

Empowering English Learners for Impromptu Essay Writing

Xiaoqi Wang (*xiaoqi.wang@my.uwrf.edu*)
Douglas Margolis (*douglas.margolis@uwrf.edu*)

University of Wisconsin-River Falls
WITESOL 2016 Conference

Fluency Building Activities

Journal Assignment Instructions

1. Purchase a composition book for keeping a journal.
2. Bring your journal to class every day.
3. Write at least two full pages every day.
4. Once you begin writing your daily topic, don't stop until you finish the two full pages.
5. Don't worry about grammar and spelling when writing your journal, just focus on conveying your ideas in English.
6. If you don't know the appropriate English word, use your mother tongue word, but think in English, don't translate from your mother tongue.
7. After finishing your daily writing, look up words that you needed to know.
8. You can write about any topic. Some of the following topics can be used if you can't come up with an idea. [A list of writing prompts was included with these instructions.]

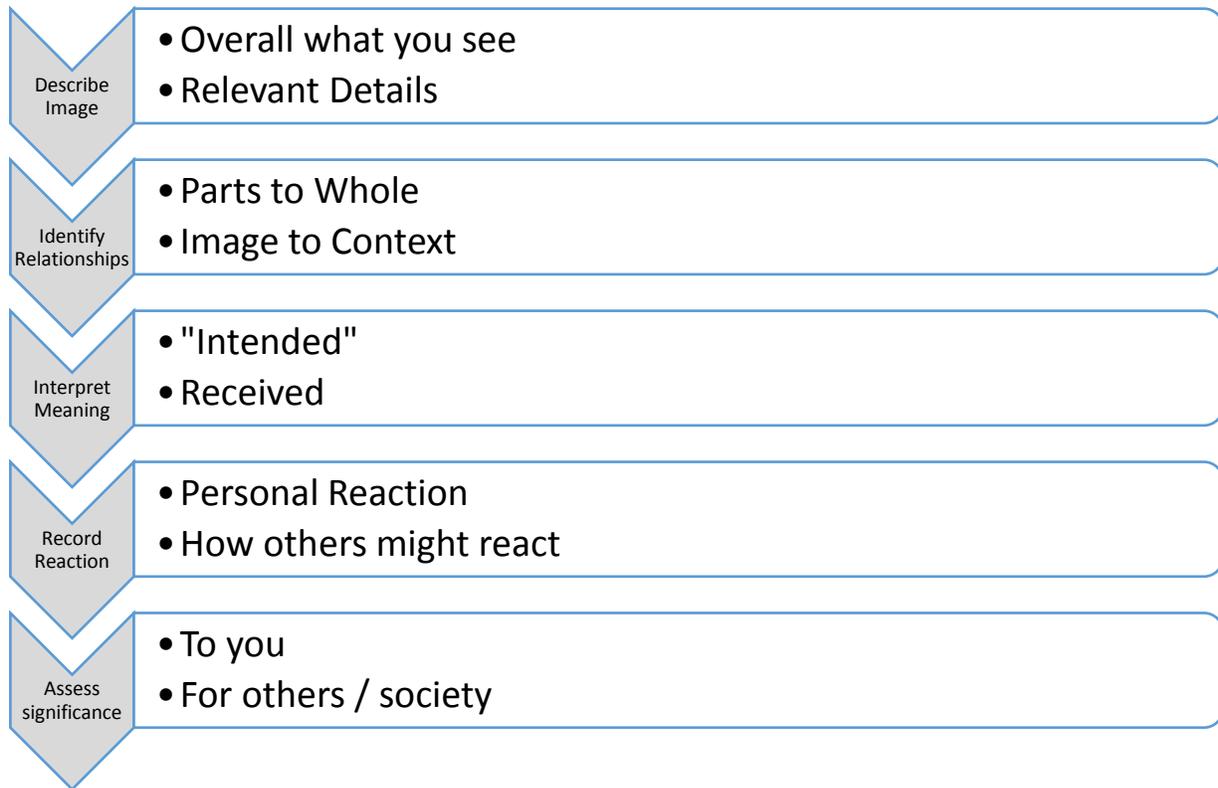
Journal Log

NAME: _____

Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Signature
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

Record Topic and Sign each week that you have completed all seven. (Keep with Journal)

Algorithm for Analyzing Graphics



Feedback

INDIVIDUAL WRITING CONFERENCE

Student Name:		Progress for the period:	Week 1 -- 6
Course:	ENGL 101		
Major:		Department:	
Tasks Completed			
GOALS AND OBJECTIVES DURING THIS PERIOD			
<ul style="list-style-type: none"> • Daily Journal Writing to increase writing fluency. • Ability to analyze images and graphics. • Ability to analyze question prompts and make appropriate responses. • Ability to compose, edit, revise, and proofread essays in the following genres: descriptive and instructive on topics of the student's choosing. 			
ACHIEVEMENTS AND ACCOMPLISHMENTS (completed by student)			
<ul style="list-style-type: none"> • • 			
EVALUATION (completed by supervisor)			
<ul style="list-style-type: none"> • • • 			
STRENGTHS			
<ul style="list-style-type: none"> • • • 			
AREAS FOR DEVELOPMENT			
<ul style="list-style-type: none"> • • • 			
GOALS AND OBJECTIVES GOING FORWARD			
<ul style="list-style-type: none"> • • • 			
STUDENT SIGNATURE		PROFESSOR SIGNATURE	
Date		Date	

Individual Conference Meetings	
WEDNESDAY 11/18/2015	MONDAY 11/23/2015
9:00 AM	9:00 AM
9:30 AM	9:30 AM

Writing Workshop

PREP: (before marking papers) cover/remove student names from papers, photocopy one strong paper, one intermediate effort, and one weak paper.

Group three students per team. Have students quickly read and rank the three papers. Then discuss and decide with team on a group ranking. Finally, ask teams to provide evidence to support their rankings.

Share with the whole class.

Activity 1

Scenario: ESL classroom, Advanced level students

- Prompts:
1. Given the level of anger and emotion in this year's election, assess the likelihood of the good outcome.
 2. To what degree does the mass media control your life?
 3. Photograph

Activity 2

Topic: Autumn

A large, empty rectangular box with a thin black border, intended for students to write their responses to the prompts in Activity 1 or Activity 2.