Little Teaching Tips

for

The Little Seagull Handbook
Fourth Edition

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TEXAS STATE UNIVERSITY

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Introduction

As an instructor, you know the value of a textbook for supporting and supplementing students' in-class learning. Paired with your instruction, *The Little Seagull Handbook* offers your students the necessary skills and knowledge of writing to meet their future academic, professional, and personal writing goals. But, like the writing strategies you teach in class, the handbook is useful only if your students actually *use* it. An important aspect of your instructional role is to teach students to utilize available resources. InQuizitive's "How to Make the Most of *The Little Seagull Handbook*" is an easy-to-assign activity that you can use to introduce or supplement your own introduction to the handbook as an important resource. But once students are familiar with the book, they still need to be convinced of its usefulness and develop the habit of using it. "Little Teaching Tips for *The Little Seagull Handbook*" walks you through how you can support this development within the context of your existing course plan and assignments. The teaching tips demonstrate how to connect handbook sections and activities to your course objectives and your students' academic and professional literacy goals.

Like the handbook itself, "Little Teaching Tips for *The Little Seagull Handbook*" is divided into three main sections: WRITE, RESEARCH, and EDIT. Sections can be read in any order. Each section offers practical, easy-to-implement instructional tips and sample assignments for incorporating the handbook into your existing class materials and assignments, or for expanding your instructional practices through the integration of handbook-related activities. "Little Teaching Tips" also includes advice for incorporating exercises from the resources package, including InQuizitive for Writers, into your existing assignments. Ultimately, the goal of "Little Teaching Tips" is to assist you in demonstrating the *Little Seagull Handbook*'s versatility as a resource for academic, professional, and personal writing in your course and beyond.

WRITE

Titled WRITE, the *Little Seagull Handbook*'s first section introduces students to the importance of considering rhetorical and academic contexts in a variety of modalities as both a producer (writer) and a consumer (reader). This macro explanation of the reading-writing connection is followed by an introduction to writing processes and provides in-depth support for developing paragraphs before returning students' attention to context with support for "Designing What You Write" (W-6) and "Giving Presentations" (W-7). WRITE continues with discussions covering different kinds of writing, which explain the rhetorical purpose, elements of, and tips for writing in different genres. Each aspect of the writing process explored in the handbook is applicable to teaching students how to write articulate, well-organized, and well-researched prose. Look for ways to add the handbook's resources into your instruction and assignments in order to strengthen your students' understanding of course assignments and the writing process—as well as how the handbook can help them as readers and writers beyond the First-Year Writing course. Referencing the handbook's description of writing processes and pointing to the "Kinds of Writing" section (W-7 through W-17) as relevant to other classes demonstrates your awareness of students' lives and responsibilities outside of First-Year Writing and can help establish rapport. Helping students make connections across classes and subjects is particularly useful in the beginning of the term or during midterms, when students may struggle to balance competing responsibilities and deadlines.

W-3 Reading Strategies

As many First-Year Writing programs move to incorporate reading into the writing classroom, composition instructors may feel overwhelmed at having to integrate reading strategies into their instruction. The *Little Seagull Handbook* section titled "Reading Strategies" (W-3) offers a range of advice to writers who read to understand others' writing, as well as to ensure that their own writing expresses their intended meaning.

If you have never taught reading before, it is important for you to recognize—and convey to your students—the relationship between reading and writing. Integrated

reading and writing is a growing trend in First-Year English, whether or not it is officially designated as such. From a theoretical stance, the pedagogy intentionally combines the development of literacy skills through reading and writing assignments that build upon and play off of each other. In practice, however, different programs and instructors vary in their level of reading instruction. Section W-3 of the handbook includes several resources to support your instruction to prepare students for reading in the composition classroom and beyond, such as "Reading Strategically" (W-3a); "Reading Efficiently, Annotating, and Summarizing" (W-3b); "Reading Analytically" (W-3c); and "Analyzing an Argument" (W-3d). How you incorporate these sections into your class depends as much on your students' strengths and needs as on the number and genres of the papers you assign. Regardless of whether you take an integrated reading-and-writing approach or target just a handful of reading tasks, reading plays a critical role in writing. Reading strategies are foundational skills that should be taught early in the term to give students time to develop and apply them in the First-Year Writing course and in their broader academic and personal pursuits.

