

# Educator Resources Handbook

For The  
Excelsior College  
Online Writing Lab  
(OWL)



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# The Excelsior College Online Writing Lab



## 1.0 Welcome

Welcome to the Excelsior College Online Writing Lab (OWL). The Excelsior College OWL is designed to provide support for writers as they begin the process of writing for college and making transitions to writing outside of their introductory writing classes or programs. The Excelsior College OWL is unique in its multimedia support for writers. It offers a wide variety of multimedia activities, such as interactions (aka quizzes), videos, interactive PDFs, and a video game, all designed to help writers understand important concepts about writing and their thinking about writing. The OWL is available 24/7 and can be used as either a supplement to or a replacement for traditional textbooks in the field. The OWL supports students in online or traditional classrooms and can be useful in “flipping” a curriculum.

The content of the OWL focuses on best practices in the field of writing instruction and provides support for students in relation to writing process and rhetorical thinking. The OWL emphasizes that there is no one “right” way to write and teaches students to use basic rhetorical concepts to evaluate a situation and respond well. The OWL also focuses on helping students make connections from their writing courses to writing across the disciplines and beyond.

The Excelsior College OWL is meant to provide students with a unique, warm, and engaging experience as they learn more about writing for college. The following faculty guide was written by teachers, for teachers. We hope you find both the OWL and this faculty guide helpful.



## 2.0 Accessing Content

The homepage (Figure 1) of the Excelsior College OWL is organized into eight learning areas:

**Locating Information & Writing with Sources, Writing Process, Grammar Essentials, the Essay Zone, Digital Writing, Avoiding Plagiarism, Argument & Critical Thinking, and English as a Second Language Writing Online Workshop (ESL-WOW), and an area for the writing process video game, Paper Capers.**



Figure 1. The Excelsior College OWL Home Page

The landing pages for each learning area also feature a **How to Use the OWL** link (Figure 2), which takes users to a video (Figure 3) showcasing the OWL’s features and describing menu use and system requirements.



Figure 2. Learning Area Landing Page



Figure 3. How To Use OWL Page

Additionally, in the header of the homepage, there are links to the **Sitemap**, (Figure 4) as well as an **Additional Resources** (Figure 5) page, which offers extra online support for writing.



Figure 4. Sitemap Drop-Down on Home Page

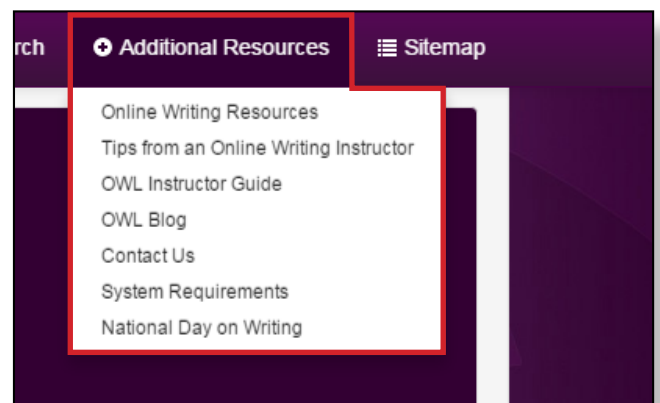


Figure 5. ‘Additional Resources’ Drop-Down Menu

Once inside the OWL, the navigation menu on the left provides users with access to each of the learning areas. The menu “nests” content in each learning area, and, as users click on an area, the menu items in that area will appear. In Figure 6 below, the menu items for **Locating Information & Writing with Sources** appear.

As users click through those menu items, additional “nested” menu items will appear. In Figure 6 below, the user has clicked on **Documenting** in order to open up the nested items in that area. Students may use the menu on the left to navigate through the OWL, or, once inside a learning area, students may use the green “previous” and “next” buttons, located above the left menu, to proceed through an area, page by page. See Figure 7 on the next page to read more about collapsing the left navigation pane.

**1** →

**2** →

**3** →

**4** →

**5** →

**Left Navigation Features:**

1. Left-Navigation Pane Collapse Button (See Fig. 7).
2. Page-by-page navigation with 'Previous' and 'Next' buttons.
3. Learning Area.
4. Learning Area Topic - arrow to the right of it is pointed down when topic is expanded.
5. Expanded list of pages for Topic - The current page is colored purple.

