USING THE EDMODO PLATFORM IN THE DEVELOPMENT OF ACADEMIC WRITING

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INTRODUCTION

The current Edmodo Platform is a tool that contains many activities based on active techniques and further ideas for you to use in daily classes in order to develop the academic writing. Furthermore, it has been written with two aims in mind:

- To give teachers additional material that reinforce and extend the work during classes.
- To provide students a huge quantity extra writing practice.

Students at university need vocabulary and grammar input. Besides, develop the writing skill such as: punctuation, abbreviation, coherence, connectors, paragraphs, letter, email and essays. The activities in this platform is designed to help the students to do this, through Games, Presentations and Dramatizations that encourage students to talk about themselves. Thus,
write paragraphs and practice the kind of situations they are likely to encounter in real life.

The main purpose is to avoid the use of the mother tongue, instead of, students won’t be passive entities in teaching-learning process. The activities will be used depending on the number of hours that students receive English. Games have to be developed every class, other activities such as: write letters and essays will be useful in different classes that depends on the teacher decision, furthermore, dramatization activity could be performed twice in the scholar year, and one will be performed at the end of the first term and the other one at the end of the semester.

Each unit is collected of activities that involve English use:

- Games
- Connectors
- Paragraphs
- Structure of paragraphs
- Letter
- Email
- Essay
This platform focuses on providing some ideas to teachers about how to use the interactive didactic resource known as: Edmodo Platform. These resources are mainly used to create fun and interactive activities; reasons why this proposal has taken into consideration these tools to encourage teachers to use and strengthen academic writing. The teachers can design their own activities based on students’ needs and interests; not only teachers can benefit of this, but also students who enjoy using technological tools. The use of this technological tool will make students feel more identified with the reality they live outside the school.
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Edmodo Platform

The design of this guide is aimed to help students to improve Academic Writing through the Edmodo Platform and new ways to acquire new words without difficulty and entertaining, just like when they are at home doing homework or activities with their devices.

At the present, this interactive and fun Edmodo platform is a new way to teach and reinforce new words in order to develop the academic writing. The benefits can also go for teachers because they can design their own online activities and use them.

Edmodo is an educational technology tool offering communication, collaboration, and coaching tools. The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents. In order to take advantage of this platform, it is needed to sign in and
create an account in this web page: http://www.edmodo.com/. New users do not need to install any software in their computers. As soon as you do this step, people are free to browse this platform.

For this proposal three lesson plans have been designed to teach different topics; in each one of them there are activities that learners have to learn in order to enhance academic writing skills through the Edmodo Platform, as it is showed in this following illustration.
Lesson Plan
This platform is directed to teachers and students who can use these free and easy. One of the most relevant reasons is that teachers can create activities according to their students’ necessities.

Moreover, this proposal might establish a balance between learners’ university life and their life outside university in regards of the use of technology.

Currently, most of people have access to different educational platform like Moodle, Dokeos, Caroline and others. However, the Edmodo Platform is one of the best in order to develop and improve the academic writing. For instance, students and teachers are the ones who enjoy most of it. The integration of the Edmodo Platform with interactive didactic resource in the English class constitutes a way how to shorten the gap between the technology used in classrooms with the one used outside the university.
This proposal has been made as a solution to the problem found in this research. Students have a middle level in academic writing; as a result, they have difficulties to write short paragraphs, letters, emails and essays. They did not consider the punctuation, abbreviation, coherence and accuracy when they usually try to guess or they leave the space on blank in written activities. In addition, to this problem, the didactic material (book) is insufficient in case to write models of academic writing; affecting the teaching-learning process.

It is meaningful to use this platform by teachers and students to reach their unit goals and inspire students to create and improve academic writing. Learners can take out the potential of the processor to improve your writing skills in Edmodo Platform.

Edmodo Platform is a tool where the students can find resources to help you begin to learn how to write formal academic paragraph, structure of the paragraph and development of ideas of a paragraph in the English
Language through the following web site
http://lrs.ed.uiuc.edu/students/fwalters/toeflwrite.html
which is very useful and meaningful. Students are going
to learn and practice the rules of paragraph in this
site. They must make a click on the links on the menus
below to learn about different aspects of academic
paragraph writing.

Source: http://owll.massey.ac.nz/academic-writing/what-is-academic-writing.php
On the other hand, the following link http://owll.massey.ac.nz/academic-writing/what-is-academic-writing.php can help to understand Academic Writing. It is a skill that is required in many contexts throughout life. However, academic writing does many of the things that personal writing does not: it has its own set of rules and practices.

- These rules and practices may be organized around a formal order or structure in which to present ideas, in addition to ensuring that ideas are supported by author citations in the literature.
- In contrast to personal writing contexts, academic writing is different because it deals with the underlying theories and causes governing processes and practices in everyday life, as well as exploring alternative explanations for these events.
- Academic writing follows a particular ‘tone’ and adheres to traditional conventions of punctuation, grammar, and spelling.
Structure

Some kind of structure is required, such as a beginning, middle, and end. This simple structure is typical of an essay format, as well as other assignment writing tasks, which may not have a clearly articulated structure.

Academic writing structure

Typical university assignments follow a formal structure, which is often more formal than in personal writing.

Essays

- In the case of an essay, the introductory paragraph informs the reader about the nature of the topic, which is discussed and evaluated in the middle of the essay, also referred to as: the body.
- The introduction may also summarize very succinctly, in a sentence or two, your position on the issue, which is then elaborated on at length in the series of paragraphs that make up the essay's body.
• The final paragraph constitutes a conclusion in which you may summarize the overall points made.

• The concluding paragraph is also a good point at which to move the essay forward to touch on implications or future advancements surrounding the issues addressed.