Annotation is one example of a foundational skill not commonly taught in First-Year English. The *Little Seagull Handbook* section titled "Reading Efficiently, Annotating, and Summarizing" (W-3b) includes a list of steps for annotating. The provided sample annotation also illustrates how one student made notes in the margin identifying the author's purpose, including thesis, reasons, and evidence. Encourage students also to add at the top of the text a short reminder of their purpose for reading and what they're hoping to learn from the text. You may find it useful to review the sample annotations in the short text on page 11 with students in class. If your students are using the *Little Seagull Handbook* ebook, you can also share your own annotations with them as a model.

Encourage students to annotate according to their own purposes for reading a text. This means that before they write an essay, they read; and before they read, they identify their purposes for reading. Model the types of questions an active reader/writer would ask before reading a text:

- What is the topic of this text, and what do I already know about the topic?
- What do I want to know about this topic?
- Why am I reading this text?

- How will this reading prepare me to write (about the topic/a response/in the same genre)?

These questions activate readers' prior knowledge, improving their ability to make connections to the text and guiding their reading to focus on their desired outcomes for completing the reading and related writing. Often when confronted with the question "Why am I reading this text?" students offer surface-level responses like "Because my professor said I have to" or "Because I want to get a good grade in my class." Encourage students to go deeper and more personal in their purpose for reading. Discuss how deepening their understanding of the existing conversations about a topic on which they will write will help them identify and articulate their own position vis-à-vis other writers and thinkers engaging in the topic. Explain how reading for someone else, like "my instructor," disincentivizes students to read and think deeply for themselves. Although they may not feel personally connected to the topic of every assigned reading during their college career, students need to develop critical reading and thinking skills now so that they can engage in conversations about topics of greater personal interest later.

As with any newly introduced skill, tying an in-class activity to additional practice and assessment is essential to students' independent use and mastery. Early in the semester, consider assigning annotation as a small assignment (with minimal point value) tied to a larger written assignment, such as a reader's response or the first major paper. Explain clearly that the annotation assignment is an important preliminary step in preparation for larger, seemingly more important, writing tasks. To emphasize the foundational nature of this assignment and encourage all students to complete it, you may also explain that you will follow up the individual annotation assignment with a whole-class or small-group review to give students time to discuss their annotation processes and experiences. Such a supplemental activity encourages accountability and positions students as experts who can offer tips and reflective feedback for their peers.

In an integrated reading-and-writing class, this kind of explicit reading instruction could follow a short journal exercise to activate students' prior knowledge related to the reading, and the reading would provide scaffolding to the topic or genre of a larger writing assignment. Annotation activities offer natural scaffolding to rhetorical analysis and are also helpful in preparing students for expository or persuasive writing. Active reading instruction can be supplemented with the handbook sections "Reading Analytically" (W-3c) and "Analyzing an Argument" (W-3d), as in the sample annotating

assignment that follows. Instructors may also choose to review reading strategies again when discussing research with students later in the term. For example, the strategies described in "Considering Whether a Source Might Be Useful" (R-2a), "Reading Sources with a Critical Eye" (R-2c), and "Reading for Patterns and Connections" (R-3a) all are predicated upon students' ability to read efficiently and analytically, and to summarize and recall what they have read.

Reading Efficiently, Annotating, and Summarizing (10 points)

Purpose and Tasks

In this class and throughout your college career, you will be expected to read and respond to large amounts of text. You need to be able to read efficiently and intentionally in order to understand disciplinary conversations and to formulate your own position. For this assignment, you will read and annotate "What Is DACA? And How Did It End Up in the Supreme Court?" by Caitlin Dickerson (or another assigned reading) in preparation for our first essay about the Court's role in politics.

Before reading the article, review *LSH* W-3b for advice on previewing, summarizing, and annotating.

In your annotations,* include the following:
Top of the page:

- Your purpose for reading
- Categories of relevant vocabulary
- At least two questions you hope to have answered within the text related to your purpose for reading (e.g., "How is the DACA fight a contemporary example of checks and balances?")

* If you use this activity with a reading in a Norton ebook, students can use the note-taking and highlighting features directly within the ebook. You might even ask students to highlight the author's thesis and evidence in two different colors.

- A short (one-to-two-sentence) summary of the text once you have finished reading it

In text:

- Author's thesis (underline and add "Thesis" to the margin)
- Author's evidence (underline and add "Ev" to the margin)
- Your questions for the author

In your Writer's Journal, freewrite a one-to-two-paragraph reflection on your experience of annotating and your analysis of the author's argument (see *LSH* W-3c).

