to finish in 30 minutes after halfway through the course." "I'm very grateful for this Criterion because I could get a score of 5 when I timed my essay in 30 minutes."

50 minutes: "I spent too much time on my essays." "First I spent more than an hour, but toward the end I was able to finish up much faster."

More than one hour: "Depends on the topic. Some topics are very difficult and

took too much time to write."

According to students' comments, it seems that students at first spent too much time working on essays, but after getting used to Criterion, they could reduce that time. Also, some essays may take longer to complete than others due to the topic. Criterion software allows the instructor to enforce the time limit, but I did not do so because students' level is low intermediate and the main purpose is to review paragraph writing and complete their essays rather than rushing and submitting their essays without enough time to proofread.

4. The number of assignments (9 essay submissions) is:

too many	A little more than ideal	about right	a little fewer than ideal	too few
2.5%	32.5%	62.5%	2.5%	0%

Many of our students felt that the number of Criterion assignments was about right. Students made the following comments: "I thought the number was too many, but I was happy when I improved my score." "First, I thought there were too many assignments, but I was able to finish the assignments much faster after getting used to Criterion. Right now I feel the number is about right." "It was hard to turn in essays twice a week, but my writing skills have improved." "I wanted to practice a little more." "It's good to practice many times."

As you can see from students' comments, they have a very positive attitude toward assignments, and they seemed to feel Criterion is worth the effort.

5. Did you always look at the feedback after you finished your essays?

6. If you answered c. or d. above, circle the reason below.

always	sometimes	seldom	never
52.5%	35.0%	12.5%	0%

Most students looked at the feedback, since it was useful, helped them to avoid repeating mistakes, and highlighted areas that need improvement. A few students did not look at the feedback because they found the teacher's feedback was good enough. Most teachers do not seem to give feedback to students since Criterion gives sufficient feedback for grammar, style, organization, etc. However, in my class I usually print out each student's essay and correct grammatical errors with additional comments and advice about the content, which Criterion cannot produce. Often my proofing of grammar is somewhat redundant, but Criterion does not seem to detect detailed grammar errors.

7. What do you like about Criterion?

Most students wrote comments in this section. The followings are some

representative comments: "I can see the score right away. They proofread thoroughly." "I can practice writing on the computer. I can get feedback immediately and see my weaknesses." "Feedback is very helpful for seeing inappropriate sentences." "Criterion gives me good opportunities to improve my writing and proofread my essays." "I was able to practice TOEFL essays." "I was able to develop writing skills." "It was good practice for writing essays. Because I can see the score, I know my proficiency level in essay writing." "Practice was very helpful since I was able to write my essays much faster." "I was able to see what I did wrong on my essay and I learned alternative expressions." "I can write longer essays and write faster, and I was able to express myself more effectively." Most students felt that Criterion practice was very beneficial since they could get feedback right away and see detailed comments regarding grammar and other aspects of their essays. Furthermore, they seemed to feel that they could write faster and had improved their writing skills.

7. What don't you like about Criterion?

Not many students made comments in this section. Their comments are as follows: "Their feedback mainly concerns the length of sentences." "Topics are somewhat easier than actual TOEFL topics." "They don't give feedback on the content of essays." "Sometimes topic questions are vague and difficult to understand." "Every once in a while some technical problems occur." "Even though I wrote an introduction, the feedback said that my essay had no introduction." "I felt that getting a good score depended on how much I wrote." "My essay disappeared all of a sudden." "The graph of number of mistakes was difficult to see." "Some topics are similar, so it was difficult for me to come up with an idea for my essay."

Although a few students found it difficult to deal with some topics, overall it seems the more serious criticisms concern Criterion's limitations as computer software. For example, one student wrote in an essay, "He hardly worked." This is grammatical correct, but when I looked at the previous sentences, what this student meant was "He worked very hard." Criterion cannot judge the appropriate sentence at the level of discourse. It simply detects students' mistakes according to each sentence. Moreover, Criterion detects repetition of words, but it does not give alternative vocabulary. It simply says, "You have repeated these words several times in your essay. You may want to substitute other words for variety. Ask your instructor for advice." Even though students can understand there is a "problem," there is not much they can do to receive sufficient instruction or advice to improve

their essay. Therefore, I often give advice on their printed essays.

8. Write any other comments or suggestions about this class and EIC.

Since we had already administered a mid-term survey on the web and an end-of-the-term survey, few students wrote comments in this section. Some of their comments are as follows: "This class wasn't easy, but I was able to get used to using English in this class. I really enjoyed this class." "I had fun in this class." "I've improved my English in this class." "The class was useful." "I really enjoyed studying at EIC. I love the teachers and classmates. I'll continue to study hard in order to study abroad."

Conclusions

In addition to two surveys, I checked the students' homework completion rate. In the 2010 cohorts, the completion rate was 97.1% (one student did not turn in the homework 4 times and one student missed one assignment). In the 2012 cohorts, the completion rate was 99.0% (two students failed to turn in one assignment). Compared to regular intermediate writing classes I had taught previously, the students who used Criterion did much better than those who did not. Even though some students got sick, they turned in their Criterion assignments on time. This means that Criterion helped students to develop *jikokanri* (self-discipline, self-management or autonomy) effectively.

