Innopolis University

English Division

F20, EAP I, Lesson 11 A

**Handout 1**

**1. Work in a group of three.**

**2. Copy and paste your Introductory and Concluding paragraphs into the table.**

|  |  |  |
| --- | --- | --- |
| **Student A’s**  **Name** | **Students A’s Introduction** |  |
|  | **Student A’s Conclusion** |  |
| **Student B’s**  **Name** | **Students B’s Introduction** |  |
|  | **Student B’s Conclusion** |  |
| **Student C’s**  **Name** | **Students C’s Introduction** |  |
|  | **Student C’s Conclusion** |  |

3. **Read** **two students’** **Introductory and Concluding Paragraphs** and use the following **checklist** to **evaluate** them:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reviewer’s Name**  **Dmitry Beresnev** | **Reviewee’s Name**  **Alex Evdokimov** | | | |
| **Introduction Structure and Content** | | | | |
| Element 1 | ***+/-*** | | | |
| *Credit to the* ***author*** *(****the author’s name/authors’ names and the title*** *of the source text)* |  | | | |
| Quality criteria | Yes/No | | | If no, give recommendations. |
| *a. Does the paragraph start with a sentence which contains* ***the author’s name/authors’ names*** *and* ***the article title****?* | + | | |  |
| *b. Is the author’s surname provided?* | + | | |  |
| *c. Is the article title put in* ***double******quotation marks****?* | + | | |  |
| Element 2 | ***+/-*** | | | |
| ***A paraphrase*** *of the* ***author’s/authors’ main idea*** |  | | | |
| Quality criteria | Yes/No | | Quality  **1-5** | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| *a. Has the student provided* ***sufficient detail*** *while describing the main idea?* | + | | 5 |  |
| *b. Has the student described the main idea* ***in a concise manner****?* | + | | 4 | You give two main ideas |
| *c. Has the student used* ***a reporting verb/reporting verbs*** *to introduce the author’s main idea****?*** | + | | 5 |  |
| Element 3 | ***+/-*** | | | |
| ***Background information*** *to help readers understand the topic* |  | | | |
| Quality criteria | Yes/No | Quality  **1-5** | | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| *a. Has the student provided* ***sufficient detail*** *while providing background information or expanding on the main idea?* | + | 5 | |  |
| b. *Has the student provided this information* ***in a concise manner****?* | + | 5 | |  |
| Element 4 | ***+/-*** | | | |
| ***A thesis statement*** *that states* ***the student’s response*** *to the main ideas of the article* |  | | | |
| Quality criteria | Yes/No | | Quality  **1-5** | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| *a. Does the thesis contain* ***two responses?*** | + | | 5 |  |
| *b. Is the thesis phrased* ***in one or two sentences****?* | + | | 5 |  |
| *c. Does the thesis state* ***both******responses******and*** *` the* ***article point/feature*** *to be discussed?* | + | | 5 |  |
| **Conclusion Structure and Content** | | | | |
| Element 1 | ***+/-*** | | | |
| ***The restatement of*** *the* ***author’s/authors’ main idea*** |  | | | |
| Quality criteria | Yes/No | | Quality  **1-5** | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| *a. Does the paragraph start with an* ***appropriate******transition****?* | + | | 5 |  |
| *b. Has the student used* ***synonyms*** *and* ***a different sentence structure*** *to paraphrase the author’s/authors’ main idea (****compare it with the main idea provided in the Introduction****)?* | + | | 5 |  |
| *c. Has the student used* ***a reporting verb*** *to refer to the author’s/authors’ main idea?* | + | | 5 |  |
| Element 2 | ***+/-*** | | | |
| ***The restatement of the student’s thesis*** |  | | | |
| Quality criteria | Yes/No | | Quality  **1-5** | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| *a. Has the student used an* ***appropriate******transition*** *to introduce the restatement of their thesis (if necessary)?* | + | | 5 |  |
| *b. Has the student used* ***synonyms*** *and* ***a different sentence structure*** *to paraphrase their thesis (****compare it with the thesis in the Introduction****)?* | + | | 5 |  |
| Element 3 | ***+/-*** | | | |
| ***A prediction and/or a call to action*** |  | | | |
| Quality criteria | Yes/No | Quality  **1-5** | | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| *a. Does the final sentence* ***logically conclude*** *the essay?* | + | 5 | |  |
| **Academic Writing Style** | | | | |
| Quality criteria | Yes/No | | | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| a. Has the student **used full verb forms** rather than *contracted* forms? | + | | |  |
| b. Has the student **used gender-neutral** language? | + | | |  |
| c. Has the student used **one-word verbs** rather than *phrasal verbs*? | + | | |  |
| d. Has the student used **academic vocabulary** rather than *colloquial words*? | + | | |  |
| e. Has the student **followed all basic academic writing style rules**? | + | | |  |
| **Vocabulary and Grammar Range and Accuracy** | | | | |
| Quality criteria | Yes/No | Quality  **1-5** | | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| a. Has the student used **a range** of **relevant and precise vocabulary**? | + | 5 | |  |
| b. Has the student used **a range** of complex **grammar structures**? | + | 5 | |  |
| c. Are the student’s sentences **error free**? | + | 5 | |  |
| **Major Strengths and Weaknesses** | | | | |
|  | **Strength/weakness** | | | **Explain** your evaluation. |
| a. What are the **major strengths** of the Introduction and Conclusion? | I really like language and various of structures and synonyms. Everything is rather clear and precise. | | |  |
| b. What **should** the student **improve** in order to make **the Introduction and Conclusion** more effective? | Only thing I want to notice is about two main ideas. I think it would be better if you leave one. | | | …argue that music therapy is useful for improving the well-being of patients. Moreover, the authors assert that such therapy is necessary for clinical staff during the pandemic as workers suffer a lot from overwork and stress. |