Skills and Knowledge

In this activity you will apply the following skills related to our learning objectives:

- Use reading strategies with a range of multimodal texts
- Evaluate texts for clarity of argument and use of evidence

In class we will compare and combine our annotations and discuss our experiences of using this reading strategy.

Criteria for Success

Your finished product will include the following:

- Annotated article (upload an image of the front page of your annotations in the LMS; bring the entire annotated article to class)
- Writer's Journal Reflection

A superior assignment will include thoughtful journal reflection about your experience as a critical reader annotating and evaluating the writer's claim and use of evidence.

Even if you are an experienced postsecondary literacy instructor teaching a class of highly experienced readers, you can direct students to the handbook to reiterate

important points from your lessons and emphasize the skills being developed. For example, when introducing assignments that require reading a text to formulate a response or support the student's own argument, direct the class to W-3b ("Reading Efficiently, Annotating, and Summarizing") and W-3c ("Reading Analytically"). By incorporating the handbook into the assignment introduction, you highlight an available resource and normalize its use, in addition to your own instruction, as a given part of preparing to write.

W-4 Writing Processes

As an experienced instructor and writer, you have already developed effective instructional strategies for directing students' development in the writing process and across multiple genres. *The Little Seagull Handbook* offers several opportunities to integrate an additional voice of experience and guidance for supporting your students through "Generating Ideas" (W-4a), "Developing a Tentative Thesis" (W-4b), "Organizing and Drafting" (W-4c), "Taking Stock and Revising" (W-4e), and "Editing and Proofreading" (W-4f). In "Little Teaching Tips," I'll share just a few examples of how you can integrate the handbook into your existing instruction.

Peer—and self—review is one area where students often need encouragement to return to the assignment's purpose and instructor-provided information about how the assignment will be graded. For example, although many instructors incorporate a peer review exercise into their classes, students and instructors alike can become frustrated when peers inappropriately focus on editing a paper or respond with generic feel-good but unhelpful feedback that does not explicitly address how the draft meets readers' needs or could be revised. Use peer review and the handbook to prompt students to return to the assignment description and how it will be graded. Encourage them to consider what evidence they should be looking for in their own or a peer's essay to demonstrate their mastery of the various categories in the rubric. Students also need support in understanding why and how to provide feedback in a peer review. Regardless of the format peer review takes, instructors can discuss with students the questions listed in "Getting Response" (W-4d). Instructors may also choose to briefly review handbook sections W-3b ("Reading Efficiently, Annotating, and Summarizing"), W-3c ("Reading Analytically"), and W-3d ("Analyzing an Argument"), discussed earlier, before explaining

the peer review process and how peer reviewers can use annotations to support rather than rewrite a peer's essay.

Peer Review
(20 points)

Purpose and Tasks

As a community of learners, we benefit from the expertise and feedback of other critical readers, writers, and thinkers. Before you edit and proofread your Essay I, you will participate in peer review to get feedback on your presentation of ideas, evidence, and explanation. In this assignment you will both provide feedback as a reader and use the feedback you have been given as an author. Bring a printed copy of your completed Essay I draft to class.

Before coming to class, review "Getting Response" (*LSH* W-4d) and the Essay I rubric. Notice the alignment between the *LSH* questions and the rubric categories, as well as the point values assigned to different aspects of the essay.

Peer Reviewer (Reader) Tasks

As you review, help your peer author focus on developing bigger point-value aspects of their writing, such as content and idea development. Respond to the questions on *LSH* page 20 by annotating your responses in your peer's essay. Your job as a peer reviewer is *not* to make corrections to the essay but to identify whether the author is meeting assignment expectations and what revisions they should or could make.

Author Tasks

In your Writer's Journal, freewrite a one-paragraph reflection on your experiences of giving and receiving peer feedback. What changes did you make to your essay as a result of your peer's feedback? How will you use peer review as part of your writing process in future projects? Be specific.

Skills and Knowledge

In this activity you will apply the following skills related to our learning objectives:

- Write and revise your writing for clarity of argument and use of evidence
- Identify and evaluate the relevance and quality of ideas in multiple modalities; develop rhetorically sound arguments by presenting multiple pieces of evidence in support of a claim and selecting appropriate language
- Develop and use effective drafting and revision strategies to strengthen college-level writing in multiple modalities

Criteria for Success

Your finished product will include the following:

- Peer-reviewed (annotated) essay draft with feedback from your reviewer
- One-paragraph Writer's Journal Reflection on the experience of participating in the peer review and the changes you made to your essay in response to your peer's feedback.