In the 2010 cohorts, the initial average Criterion score was 3.79 (2 = 1 student 3 = 5 students, 4 = 10 students, 5 = 3 students) and the score on the eighth assignment was 4.26 (3 = 3 students, 4 = 8 students, 5 = 8 students). In February 2011, 14 students from the 2010 cohorts took the iBT TOEFL spring intersession and took the complete iBT TOEFL Test, which is an e-rater iBT TOEFL test. In the writing section their average score was 15. This score is the minimum requirement for two partner schools in order to take regular classes. This means the students with this score or above achieved their goal of studying academic subjects in schools in North America.

In the 2012 cohorts, the initial Criterion score was 3.75 (3 = 8 students, 4 = 14 students, 5 = 2 students) and score on the eighth assignment was 4.29 (4 = 17 students, 5 = 7 students). Four students in this class took both Summer and Spring iBT TOEFL intersessions. When I taught them during the summer, they used Criterion and their score was 3. It was a thirty-minute timed essay. The average length of their essays was somewhere between 150 and 200 words. This was about

two weeks before the writing class began. After the Intermediate Writing class, those four students took the spring iBT TOEFL intersession and used Criterion during that time. Their timed Criterion essay score turned out to be 4 and 5 (two students received 4 and two students received 5) and the average length of their essays was above 250 words. Although the sample is small, the data shows that students' writing significantly improved. This is probably due to basic elements of paragraph writing that they learned, such as topic sentences, main ideas, supporting sentences, and conclusion. Furthermore they had many opportunities to write various types of essays such as listing, comparison/contrast, and cause and effect using different types of activities, and they studied strategies of TOEFL essay-writing in class. Finally, Criterion played an important role in helping students to write essays more effectively.

As indicated in students' surveys, most students felt Criterion was helpful in improving their writing skills, and they had a very positive attitude toward using it in spite of the fact that it meant doing homework twice a week and turning it in nine times during a month. Although Criterion has limitations, and it cannot take the place of humans completely, it is a valuable teaching aid for enhancing students' writing skills.

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Appendix A

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Konan University

Intermediate Writing Class Syllabus

Fall 2012

Mondays 4:20 - 5:50 p.m.

Wednesdays 9:00 a.m. – 10:30 a.m.

Room 264 (Monday) Room 3-42 (Wednesday)

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Instructor: Nobuo Tsuda

E-mail: nobuo@konan-u.ac.jp

Office: 6 gokan 6611

Office Hours: Wednesday12:20-12:50 p.m.

                 Friday 12:20-12:50 p.m. (also by appointment)

Office Phone: 078-435-2361

Course Description:

This is an intermediate Writing class and you'll have many opportunities to learn about the steps of the writing process and practice writing paragraphs.

Textbook:

Ready to Write 2: Perfecting Paragraphs   Pearson/Longman

Goal:

The goal of this course is to help students become familiar with organizational principles and the steps of the writing process, and express themselves effectively in English.

Course Objectives:

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

1. become very familiar with organizational elements, such as topic sentences, supporting details, and signal words.
2. write in major rhetorical forms, such as comparing and contrasting, describing, analyzing data, answering test questions, corresponding, and summarizing.
3. develop various composition skills useful in the TOEFL writing section.
4. have a positive attitude toward studying English.

Basic Principles and Rules:

1. Your participation in the class is essential. If you don't understand something or if you have any questions, please ask me during the class. Remember, there are no stupid questions. The purpose of the class is to learn from one another.

2. All the assignments must be completed and turned in on time. Unless previous permission is granted by the teacher, late work will not be accepted. If you miss a class, it is your responsibility to get the assignment from a classmate or the teacher.

3. Plagiarism or any other form of cheating on any assignment or quiz will result automatically in a failing grade.

4. Be on time. If you are more than five minutes late for the class, you'll be marked absent. If you are late, you'll disrupt writing activities as well as the other students. In addition, you'll miss vital information about the writing materials. Therefore, being on time is essential to this course.

5. If you are absent more than 1/3 of the semester, you'll automatically fail this course.

6. If you happen to be sick on the day of a quiz, bring a receipt from a clinic or show me any other form of evidence. You'll be allowed to take the quiz on a different day.

Course Requirements and Grading Scheme:

1. Homework (42% of grade (about 5 points each))

You'll be asked to do homework for every class from September 21st to November 18th. Remember you cannot automatically get 5 points for each homework assignment you turn in. Your homework will be evaluated according to its quality.

2. Quizzes (22% of grade (about 5-6 points each))

Quizzes are based on the reading assignments (handouts).

3. Criterion TOEFL Essays (36% of grade (8 points each))

You are required to work on the TOEFL essay questions on the web. More detailed information will be given in November.

Grading Scheme:

AA 90% or above

A   80% or above

B   70% or above

C   60% or above

F   Below 60%

This letter grade is based on the Konan University grading standard.