Reports

• Another type of structure, common in university assignments is a report, often organized around the identification of problems or difficulties and corresponding solutions.

• Unlike most essays, a report is divided according to clearly labeled sections, such as “Introduction”, “Discussion”, “Conclusions”, and “Recommendations”.

• Further, unlike an essay, reports allow for bulleted points with respect to the conclusions and recommendation sections.
Abstract thought

Traditionally, academic topics have focused on abstract things, like ideas and concepts, these ones can not, necessarily, be given in a concrete or physical form.

Hence, while writing meeting minutes or covering letters of CVs draw on physical, practical, and functional tasks, academic writing is often more likely to concentrate in abstract processes and relationships. Yet, despite the abstract, non-material structure of some academic topics, you may be able to borrow concrete and physically oriented words to explain these abstract ideas and the relationships between them.

Academic tone

Like all varieties of writing, academic writing has its own tone, it dictates the choice of words and phrasing. Academic writing typically aims to be:

- Objective (e.g. using inclusive language)
- Concise
- Formal (e.g. avoiding slang, exclamation marks, contractions)

The tone of academic writing can also vary significantly depending on the subject-area and the academic discipline you are writing for.

The readings, textbook, and study guide of your course show you what tone is expected in the paper, so study their style carefully.

**The audience**

It is important to remember who you are writing for. Being conscious of academic tone suggests that you are aware of your audience and respect the formality.

When writing academically, you must target a more general audience than just your lecturer and/or marker. You should assume that your readers will be intelligent thinking people, but they may not be specifically informed of your topic. Do not presume that your reader knows all the terms and concepts associated with your work.
Punctuation and grammar

In academic writing you should always follow rules of punctuation and grammar, especially as the end-user or consumer of your writing, unlike a friend, is likely to be very different from you and will not always know to what you are referring. Therefore, it is vital that you are clear. Punctuation and the conventions of grammar are universally known systems (within English speaking cultures) that maintain clarity and avoid ambiguity in expression.
LESSON A: ABBREVIATION AND PUNCTUATION

ABBREVIATION

Aim: To identify the abbreviation through the reading comprehension in order to write correctly in different models of writing such as letters, emails or essays.
Age/ level: Intermediate and advanced
When to use: Before, during and after the reading
Developing skills: academic writing

Teacher preparation

- Introduce the strategy or main topic
- Choose text that students are going to use to introduce the post
- Prepare the main chart

Procedure

The teacher is going to post to the Edmodo platform the following link www.youtube.com/watch?v=5Ai2wBynBtA where students are going to use in the informal letter.
On the other hand, the teacher is going to post to Edmodo Platform the following link [https://www.youtube.com/watch?v=bjR6qMhdQGM](https://www.youtube.com/watch?v=bjR6qMhdQGM) in order to send SMS by cellphone.

![Video Link](https://www.youtube.com/watch?v=bjR6qMhdQGM)

After watching videos and received a feedback in class with the teacher all students are going to use them in a correct way to improve abbreviation in the task or homework.
Evaluation

This link
www.mhhe.com/socscience/english/langan/sentence_skills/exercises/ch20/p4ex1.htm is important for student in order to know about their progress.

Conclusion

All these videos and exercises are going to increase the academic writing in students. Besides they have been enjoying the topic with their classmates.

PUNCTUATION

**Aim:** To recognize the punctuation through videos comprehension in order to write correctly in different models of writing such as letters, emails or essays.
**Age/ level:** Intermediate and advanced  

**When to use:** Before, during and after the reading  

**Developing skills:** academic writing  

**Teacher preparation**  

- Introduce the strategy or main topic  
- Choose the text that students are going to use to introduce the post  
- Prepare the main chart  

**Procedure**  

The teacher is going to post to the Edmodo platform the following link [http://www.learnenglish-online.com/writing/punctuation.html#sthash.DKdbtTOH.dpuf](http://www.learnenglish-online.com/writing/punctuation.html#sthash.DKdbtTOH.dpuf) where students are going to use in the informal letter.
Punctuation is an important part of writing in English. Would you like to be a better writer? You can do that by learning punctuation rules and testing yourself how to apply them. To begin, click on the links below to see the different topics.

- Apostrophes
- Colons
- Commas
- Periods
- Question marks
- Semicolon
Evaluation

Learn English-online has lessons and tests to help you with your punctuation. It has 10 questions about multiple choice where students can practice the topic.

Conclusion

All these videos and exercises are going to widen the academic writing in students. Besides, they have been enjoying the topic with their classmates.
LESSON B: CONNECTORS

**Aim:** To recognize connectors through comprehension task in order to write clearly and understandable.

<table>
<thead>
<tr>
<th>Age/ level:</th>
<th>Intermediate and advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When to use:</strong></td>
<td>Before, during and after the reading</td>
</tr>
<tr>
<td><strong>Developing skills:</strong></td>
<td>academic writing</td>
</tr>
</tbody>
</table>

**Teacher preparation**

- Introduce the strategy or main topic
- Choose the text that students are going to introduce the post
- Prepare the main chart
Procedure

The teacher is going to post to the Edmodo platform the following link

https://www.youtube.com/watch?v=nX8N9RiGCZg

in order to learn the connectors where students are going to use in formal or informal letter, an email and essay.