A superior assignment will include feedback focused on content and idea development—not grammar, punctuation, or style!—and thoughtful journal reflection, including how you plan to use peer review in future assignments, classes, or personal writing projects.

RESEARCH

Most First-Year Writing programs include some sort of research paper in order to prepare students for the writing expectations in other college courses. There are several ways to weave *The Little Seagull Handbook* into your introduction to the research process. Relevant handbook sections include: "Narrowing Your Topic's Focus" (R-1c); "Posing a Research Question, Drafting a Tentative Thesis" (R-1d); and "Using Popular Sites and Search Engines" (R-1f). Encourage students to connect what they read in the handbook and experience in class to their larger academic, professional, and civic roles. How might they utilize the research writing skills they develop in your class to write a senior thesis, produce a workplace report, evaluate a product on the basis of reviews before making a purchase, or think critically about media reports of local or national events?

The research and documentation exercises in InQuizitive for Writers lend themselves well to class assignments, and their direct links to the relevant content in the *Little Seagull Handbook* ebook ensure that even those students least inclined to complete assigned readings will get some exposure to the research sections. For example, you may choose to assign "Finding Appropriate Sources" (R-1e) and the corresponding "Finding Sources" InQuizitive activity to be completed in preparation for introducing the research paper. You could then begin the unit in class by discussing and practicing how to find sources before having students return to InQuizitive independently to complete additional practice until they reach the Target Score for full credit.

This strategy of assigning InQuizitive before introducing the assignment follows a flipped classroom model that encourages students to take an active role in their learning. It also follows principles of developmental education including just-in-time skills development customized to build from individual students' current understanding. Aligning your instruction to developmental education is particularly important for corequisite programs in which some or all of your students might be simultaneously enrolled in a developmental reading and/or writing course.

Your use of specific handbook and InQuizitive resources will depend upon both the research writing you assign and your students' familiarity with the research process. In the sections that follow we discuss assignment examples for just two of the seven handbook subsections related to research and documentation.

R-2 Evaluating Sources

One area that can be overshadowed by our instructional focus on rhetorical purpose is source evaluation. “Fact-Checking Popular Sources Online” (R-2b) in *The Little Seagull Handbook* includes four easy steps to assess a source. You can apply these steps in class to fact-check a source related to a course reading or an upcoming writing assignment. The handbook also includes tips for identifying hoax images and videos. Regardless of how you introduce the importance of evaluating sources to students, there are two InQuizitive for Writers activities that give students practice with source evaluation skill development: “Evaluating Sources” and “Fact-Checking Sources.” Practicing in InQuizitive encourages students to access specific sections of the handbook for targeted instruction and explanation.

After students complete an activity online, it is important that they connect the skill to their own writing goals and apply it to their writing. For example, you may choose to combine skill practice in InQuizitive with the corresponding handbook sections “Fact-Checking Popular Sources Online” (R-2b) and “Reading Sources with a Critical Eye” (R-2c) into a prewriting activity for a research paper.

Source Appropriateness Evaluation
(10 points)

Purpose and Tasks

Finding sources for your argument essay isn't enough; you need to be certain that the texts are published in reputable sources and that the authors of those texts acknowledge their bias and attempt to minimize it. We will apply the skills we developed in the InQuizitive activities "Evaluating Sources" and "Fact-Checking Sources" to one of your three potential texts for Essay III. You can also refer to *LSH* R-2b ("Fact-Checking Popular Sources Online") and R-2c ("Reading Sources with a Critical Eye") for additional support.

Complete the provided graphic organizer for your selected text to evaluate its appropriateness for inclusion in your Essay III. Then reflect on your source's appropriateness and your process of evaluating source appropriateness.

Skills and Knowledge

In this activity you will apply the following skills related to our learning objectives:

- Evaluate texts for clearly stated and well-supported arguments
- Identify biased or unsubstantiated claims in multimodal texts
- Apply MLA formatting to appropriately attribute sources

Criteria for Success

Your finished product will include the following:

1. Completed Source Appropriateness Evaluation graphic organizer
2. Writer's Journal Reflection summarizing your conclusions about your source, the appropriateness of this source for inclusion in your Essay III, your process for evaluating source appropriateness, and how you will use this process in future writing tasks

A superior assignment will include thoughtful reflection about your process for evaluating source appropriateness, including specific questions you can ask of the source.