Schedule:

September 17th   September 19th

Chapter 2   Chapter 2

September 24th   September 26th

Chapter 3   Chapter 3

Quiz 1

October 1st   October 3rd

Chapter 4   Chapter 5

Quiz 2

October 8th   October 10th

Chapter 7   Chapter 7

Quiz 3

October 15th   October 17th

Chapter 8   Chapter 8

Quiz 4

October 22nd   October 24th

Chapter 9   Chapter 9

Quiz 5

October 29th   October 31st

Chapter 10   Chapter 10

Quiz 6

November 5th   November 7th

Chapter 11   Chapter 10

Quiz 7

November 12th	November14[th]	14th (5th period)
Chapter 12	Chapter 12	Make-up Class
Quiz 8		

November 19th	November 26th
TOEFL Essay	TOEFL Essay
TOEFL Essay 1	**TOEFL Essay 2**

November 28th	December 3rd
TOEFL Essay	TOEFL Essay
TOEFL Essay 3	**TOEFL Essay 4**

December 5th	December 10th
Chapter 13: Letter	Chapter 14: Writing Summaries
TOEFL Essay 5	**TOEFL Essay 6**

December 12th	December 17th
Review	TOEFL Essay
TOEFL Essay 7	**TOEFL Essay 8**

December 19th	December 24th
TOEFL Essay	TOEFL Essay
TOEFL Essay 9	

January 9th	January 16th
No Class!	Review

Appendix B

TOEFL Criterion

9. What is TOEFL Criterion?

Criterion is a web-based automatic essay scoring and evaluation system. Once you submit your essay, you'll able to receive the score and feedback immediately.

10. How to log in

-enter http:/criterion.ets.org/

-click "go to Criterion student website"

-enter user name and password

-click "continue"

-choose assignment

-see the question above the box. Then type your essay in the box and click submit. You'll receive your score and feedback in a few seconds.

3. About the score

Your essay will be evaluated on a scale from 1 to 6. 6 is a native speaker's level. If you want to study in U.S. college undergraduate, you will need at least 4. Our goal is to get 4.

4. Assignments

Nine assignments and their deadlines are indicated below:

1. Change Your Hometown 11/19   2. Experience or Books 11/26

3. Important Room 11/28   4. Learn from Mistakes 12/3

5. Money and Success 12/5   6. New Product 12/10

7. Prepare for a Trip 12/12   8. Successful Students 12/17

9. Why Study Abroad? 12/19

Note: All the homework should be done on the web; you don't need to print it out and bring it to the class.

5. About the deadline

The deadline for each assignment is shown above (before the class begins). No late work will be accepted. e.g. 1. Change Your Hometown is due before November 19th 4:20 p.m. (class begins at 4:20 p.m.) You can turn in any

assignment at any time before the deadline.

6. Resubmitting on Criterion
You cannot resubmit the same homework.

7. Your evaluation
8 points is a "perfect score" (4 x 2); however, if you get 5 points, you will receive two extra points.

8. Others
In a real TOEFL independent essay, your time limit is 30 minutes, so try to finish up each essay in 30 minutes if possible.

9. Sample essay question
Change Your Hometown

If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.

In order to get a good score, read the question carefully to see what you are expected to answer.

10. How to see the feedback
-As you click the left corner below "View Trait Feedback Analysis," you'll be able to see "Summary Grammar Errors." Criterion gives feedback on grammar, usage, mechanics, style, organization, and development, e.g., if you look at "grammar," you'll see a graph summarizing your grammar errors. If it indicates "fragment or missing comma," click on the green marked areas on the left-hand side. Then you'll see where you can find mistakes in your essay, as well as advice from Criterion.
-When you click "Print Combined Feedback" and click "Printer-Friendly Version," you'll be able to see feedback from different perspectives (e.g. mistakes in subject-verb agreement, mistakes in articles, etc.). You can also print these comments out.

Appendix C

TOEFL Criterion Survey for Intermediate Writing Class

The purpose of this survey is to find out how you felt about using Criterion in this class and how we can improve using Criterion in the future. Please answer all the questions.

1. TOEFL Criterion is _____ for improving my writing skills.

a. useful   b. somewhat useful   c. not very useful   d. not at all useful

Comments:

2. Did you agree with the evaluation score of your essay?

a. Very much agreed.   b. More or less agreed.   c. Didn't agree very much.

d. Didn't agree at all.

Comments:

3. How long did you spend for each assignment?

a. About 30 minutes.   b. About 40 minutes.   c. About 50 minutes.   d. An hour or more.

Comments:

4. The number of assignments (9 essay submissions) is:

a. too many   b. a little more than ideal   c. about right   d. a little fewer than ideal   e. too few

Comments:

5. Did you always look at the feedback after you finished your essays?

a. Always.   b. Sometimes.   c. Seldom.   d. Never.

Comments:

6. If you answered c. or d. above, circle the reason below.

a.The instructor's feedback was good enough.   b. I didn't have time.

c. Other:

7. What do you like about Criterion?

8. What don't you like about Criterion?

9. Write any other comments or suggestions about this class and EIC.