Besides the teacher can post the following link

http://www.mdc.edu/Kendall/collegeprep/documents2/T RANSITIONAL%20WORDS%20AND%20PHRASES revised815.pdf

where students have additional information in order to learn in an interactive form?
Evaluation

After check the framework the teacher is going to post the link
http://www.mdc.edu/Kendall/collegeprep/documents2/T
RANSITIONAL%20WORDS%20AND%20PHRASESr
evised815.pdf with the purpose to assess the student about
connectors.
TRANSITIONAL WORDS AND PHRASES SHOWING RELATIONSHIPS WITHIN AND BETWEEN SENTENCES

EXERCISE 1. Circle the letter that correctly identifies the nature of the underlined transition in each of the following sentences.

1. A water main downtown broke this morning, so several businesses had no water for hours.
   a. addition
   b. time
   c. comparison
   d. cause and effect

2. Even though most Americans are primarily concerned about AIDS as it exists in the U.S., it should be remembered that it is now nearly a worldwide disease.
   a. addition
   b. time
   c. contrast
   d. comparison

3. Larry will probably be a late bloomer socially, just like his older brothers.
   a. time
   b. contrast
   c. comparison
   d. cause and effect

4. There are ways you can make boring tasks more pleasant. For instance, bring a portable radio and listen to music on the headphones while you work.
   a. contrast
   b. comparison
   c. illustration/example
   d. cause and effect

5. The lazy checkout clerk forced the six-pack of cola into the bottom of the bag, tearing it. Then she shrugged her shoulders and said, “I guess you’ll have to carry the bag from the bottom.”
   a. time
   b. contrast
   c. comparison
   d. illustration/example
Conclusion

All these exercises and framework are going to rise the academic writing in students. Besides they have been enjoying the topic with their classmates.

LESSON C: COHERENCE

**Aim:** To write with coherence through interactive activities in the Edmodo Platform in order that the reader can understand all the things the students have written.
**Age/ level:** Intermediate and advanced  
**When to use:** Before, during and after the reading  
**Developing skills:** academic writing

### Teacher preparation

- Introduce the strategy or main topic
- Choose text that students are going to introduce for post
- Prepare the main chart

### Procedure

The teacher is going to post to the Edmodo Platform the following link  
[https://www.youtube.com/watch?v=43AlGwz1Aq0](https://www.youtube.com/watch?v=43AlGwz1Aq0)  
where the students should watch it in order to understand the theme. All these activities have to be send by email or assigned in the platforms
Moreover, students have this web site http://lrs.ed.uiuc.edu/students/fwalter/cohere.html#minor where they can study the theoretical framework.
Evaluation

The teacher is going to post the link http://aeo.sllf.qmul.ac.uk/Files/Cohesion/Cohesion.html where the students fill in the test about coherence.

Conclusion

All these exercises and framework are going to elevate the academic writing in students. Besides they have been appreciated the topic with their peers.
UNIT 2
WRITING PROCESS

LESSON A: PARAGRAPH

Aim: To write paragraphs through collaborative activities in Edmodo Platform with the purpose that the reader can understand all the things that the student have written.

Age/ level: Intermediate and advanced
When to use: Before, during and after the reading
Developing skills: academic writing

Teacher preparation
• Introduce the strategy or main topic
• Choose text that students are going to introduce the post
• Prepare the main chart

Procedure

In many languages, the fundamental unit of composition is the paragraph. A paragraph consists of several sentences that are grouped together. This group of sentences together discuss one main subject. In U.S. formal academic English, paragraphs have three principal parts. These three parts are the topic sentence, body sentences, and the concluding sentence. We will also talk briefly about details in paragraphs.

Types of paragraphs
Some TOEFL writing topics will ask you to consider the relationship between two things, for example, your hometown (that is, the town where you were born or grew up) and your university town. Such topics may allow you to organize your essay either around the similarities between these two subtopics (for example, between your hometown and your university town) or around the differences between them. If you write about the similarities, the essay will be a comparison essay. On the other hand, if you want to write about the differences, your essay will be a contrast essay.

This lesson will show you some ways in which you can structure sentences to write a comparison or contrast paragraph. We will first look at comparison paragraphs and then briefly look at contrast paragraphs.

**Comparison paragraphs organized by similar points**

Consider the following paragraph:
My hometown and my college town have several things in common. First, both are small rural communities. For example, my hometown, Gridlock, has a population of only about 10,000 people. Similarly, my college town, Subnormal, consists of about 11,000 local residents. This population swells to 15,000 people when the college students are attending classes. A second way in which these two towns are similar is that they are both located in rural areas. Gridlock is surrounded by many acres of farmland which is devoted mainly to growing corn and soybeans. In the same way, Subnormal lies in the center of farmland which is used to raise hogs and cattle...

(Note: The four dots [..] at the end of this paragraph mean that the paragraph contains more sentences that are not shown here.)

The passage above is from a comparison paragraph that is, a paragraph which discusses the similarities
between two subtopics. Notice how the ideas in this paragraph are organized. As usual, the topic sentence is at the beginning of the paragraph. After that, the text continues by discussing one point of similarity between the towns of Gridlock and Subnormal, namely, their small population. Specific details are given to support the statement that "both are small rural communities." Following this, the paragraph briefly discusses a second point of similarity between the two towns, that is, their geographic surroundings. Here, the paragraph also gives supporting details to illustrate their similarity, namely, that they are "both located in rural areas."

As you can see, therefore, this comparison paragraph is structured (organized) according to the points of similarity between the two towns. This particular paragraph discusses only two points of similarity, but of course we can imagine a paragraph that gives three, four, or even more points of similarity. This paragraph, for example, might continue in this way:
Thirdly, both of these towns are similar in that both contain college campuses. Gridlock, for example, is home to Neutron College, which is famous for its Agricultural Economics program as well as for its annual Corn-Watching Festival. Likewise, the town of Subnormal boasts the beautiful campus of Quark College, which is well known for its Agricultural Engineering department and also for its yearly Hog-Calling Contest.

