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 Zhuravlev** | | | |
| **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****?* | - | | | I know that you have no information about the author ) |
| *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?* | - | | 3 | “particular areas of your mental state” – which areas? I guess you should elaborate. |
| *b. Has the student described the main idea* ***in a concise manner****?* | + | | 5 |  |
| *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?* | + | 4 | | “can change the way people think”  Maybe you should elaborate this too. |
| 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****)?* | - | |  | “the article contains great points and ideas about music effects on people’s brains that can be expanding further and further”  Maybe you should highlight. That these effects are positive and emphasize that it is the author’s main idea |
| *c. Has the student used* ***a reporting verb*** *to refer to the author’s/authors’ main idea?* | - | |  |  |
| 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**? | + | 4 | | “But as music will take a greater part” in conclusion. Use “However” instead of “But”. |
| **Major Strengths and Weaknesses** | | | | |
|  | **Strength/weakness** | | | **Explain** your evaluation. |
| a. What are the **major strengths** of the Introduction and Conclusion? | Very precise and clear | | |  |
| b. What **should** the student **improve** in order to make **the Introduction and Conclusion** more effective? | I think you should elaborate some moments (see above) | | |  |