<table>
<tr><th colspan="3">Source Appropriateness Evaluation</th></tr>
<tr><td colspan="3">Article information in MLA-style citation:</td></tr>
<tr><td colspan="3">Intended audience:</td></tr>
<tr><td>Author expertise and affiliations:</td><td>Supporting/supplemental research:</td><td>Author's purpose and stance:

Textual evidence of author's stance:</td></tr>
<tr><td>Text source (e.g., a sponsoring organization's website) credibility and affiliations:</td><td>Supporting/supplemental research:</td><td>Does the source support/challenge your position?</td></tr>
<tr><td>Article's main claims:</td><td>Supporting/supplemental research (What other sources present similar arguments or perspectives?):</td><td>Argument's persuasiveness (What evidence does the author provide? How credible are the author's sources? Are the author's assumptions warranted?):</td></tr>
<tr><td colspan="3">Conclusions (Is this an accurate and trustworthy source? Do the claims result from logical presentation of evidence? Does the author take a stance, and if so, how may that stance impact my use of this source?):</td></tr>
</table>

R-4 Integrating Sources, Avoiding Plagiarism

Like many of the InQuizitive for Writers practice activities, "Incorporating Quotations" is an easy-to-implement introduction to using quoted material. As described earlier, you can assign this exercise in InQuizitive as part of a flipped classroom approach that also incorporates targeted development of skills. You may also wish to assign the *Little Seagull Handbook* sections "Incorporating the Words and Ideas of Others into Your Text" (R-4a) and "Quoting" (R-4b). After students have been directed to relevant sections of the handbook, an in-class activity to practice source integration combines critical reading skills and source citation to prepare students for a variety of genres and writing tasks.

You can model the integration of sources by using a text that students have already read. This in-class exercise works best if you provide students with a sample argument or outline so that they know their purpose for writing and the position they're taking. Have students review their annotations to identify short passages that hold promise for quotes or paraphrases. Emphasize the difference between students' original reading and annotations (in which they focused on understanding the author's argument and purpose for writing) and their current review of the text (in which they're putting the author's text into conversation with their argument and purpose). An important point is that a text's main idea may not be relevant as a quote or paraphrase.

Review the purposes of different types of source integration: quotes contain highly impactful language worth emphasizing from known authorities; paraphrases rephrase important source material when the original wording is not impactful enough to repeat. As a class, identify whether a passage is most appropriate as a quote or a paraphrase, discussing whether the author's *words*, as well as their ideas, are important enough to weave into a student's own argument. If students choose to quote the author directly, does the text require modification (e.g., brackets or ellipses) for clarification?

If your focus is argumentation, you may choose to continue the lesson by drafting text applying the integrated source to a provided thesis statement or topic sentence. This focus on writing would also include a discussion of signal phrases introducing the cited author as an authority figure so that readers perceive the integrated material as coming from a reputable source (see R-4e, "Using Signal Phrases to Introduce Source Materials"), as well as summary statements connecting the integrated material to a student's own position.

If your focus is the mechanics of source integration and citation, you can direct students to the appropriate handbook section for MLA, APA, Chicago, or CSE style rules. The slight differences between style conventions can seem confusing and unnecessarily prescriptive to students, so discuss how these styles share an emphasis on attributing ideas—an important aspect of participating in any disciplinary community. Citation conventions are also a disciplinary language that allows readers to find the original publication, which is essential for readers seeking to replicate a study, evaluate a methodology, or otherwise add their research contributions to existing scholarly conversations. Understanding and applying the style rules for their given discipline allows students to demonstrate their familiarity with rules and expectations to other members of the community.

EDIT

Students often incorrectly estimate the importance of editing and proofreading, either obsessing over how to produce "perfect" edited academic English or skipping this final step entirely. As instructors, we strive to model a balance of these two extremes. You may find it helpful to begin discussions of editing by having students read the *Little Seagull Handbook* chapter titled "Editing the Errors That Matter." This chapter may be students' first introduction to the perspective that writing and editing conventions are more than prescriptive rules to follow: solid sentence structure reduces the cognitive load of your reader and increases their perception of you as a competent writer and source. However, writing is only as solid as the clarity and support of the ideas presented.