We can place the points of similarity and their supporting details in a table in order to see more clearly how this short paragraph is organized:

Comparison Paragraph -- Organized by Similar Points

<table>
<thead>
<tr>
<th>TOPIC SENTENCE</th>
<th>My (a) hometown and (b) college town are similar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POINT #1</td>
<td>Both are small rural communities.</td>
</tr>
</tbody>
</table>

40
| POINT #2 | Both are located in rural areas. |
| DETAILS (a) | Gridlock is surrounded by many acres of farmland.  
• This farmland is devoted to growing corn.  
• The land is also used to grow soybeans. |
| DETAILS (b) | Subnormal is in the center of land used for raising hogs.  
• This land is also used to raise cattle. |
| POINT #3 | Both towns contain college campuses. |
| DETAILS (a) | Gridlock is home to Neutron College.  
• This college is famous for its Agricultural Economics program. |
Contrast Paragraphs

As mentioned before, a contrast paragraph discusses the differences between (at least) two things. You can organize contrast paragraphs in much the same way that you can organize the comparison ones. That is, you may settle down them either according to points of similarity or according to subtopic. Here is an example of such a paragraph organized by subtopic. Notice the contrastive expressions in bold letters:

Even though Arizona and Rhode Island are both states of the U.S., they are strikingly...
different in many ways. For example, the physical size of each state is different. Arizona is large, having an area of 114,000 square miles, whereas Rhode Island is only about a tenth the size, having an area of only 1,214 square miles. Another difference is in the size of the population of each state. Arizona has about four million people living in it, but Rhode Island has less than one million. The two states also differ in the kinds of natural environments that each has. For example, Arizona is a very dry state, consisting of large desert areas that do not receive much rainfall every year. However, Rhode Island is located in a temperate zone and receives an average of 44 inches of rain per year. In addition, while Arizona is a landlocked state and thus has no seashore, Rhode Island lies on the Atlantic Ocean and does have a significant coastline.

Here are some contrast conjunctions that you can use:
### Short Conjunctions

- However,
- In contrast,
- By contrast,
- ..., but
- ..., yet

### Subordinating Conjunctions

- On the other hand,
- even though + [sentence]
- although + [sentence]
- whereas + [sentence]
- unlike + [sentence]
- while + [sentence]
- nevertheless,

---

**EVALUATION: EXERCISE 1**

The following link can help to the teacher to send as evaluation or homework and will post to Edmodo Platform.

http://lrs.ed.uiuc.edu/students/fwalters/compcontEx1a.html
Comparison and Contrast: Exercise #1

In the paragraph type an appropriate conjunction from those shown below. Check your answer. Then click on Reset and try another conjunction. Finally, click on Next to continue finishing the paragraph.

however   likewise   another difference   similarly   whereas   also   while
but       or the other hand

Even though Arizona and Rhode Island are both states of the U.S., they are different in many ways. For example, the physical size of each state is different. Arizona is large, having an area of 114,000 square miles, ________ Rhode Island is only about a tenth the size, having an area of only 1,214 square miles. ________ is in the size of the population of each state. Arizona has about four million people living in it, ________ Rhode Island has less than one million. The two states also differ in the kinds of natural environments that each has. For example, Arizona is a very dry state, consisting of large desert areas that do not receive much rainfall every year. ________ Rhode Island is located in a temperate zone and receives an average of 44 inches of rain per year. In addition, ________ Arizona is a landlocked state and thus has no seashore, Rhode Island lies on the Atlantic Ocean and does have a significant coastline.
ANSWER

EXERCISE 2
Cause and Effect Paragraphs

The second type of paragraph is about Cause and Effect paragraphs. The following link http://lrs.ed.uiuc.edu/students/fwalters/cause.html the teacher is going to post to Edmodo Platform in order to practice in the application in task.
Sometimes, assigned topics on the written portion of the TOEFL ask you to explain the reasons or **causes** of something. Other topics will ask you to discuss the results or **effects** of some cause. Here is an example of a writing topic asking for causes of a particular phenomenon (Note: this is **not** an actual TOEFL topic, but it is similar to one that **may** appear on a specific administration of the TOEFL):

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. Explain the causes of this phenomenon.

Be sure to give specific details and reasons in your explanation.

Cause/effect paragraphs generally follow basic paragraph format. That is, they begin with a **topic sentence** and this sentence is followed by **specific supporting details**. (Click **here** if you wish to review Lesson 1, "Basic Paragraph Structure.") For example, if
the topic sentence introduces an **effect**, the supporting sentences all describe causes. Here is an example:

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more
interesting than life on the farm, and therefore drew them away from rural communities.

Notice how each supporting sentence is a cause that explains the effect mentioned in the topic sentence. In the chart below are the main ideas of the above paragraph, to help you understand the relationships better.

<table>
<thead>
<tr>
<th>EFFECT (Topic Sentence)</th>
<th>CAUSES (Supporting Sentences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cities have grown very large. [There are several reasons for this.]</td>
<td>Factory jobs attracted people.</td>
</tr>
<tr>
<td>(Cities have grown very large.)</td>
<td>Better schools attracted families to move to the city.</td>
</tr>
<tr>
<td>(Cities have grown very large.)</td>
<td>Places of leisure, entertainment, and culture made city life appear more interesting.</td>
</tr>
</tbody>
</table>
Notice also how the topic sentence is followed by the "focusing" or "prediction" sentence, *there are several reasons for this*. Such sentences help the reader anticipate the organization of the paragraph or essay.