Figure 6. Left Navigation - Accessing Pages

Users may also collapse the left navigation pane by clicking the arrow above the avatar and below the Excelsior College logo in the header on the left side. This increases the screen space for better content viewing and moves the green 'Previous' and 'Next' arrows to the upper right corner of the screen (Figure 7). To display the left navigation pane from this view, simply click the arrow (now pointing downward) to expand it again.



## Locating Information & Writing with Sources

### Welcome to Locating Information & Writing with Sources!

Much of the writing you do for college will involve integrating information from source material. A formal research paper is a common college writing assignment, but you will often be asked to integrate source material for much smaller assignments, even in some response essays.

Locating, evaluating, and integrating source material will be a big part of your college experience, no matter your major. Your professors want you to learn from the experts in your fields, and reading the scholarship in your field is one way to do that.

The Locating Information & Writing with Sources area of the Excelsior College Online Writing Lab will take you through the process of writing a traditional research paper for a college class. However, the lessons in this area can help you with any writing assignment that involves source information.

The key is to develop a good research and writing process, and this area will help. With information about everything from locating quality sources to considering your audience when you write to using APA format correctly, this area is designed to help you through the process and help you improve as a writer with source material!



#### Left Navigation - Collapsed Pane View

Left-Navigation Pane Collapsed.  
Page-by-page navigation with 'Previous' and 'Next' buttons shifts to upper right corner.

Figure 7. Left Navigation - Pane Collapse Feature

### 3.0 Technical Requirements

The OWL utilizes HTML5 technology, which allows users to access content on their computers, tablets, and phones. It is recommended that users have the latest available version of the browser they will use to access the site.

#### **Interactive PDFs**

The Excelsior College Online Writing Lab (OWL) includes a variety of interactions and multimedia; therefore, we recommend using one of the following browsers:

- Google Chrome
- Mozilla Firefox
- Safari
- Opera
- Internet Explorer 10\*

*\*Versions of Internet Explorer prior to version 10 only offer limited HTML5 support; therefore, anomalies in site behavior and/or functionality may be experienced. If possible, please use Internet Explorer 10 or later.*

Minimum and recommended hardware requirements can be found on the Excelsior College website at <http://www.excelsior.edu/system-requirements#browser>.

The Excelsior College OWL features several interactive PDF files throughout the site. These interactive files work best when downloaded to your computer. Please note that some third-party PDF viewers do not accommodate the interactive features in these documents. It is recommended that the PDFs be viewed in Adobe Reader, Version 9 or later. These files tend to be on the large size; hence, make sure you have adequate space available on your computer prior to downloading.

The OWL team recommends that mobile users download the apps for [Adobe Reader](#) and [Prezi](#) for a seamless user experience.

## 4.0 Overview

The Excelsior College OWL, much like other OWLs, provides students with information regarding grammar, punctuation, documentation, and general writing support. However, unlike other OWLs, the Excelsior College OWL provides a scaffolded approach to the writing process with multimedia support to enhance users' experiences, appeal to diverse learning styles, and reinforce key concepts of writing instruction. Moreover, the OWL is organized in a user-friendly manner with visual support for navigation and little to no page scrolling. As an example, students looking for specific documentation information on other OWLs would have to scroll, search, and scan to find the information they need. In Excelsior's OWL, students simply click on the picture of the type of source they are looking for and are taken immediately to an area that shows them how to format that reference. See Figure 7 as an example. Students do not have to search and scan to find what they need.

The Excelsior College OWL also provides comprehensive support for beginning writers. By taking students through detailed information related to the writing process, the OWL can be used in writing courses to supplement or even replace textbooks, helping students through each step when they are engaging in a variety of writing assignments. The eight main learning areas of the OWL are as follows:

**Locating Information & Writing with Sources, Writing Process, Argument & Critical Thinking, Grammar Essentials, the Essay Zone, Digital Writing, the Avoiding Plagiarism Tutorial, and the ESL Writing Online Workshop.** The ninth area of the OWL, the writing process video game entitled **Paper Capers**, reinforces important rhetorical concepts and writing process lessons learned in **Locating Information & Writing with Sources** and the **Writing Process** areas.

The OWL provides students an opportunity to learn a wide variety of important concepts related to writing in college. The following list presents a few examples of the kinds of lessons available to students in the Excelsior College OWL. Students will learn to:

- Think rhetorically about writing.
- Use academic voice.
- Narrow topics and develop ideas.
- Understand and avoid logical fallacies.
- Locate quality source information.
- Evaluate source information.
- Integrate sources effectively.
- Develop thesis statements.