Your course assignments, including assignment rubrics and descriptions, are important tools for students to be able to estimate the relative importance of turning in edited and proofread assignments (often, successful editing and proofreading accounts for between 5 and 15 percent of an assignment grade). As you introduce a major paper for your class, direct students to the rubric and walk them through using the rubric and the assignment text to understand audience expectations about the assignment's format and style. For example, ask them to compare the point values associated with having strong organization within the essay and attention to "standard academic English" conventions. Students may be surprised to learn that punctuation and grammar are often less than one-fifth of the paper's grade—and that proofreading should receive a proportionate amount of their attention during the stages of writing. You can support students' development as critical scholars, writers, and citizens by asking them to consider the benefits of being able to write highly polished standard academic English and highly organized, well-supported paragraphs. Which do they think is most important for conveying their message? What do their instructors think? Have students compare essay or project assignment information from a variety of classes.

You may want to ask colleagues in other departments for assignment samples, in case students have not yet received this information in their other classes or are not currently registered for other writing-intensive courses. By discussing writing expectations in other classes and disciplines, you encourage students to consider audience expectations and to recognize how their development of skills—including comfort using the *Little Seagull Handbook*—will benefit them in other classes.

Conversations about the relative importance of editing or other specific aspects of standard academic English do not encourage the abandonment of comma rules or source citation. These will clearly be important aspects of your instruction and tools for students to apply in order to communicate effectively. In addition to your favorite proofreading exercises, the *Little Seagull Handbook* is a valuable resource to guide students' understanding of the purpose, importance, and process of editing one's own writing. By modeling how to use the handbook and including short, targeted assignments to encourage students' own use of the handbook for editing, you can help students develop editing skills relevant to their writing for your course and other areas of their lives.

Intentional and consistent use of the handbook can also save you grading time and ensure that you follow the old teaching adage "Never do anything for your students that they can do for themselves." (Remember, the advice refers to encouraging students to take an active role in their learning by using the tools available to them—not casting them adrift at sea.) Rather than providing detailed error correction instruction in each student's assignments, refer students to specific handbook sections that they can review in order to understand *why* and *how* to make specific changes to their work. While this advice is true for all types of feedback, instructors often spend a considerable amount of time directing students to a handful of punctuation and mechanics issues that are less important than attending to argument development or organization. If you assign InQuizitive activities, your encouragement to seek explanations in the handbook will be further reinforced, since each question directs students to specific handbook sections when they select an incorrect answer.

Although it is common sense to use the handbook to support error correction, the handbook should also be used to affirm students' existing strengths. In addition to pointing out sections of the handbook that are necessary for review, instructors can reference specific handbook sections when acknowledging aspects of students' writing that adhere to specific rules of standard academic English. For example, "Good job avoiding comma splice here" can be "Good job applying rules from E-1b, 'Comma Splices.'" When a student is still developing a particular skill and applying an editing rule inconsistently in their writing, you can highlight correct and incorrect applications of the rule, directing them to the appropriate handbook section to compare the usages and determine which are correct.

Editing and proofreading are best taught in context and with appropriate time to apply developing skills to actual writing. The chapter "Editing the Errors That Matter" (p. 300) and the corresponding activities in InQuizitive provide students with opportunities to practice applying a range of grammar and punctuation rules. Depending on your course calendar, it may make the most sense for students to complete "Editing the Errors That Matter (A Comprehensive Activity)" just before they edit and proofread their first essay. In courses where discrete skill development leads to the writing of longer essays later in the term, it may make more sense to assign this diagnostic activity toward the beginning of the term. Regardless of when you assign the activity, it is most meaningful when paired with a follow-up activity in which students examine their results within the context of their own writing.

Editing the Errors That Matter
(20 points)

Purpose and Tasks

Complete the Diagnostic Phase of "Editing the Errors That Matter" in InQuizitive (accessible through the digital text directly or linked through the course LMS). This thirty-five-item diagnostic editing activity helps identify what you already know about applying the conventions of standard academic English. You will have opportunities throughout the semester to return to the activity to raise your grade on the diagnostic activity. For now, focus on completing the Diagnostic Phase and noting how confident you feel about the correctness of your answers.

Next, take a look at your Activity Report and note the areas where you struggled the most, in addition to those where you excelled. In class, we will use your results and your first reading response (or other student writing sample) to practice identifying the most common errors in your own writing to develop your personal editing and proofing plan.