**Cause and Effect Conjunctions**

Here are some common conjunctions that can be used to express cause and effect:

<table>
<thead>
<tr>
<th>Since</th>
<th>as a result</th>
<th>because of + noun phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because</td>
<td>Therefore</td>
<td>due to + noun phrase</td>
</tr>
<tr>
<td>Consequently</td>
<td>for this reason</td>
<td>So</td>
</tr>
</tbody>
</table>
There are two things you must be careful of when using these conjunctions. First, you must order the cause and the effect correctly. For example, in the sentence.

*Sally closed the window because the weather outside was cold.*

The **CAUSE** is the fact that the room was cold, and the **EFFECT** is Sally's closing the window. The conjunction *because* is placed in the correct position here, which is right before the cause. Similarly, in the sentence

*Because the weather outside was cold, Sally closed the window.*

The conjunction *because* is correctly placed before the part of the sentence that expresses the cause, even though the subordinate clause *because the room was cold* is now at the beginning of the sentence. (Note that the first letter
of the conjunction is now capitalized.) However, in this sentence:

??The weather outside was cold because Sally closed the window.

Even though it is grammatical, it does not make sense because a person's opening or closing a window does not influence the weather.

Second, you should be careful when using commas. Conjunctions such as therefore, consequently, as a result, and for this reason are usually followed by a comma, as in these examples:


The weather was cold; therefore, Sally closed the window.

The weather was cold. Therefore, Sally put on her coat.
The weather was cold. Consequently, Sally put on her scarf.

A blizzard hit the town. As a result, the schools were closed.

The adverbial clause conjunctions *since* and *because* are exceptions. These are attached directly at the beginning of CAUSE-sentence without a comma, as in the example above, *because the weather outside was cold, Sally closed the window.* The comma here is placed at the end of the subordinate clause.

The coordinating conjunction *so* is also different from the ones above. This conjunction has a comma **before** it, as in this sentence:

*The weather was warm, so Jim turned on the air conditioner.*

However, in formal academic writing, *so may not be
used at the beginning of a sentence (although you will often see it in informal writing):

![Image of TOEFL Prep Writing Practice Site]

**EVALUATION**

The next following is going to post to the Edmodo Platform in order to evaluate the students according to framework.
Exercise 1.

Combine the pair of sentences below into ONE sentence, using appropriate cause or effect transitions from the list at the bottom. Press the "Check Your Answer Below" button to see how well you did. Then Reset, and try to combine the sentences with another transition. Click on the right arrow at the bottom to see another pair of sentences.
Exercise 2

<table>
<thead>
<tr>
<th>due</th>
<th>to</th>
<th>because</th>
<th>therefore</th>
<th>consequently</th>
<th>so</th>
<th>since</th>
<th>because of</th>
<th>but</th>
</tr>
</thead>
</table>

Alvin missed the bus. He woke up late.

TYPE your answer here: ____________________________________________

Exercise 3.

<table>
<thead>
<tr>
<th>due</th>
<th>to</th>
<th>because</th>
<th>therefore</th>
<th>consequently</th>
<th>so</th>
<th>since</th>
<th>because of</th>
<th>but</th>
</tr>
</thead>
</table>

My brother does not sleep very well. The neighborhood is noisy.

TYPE your answer here: ____________________________________________

The following link http://lrs.ed.uiuc.edu/students/fwalters/paraeval1.html is going to be used by the teacher in order to apply in class.
Finding Errors in Cause/Effect Paragraphs: Exercise #2a

Read the paragraph below. Click on the button which contains an error in the use of cause/effect conjunctions.

There are several possible reasons why my father is in excellent health, even though he is over eighty years of age. For one thing, he is in excellent condition because he has stopped smoking cigarettes. He quit smoking cigarettes because of whenever he climbed stairs he would invariably stop several times and cough loudly. His good health is also because his cutting down on the wrong kinds of foods. For example, whereas before he would eat fatty red meat and deep-fried dishes several times a week, nowadays he seldom does so. He has more energy as a result. He is also in good physical shape as a consequence of his devotion to exercise. He swims three times a week at the local gym, and on sunny days he prefers to walk home rather than take the bus. So, my father is in better shape than some of his children are!

Finding Errors in Cause/Effect Paragraphs: Exercise #2b

Read the paragraph below. Click on the button which contains an error in the use of cause/effect expressions.

The invention of the rocket has sometimes had negative effects on human society. For example, these devices have been used in warfare. Due to people have sometimes been killed en masse. Rocket technology has improved with time, so rocket engines have come to possess greater range. Conceivably, deadly "warheads" can therefore be sent to reach targets far away from the launch site. Recently, as a result the development of nuclear power, a rocket with a nuclear warhead can be the result of the deaths of millions of people in a few moments. Tens of millions more can possibly die due to the spread of radioactive fallout from a single explosion.
Conclusion

These web sites are very meaningful and useful for students in order to improve the academic writing when they are going to write paragraphs.
Aim: To write paragraphs with the correct structure through collaborative activities in Edmodo Platform with the purpose that the reader can understand all the things students have written.
Age/ level: Intermediate and advanced

When to use: Before, during and after the reading

Developing skills: academic writing

Teacher preparation

- Introduce the strategy or main topic
- Choose one text that students are going to introduce the post
- Prepare the main chart

Procedure

The Topic Sentence

A topic sentence usually comes at the beginning of a paragraph; that is, it is usually the first sentence in a formal academic paragraph. (Sometimes this is not true, but as you practice writing with this online lesson site, please attached to this rule unless you are instructed otherwise.) Not only is a topic sentence the first sentence of a paragraph, but, more importantly, it is the most general sentence in a paragraph. What does "most general" mean? It stands for that there are not many
details in the sentence, but that the sentence introduces an overall idea that you want to discuss later in the paragraph.

For example, suppose that you want to write a paragraph about the natural landmarks of your hometown. The first part of your paragraph might look like this:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.

(Notice how the first sentence begins with "My hometown..." a few spaces to the right of the paragraph edge. This is an indentation. All paragraphs in English GMUST begin with an indentation.)

Note how the first sentence, my hometown, Wheaton, is famous for several amazing geographical features, is the most general statement. This sentence is different from the two sentences that follow it, since the second and third
sentences mention specific details about the town's geography, and are not general statements.

Here are some examples of sentences that cannot be used as topic sentences. Can you figure out why they are inappropriate?

1. My hometown is famous because it is located by Wheaton River, which is very wide, and because it is built near an unusually steep hill called Wheaton Hill.
2. There are two reasons why some people like to buy cars with automatic transmission and two reasons why others like cars with manual transmission.
3. Clouds are white.

The problem with sentence #1 is that it contains too many details. Topic sentences are general, and details should appear later in the paragraph. A better topic sentence would be like the one mentioned above, my hometown is famous for several amazing geographical features.
Sentence #2 is not appropriate as a topic sentence because it mentions two topics, not just one. Paragraphs are usually about one main thing and so their topic sentences should also be about only one main thing.

The problem with sentence #3 is that it is too general. Do not judge! Would you like to read a paragraph with this topic sentence? Most people would not.

We can rewrite sentences #2 and #3 in the following ways to make it better:

- There are two reasons why some people like to buy cars with automatic transmission.

  OR (in a different paragraph):

  - There are two reasons why some people like cars with manual transmission.

  - The shapes of clouds are determined by various factors.
Supporting Sentences

Consider again the above-mentioned, short paragraph:

My hometown, Wheaton, is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.

(Again, note how this paragraph is indented on the first line, about five or seven spaces in from the left-hand edge of the paragraph. Always remember to indent your paragraphs!)

When a reader reads a topic sentence, such as my hometown, Wheaton, is famous for several amazing natural features, a question should usually appear in the reader's mind. In this case, the question should be like, "What are the natural features that make Wheaton famous?" The reader should then expect that the rest of the paragraph will give an answer to this question.
Now look at the sentences after the topic sentence. We can see that the second sentence in the paragraph, *First, it is noted for the Wheaton River, which is very wide and beautiful*, indeed gives an answer to this question. That is, the second sentence gives some explanation for the fact that Wheaton is a famous town. Similarly, we can see that the third sentence also gives some explanation for the fact that Wheaton is famous by giving another example of an "amazing natural feature," in this case, Wheaton Hill.

The second and third sentences are called supporting sentences. They are called "supporting" because they "support," or explain, the idea expressed in the topic sentence. Of course, paragraphs in English often have more than two supporting ideas. The paragraph above is actually a very short paragraph. At minimum, you should have at least five to seven sentences in your paragraph. Here we can see our paragraph about Wheaton with a few more supporting sentences in bold font:
In this lesson, we will talk about supporting sentences again in the section, "Details in Paragraphs," below.

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old.
The Conclusion Sentence

In formal paragraphs you will sometimes see a sentence at the end of the paragraph which summarizes the information that has been presented. This is the concluding sentence. You can think of a concluding sentence as a sort of topic sentence in reverse.

You can understand concluding sentences with this example. Consider a hamburger that you can buy at a fast-food restaurant.* A hamburger has a top bun (a kind of
bread), meat, cheese, lettuce, and other elements in the middle of the hamburger, and a bottom bun. Note how the top bun and the bottom bun are very similar. The top bun, in a way, is like a topic sentence, and the bottom bun is like the concluding sentence. Both buns "hold" the meat, onions, and so on. Similarly, the topic sentence and concluding sentence "hold" the supporting sentences in the paragraph. Let's see how a concluding sentence (in bold font) might look in our sample paragraph about Wheaton:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

Notice how the concluding sentence, these three landmarks are truly amazing and make my hometown a
famous place, summarizes the information in the paragraph. Notice also how the concluding sentence is similar to, but not exactly the same as, the topic sentence.

Not all academic paragraphs contain concluding sentences, especially if the paragraph is very short. However, if your paragraph is very long, it is a good idea to use a concluding sentence.

**Details in Paragraphs**

The short paragraph in this lesson is a fairly complete paragraph, but it lacks details. Whenever possible, you should include enough details in your paragraphs to help your reader understand exactly what you are writing about. In the paragraph about Wheaton, three natural landmarks are mentioned, but we do not know very much about them. For example, we could add a sentence or two about Wheaton river concerning HOW wide it is or WHY it is beautiful. Consider this revision (and note the additional details in **bold**):
My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. **On either side of this river, which is 175 feet wide, are many willow trees which have long branches that can move gracefully in the wind.** In autumn the leaves of these trees fall and cover the riverbanks like **golden snow.** Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. **Even though it is steep, climbing this hill is not dangerous, because there are some firm rocks along the sides that can be used as stairs.** There are no trees around this hill, so it stands clearly against the sky and can be seen from many miles away. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

If we wished, we could also add more details to the paragraph to describe the third natural feature of the area, the Big Old Tree.
Why are details important? Consider the example of the hamburger, mentioned above.* If the hamburger buns are the topic and concluding sentences, then the meat, the cheese, the lettuce, and so on are the supporting details. Without the food between the hamburger buns, your hamburger would not be very delicious! Similarly, without supporting details, your paragraph would not be very interesting.

A Note on Formality. In addition to having a particular kind of structure, academic paragraphs (and multi-paragraph essays, which will be topic of another lesson) are different from "ordinary writing" (such as letter writing) in that certain kinds of expressions are not permitted. For example, in formal essays, you should not use contractions such as don't or aren't. Instead, you should write out the words in full, for example, do not and are not.