Skills and Knowledge

In this activity you will apply the following skills related to our learning objectives:

- Recognize and apply conventions of standard academic English in reading and writing
- Develop and use effective revision strategies to strengthen college-level writing in multiple modalities

Criteria for Success

Your finished product will include:

- Completed Diagnostic Phase of "Editing the Errors That Matter" (100 percent credit for completion)
- Edited reading response identifying proofreading errors from the Diagnostic Phase
- Writer's Journal Reflection identifying the three most common errors from your first reading response *and* relevant pages or sections in the *Little Seagull Handbook* or InQuizitive activities explaining how to spot and correct these errors.

Items 2 and 3 will be submitted through the course LMS.

A superior assignment will include thoughtful reflection about your process for identifying errors in your own writing and how you plan to use the listed handbook pages/InQuizitive activities to develop your self-editing skills.

After pairing the "Editing the Errors That Matter" InQuizitive diagnostic with student samples, you can assign specific InQuizitive assignments that are based on students' self-identified target areas. You may also wish to assign specific multiple-choice quizzes (available in Norton Testmaker) to assess students' mastery of specific grammatical or punctuation errors after they've used InQuizitive for practice. This type of practice is often more impactful for students after they have received explicit instruction and have applied the specific rule within the context of their own writing. While you may be tempted to assign several activities to the entire class in a short period of time—and such an approach may be appropriate if all of your students are struggling with similar issues—your students will benefit the most from carefully selected InQuizitive assignments that respond to their specific growth areas.

Individualized or targeted skill instruction does not preclude whole-class discussion of or instruction on common editing errors. In fact, the InQuizitive diagnostic was designed to identify which of the most common high-impact, high-frequency errors are relevant to your students. Large class sizes and intensive course calendars mean that instructors provide some grammar and punctuation instruction to the entire class. However, in addition to assigning class-wide activities in InQuizitive for common error patterns, instructors can assign additional activities for completion, self-selected by each student and targeting individual skill development. These options enable instructors to customize students' practice and offer instructional support tailored to students' individual proficiencies. Regardless of how InQuizitive activities are assigned, it is important to include a reflection activity that asks students to summarize their process and outline how they will continue the skill development in their future writing. This focus on the metacognitive processes of writing development is essential to the continued application of strategies learned in this course.

Self-Guided Editing Log
(30 points)

Purpose and Tasks

Throughout the semester you will be focusing on a range of grammatical and punctuation rules to further improve the structure and readability of your sentences. On the basis of your InQuizitive diagnostic and feedback from me, you will select six error types to focus on, and then read the appropriate section from the handbook, complete practice activities in InQuizitive, and document how you applied your newfound error correction skills in your writing.

You will complete six entries in your Editing Log to document your developing mastery of error recognition and correction.

Skills and Knowledge

In this activity you will apply the following skills related to our learning objectives:

- Recognize and apply conventions of standard academic English in reading and writing

- Develop and use effective revision strategies to strengthen college-level writing in multiple modalities
- Apply metacognitive strategies to improve college-level reading and writing

Criteria for Success

Your finished product will include six log entries, each with the following:

- A summary of the relevant rule
- Documentation of completion of InQuizitive Diagnostic, Practice, and Review Phases until you have reached the Target Score of 800 (submitted through the LMS)
- Edited example in which you apply the rule to correct the error in your own writing; this example need not come from this English class (identify the course and assignment from which the example was pulled)

A superior assignment will include six log entries, reaching or exceeding the Target Score in InQuizitive for each chosen error type.

Editing Log Entry Template
Error correction rule(s):
InQuizitive score: _____ Percentage: _____
Edited example: (Course and assignment)

Final Thoughts

The activities described in “Little Teaching Tips” illustrate just a few of the ways in which you can utilize the *Little Seagull Handbook* and its accompanying resources to further support students in First-Year Writing and beyond. Whether you are an experienced instructor or are preparing to teach your first section, the *Little Seagull* provides you and your students an easy-to-use resource for writing, researching, and editing. While the handbook can provide important information for your class, it is also intended to be a resource to students as they continue their academic, professional, and personal writing. Model how best to use this resource so that students familiarize themselves with the handbook’s structure and purpose, as well as its content. Students may not take another writing-intensive class during their college career, but teaching them how to use the handbook ensures that they will be prepared to continue developing as skilled readers, thinkers, and writers after they leave your class.

About the Author

Dr. Emily Suh coordinates the Integrated Reading and Writing (IRW) program at Texas State University. In addition to IRW courses, she teaches graduate courses in developmental literacy.