Also, in formal essays you should avoid the first and second person. That is, do not use the pronouns I or you. The pronouns we and us are sometimes used in
formal essays in some major fields, but in general you
should not use these unless you are certain that they are
customary in your field and/or your professor allows
them. It is safer simply to use the third person.

<table>
<thead>
<tr>
<th>TOO INFORMAL (Do not use)</th>
<th>ACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>don't</td>
<td>do not</td>
</tr>
<tr>
<td>doesn't</td>
<td>does not</td>
</tr>
<tr>
<td>aren't</td>
<td>are not</td>
</tr>
<tr>
<td>weren't</td>
<td>we’re not</td>
</tr>
<tr>
<td>can't</td>
<td>Cannot</td>
</tr>
<tr>
<td>couldn't</td>
<td>could not</td>
</tr>
<tr>
<td>won't</td>
<td>will not</td>
</tr>
</tbody>
</table>

**Evaluation**

The teacher is going to post to Edmodo platform the
following link
http://jjc.jjay.cuny.edu/erc/writing/structure/exmenu_structure.php where students have to fill in in order to assess their progress.

**Conclusion**

These exercises are meaningful and useful in order to develop the academic writing. The teacher is going to put in the calendar the evaluation and the homework.
LEsson C: Development Ideas

Aim: To develop ideas in a paragraph through collaborative activities in Edmodo Platform with the purpose that the reader can understand all the things that students have written.

Age/ level: Intermediate and advanced

When to use: Before, during and after the reading

Developing skills: academic writing

Teacher preparation

• Introduce the strategy or main topic
• Choose text that students are going to introduce the post
• Prepare the main chart
Preparation

The teacher is going to post in the Edmodo platform the link about how to develop ideas in a paragraph for example

https://www.youtube.com/watch?v=-NYFlFgrQog
Moreover, if the teacher thinks that this topic is a bit hard to understand. He posts another video in order to clarify the theme with the students. This web sites can be easy for them. For example https://www.youtube.com/watch?v=hXzrreFPbxs

Evaluation

The teacher is going to post to the Edmodo platform the following link http://www.buowl.boun.edu.tr/students/Paragraph%20Writing%20Exercises.htm#Development_of_the_ideas where the students complete the exercise and tell him any
Issue in the message application of the platform.

Conclusion

These videos and exercise are going to help the students to increase the academic writing if they watch and do the assessment.
UNIT 3
STYLES OF WRITING
LESSON A: LETTER

Aim: To write formal or informal letter through collaborative activities in Edmodo Platform with the purpose that the reader can understand all the things the students have written.

Age/ level: Intermediate and advanced
When to use: Before, during and after the reading
Developing skills: academic writing

Teacher preparation

- Introduce the strategy or main topic
- Choose the text that students are going to introduce the post.
- Prepare the main chart.
Procedure

The teacher is going to post to Edmodo platform the link about how to develop ideas in a paragraph for example https://www.youtube.com/watch?v=PgwmAUJx248&spf reload=10

In addition, the students can check the framework in the link

https://owl.english.purdue.edu/owl/resource/653/01/
that the teacher is going to post to Edmodo Platform.

The teacher is going to carry the book about FCE exams and choose the page 65 in order to practice how to write a letter.
WRITE A LETTER

You have received a letter from a friend in an English-speaking country, telling you what they did in the summer holiday. Write a letter back telling them what you did in the holidays. Write 60-80 words. (10 pts)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Conclusion

This topic is very useful when students are going to take an international exam.
LESSON B: EMAIL

Aim: To write an email through shared activities in Edmodo Platform so the reader can understand all the things the students have written.

Age/ level: Intermediate and advanced

When to use: Before, during and after the reading

Developing skills: academic writing

Teacher preparation

- Introduce the strategy or main topic
- Choose text that students are going to introduce the post
- Prepare the main chart
Procedure

The teacher is going to post to Edmodo platform the link about how to write an email for example https://www.youtube.com/watch?v=vhMt-KYSiDA where they will watch the video and understand in a better way.

Moreover students can practice the theoretical framework in the next link
in order to write a perfect email.

Evaluation

The Students are going to receive a message about how to write an email through the link https://elt.oup.com/student/businessoneone/int/a_emailpractice/?cc=us&selLanguage=en where they have to choose the answer according to each one. In this link, students are going to do 5 exercises.
Conclusion

Students are going to study how to write a good email through different activities with the purpose to overcome the future troubles academic writing.
LESSON C: ESSAY

**Aim:** To develop a good essay through collaborative activities in Edmodo Platform with the purpose that the reader can understand all the things that students have written.

**Age/ level:** Intermediate and advanced

**When to use:** Before, during and after the reading

**Developing skills:** academic writing

**Teacher preparation**

- Introduce the strategy or main topic
- Choose text that students are going to introduce the post
- Prepare the main chart
Procedure

The teacher is going to post to Edmodo platform the link about how to write a good essay for example https://www.youtube.com/watch?v=p1KbANXoWlo

Besides the students will get more information in the next web site that it is very relevant if somebody wants to learn
How to write a good essay. For example https://owl.english.purdue.edu/owl/resource/685/1/

Evaluation

This link is meaningful for the students because they can write essays in an easy way in order to improve the academic writing dexterity. For example http://www.eslflow.com/Writing-essay-topic-sentences.html
Conclusion

To write an essay is very important when students are going to take international exams like FCE, CAE or IELTS. For that reason it is useful to study this topic.
**LETTER RUBRIC**

Objective: Evaluate the steps how to write a letter in order to communicate in polite form.

Instructions: Carefully read each of the criteria listed below and rate them according to the scale presented.

<table>
<thead>
<tr>
<th>Letter Rubric</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Norms</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format is correct, including your address, date, inside address, salutation, body, closing, and signature.</td>
<td>Excellent</td>
<td>One of the following parts is incorrectly formatted: your address, date, inside address, salutation, body, closing, and signature.</td>
<td>Satisfactory</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td><strong>Body (Content)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body includes at least three complete paragraphs. A clear purpose is clearly stated and conveyed to the reader.</td>
<td>Excellent</td>
<td>Missing one component from the following: at least three complete paragraphs, clearly stated purpose</td>
<td>Satisfactory</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Grammar and Spelling are correct.</td>
<td>Excellent</td>
<td>Grammar and/or spelling errors are minimal (+2 points).</td>
<td>Satisfactory</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td><strong>Language/Audience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language is formal and appropriate.</td>
<td>Excellent</td>
<td>One word is not appropriate for the audience.</td>
<td>Satisfactory</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td><strong>Conciseness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The letter is free of redundant and/or superfluous wording.</td>
<td>Excellent</td>
<td>The letter contains no more than two cases of redundant and/or superfluous wording</td>
<td>Satisfactory</td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

Score: / 10

**Email Rubric**

**Objective:** Evaluate the steps how to write an email in order to communicate in formal way.

**Instructions:** Carefully read each of the criteria listed below and rate them according to the scale presented.

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Score: / 10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Email Rubric</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Good</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Line</strong></td>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
<td>Good</td>
<td>Excellent</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>No subject line included with email.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar &amp; Spelling</strong></td>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
<td>Good</td>
<td>Excellent</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>The message contains more than 4 errors in grammar, punctuation, and/or spelling and/or contains sentence fragments or run-on sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ideas</strong></td>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
<td>Good</td>
<td>Excellent</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>The email tended to be a collection of scattered sentences. It was very difficult to figure out what the letter was about.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formality</strong></td>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
<td>Good</td>
<td>Excellent</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>There are four or more errors in formal word choice. The letter is rather informal for the audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Closing &amp; Signature</strong></td>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
<td>Good</td>
<td>Excellent</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>No complimentary closing or signature included in the email.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
# INSTITUTO DE POSGRADO
# MAESTRÍA EN LINGÜÍSTICA Y DIDÁCTICA EN LA ENSEñANZA DE IDIOMAS EXTRANJEROS

## EMAIL RUBRIC

**Objective:** Evaluate the steps how to write an email in order to communicate in formal way.

**Instructions:** Carefully read each of the criteria listed below and rate them according to the scale presented.

<table>
<thead>
<tr>
<th>Student name: ____________________________</th>
<th>Score: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email Rubric</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Line</strong></td>
<td>No Subject Line included with email.</td>
<td>Needs Improvement</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td><strong>Grammar &amp; Spelling</strong></td>
<td>The message contains more than 4 errors in grammar, punctuation, and/or spelling and/or contains incorrect fragments or non-English words.</td>
<td>Needs Improvement</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td><strong>Ideas</strong></td>
<td>The email seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</td>
<td>Needs Improvement</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td><strong>Syntax</strong></td>
<td>There are four or more errors in formal word choice. This letter is rather informal for the audience.</td>
<td>Needs Improvement</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td><strong>Closing &amp; Signature</strong></td>
<td>No complimentary closing or signature included in the email.</td>
<td>Needs Improvement</td>
<td>Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Source: [http://www.rampus.com/rubricshow.cfm?code=255339&ap=true]
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Fulbright Commission, English Teaching Program, Level III
problema de Enseñanza del inglés, El uso de Herramientas Digitales en los Cursos Universitarios de inglés. México.

Net grafía

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- [https://owl.english.purdue.edu/owl/section/1/6/](https://owl.english.purdue.edu/owl/section/1/6/)
- [https://owl.english.purdue.edu/engagement/2/1/29/](https://owl.english.purdue.edu/engagement/2/1/29/)
- [http://lrs.ed.uiuc.edu/students/fwalters/toeflwrite.html](http://lrs.ed.uiuc.edu/students/fwalters/toeflwrite.html)
- [https://elt.oup.com/student/businessoneone/int/a_emailpractice/?cc=us&selLanguage=en](https://elt.oup.com/student/businessoneone/int/a_emailpractice/?cc=us&selLanguage=en)
- [https://elt.oup.com/student/businessoneone/int/a_emailpractice/?cc=us&selLanguage=en](https://elt.oup.com/student/businessoneone/int/a_emailpractice/?cc=us&selLanguage=en)
- [http://jjc.jjay.cuny.edu/erc/writing/structure/exmenu_structure.php](http://jjc.jjay.cuny.edu/erc/writing/structure/exmenu_structure.php)
- [http://lrs.ed.uiuc.edu/students/fwalters/toeflwrite.html](http://lrs.ed.uiuc.edu/students/fwalters/toeflwrite.html)
- [https://owl.english.purdue.edu/owl/resource/606/0/](https://owl.english.purdue.edu/owl/resource/606/0/)
- https://www.youtube.com/watch?v=-NYFIIFgrQog
- https://tecnologia-educativa-ucr.wikispaces.com/QU%C3%89%20ESCRITURA%20ACADEMICA%20TRABAJOCOLABORATIVO
- http://aeo.sllf.qmul.ac.uk/Files/Cohesion/Cohesion.html
- Watch the video about abbreviation, afterward answer the quiz by online. It es the websites: www.engVid.com.

- https://uvadoc.uva.es/bitstream/10324/3415/1/TFMG%20140.pdf
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