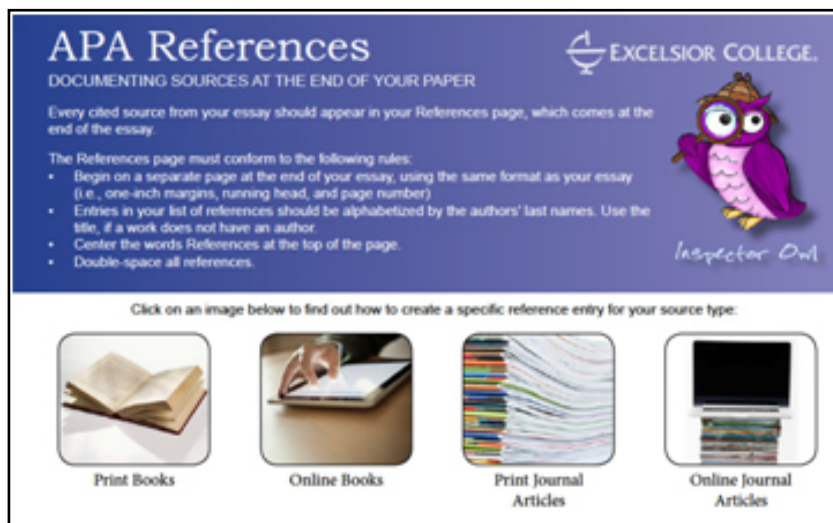


Figure 7. APA References Interactive PDF

- Organize ideas.
- Revise effectively.
- Consider outside feedback during the revision process.
- Edit effectively.
- Become more aware of errors in their writing.
- Document source information.
- Compose a variety of essay types.
- Write effectively in the digital world.

For ESL students using the ESL-WOW area of the OWL, they will learn to:

- Develop a thesis.
- Use linear logic.
- Find resources for their work.
- Judge the value of information.
- Develop an outline.
- Take notes.
- Cite information.
- Avoid plagiarism.
- Revise their text.
- Edit and polish their paper.

The Online Writing Lab is comprised of different learning areas, each focusing on a facet of the gemstone known to be great writing. Whether looking for specific guidance or an overall comprehensive writing curriculum, the award-winning Excelsior College OWL features a robust line-up of content for students of all levels:



### **Locating Information & Writing with Sources**

Learn everything you need to know to locate information and write with sources. Starting with the research process and going all the way through revising, editing, and documenting, we feel this is the best all-around place to start with the OWL. It features lots of examples and interactive downloadable content.



### **The Writing Process**

Learn about the writing process from start to finish, covering things like prewriting strategies, audience awareness, voice, and more. Featuring videos, interactive checklists, and techniques to optimize your methodology, this section gets the ball rolling. Writing. It's a process. The first step to mastering it starts here.



### **Grammar Essentials**

Imagine a place of grammatical perfection laden with blissfully-correct usage. Featuring comprehensive sections on punctuation and parts of speech, Grammar Essentials will arm you with the fundamental necessities for impeccable writing. Also, get pro-tips in 'The 20 Most Common Errors' section.



### **Essay Zone**

We've all been there. It's 2 a.m. the night before your deadline and you've been staring at the cursor blinking on a blank screen for hours while continuously chugging coffee. Welcome to the Essay Zone. Practice with the major rhetorical styles assigned in college writing classes. Do it now so you can get more sleep later.



## Digital Writing

Explore writing in the 21st century through the ever-expanding contextual spectrum of forums, social media, blogs, presentations, and the omnipresent shrine that is your own digital footprint. You won't find the definitions to weird acronyms like 'ROFL' or 'IMHO' here, but you will be a digital writing ninja afterward.



## Paper Capers

Test your writing skills by playing this interactive writing game that will make you feel like it's 1986 again. Earn virtual money and (most importantly) street cred by working on and managing writing projects. It might not be as addictive as Candy Crush, but it will effectively sharpen those writing skills.



## Avoiding Plagiarism

Do you know whether or not you can safely copy and paste content directly from Wikipedia? Find out what plagiarism means, what its consequences are, and what you can do to avoid it. Get the facts here so you can be confident knowing your writing is truly *your* writing.



## ESL-WOW

The Excelsior College English as a Second Language Writing Online Workshop covers the writing process, from start to finish, through tutorials designed to support students whose native language is not English. Short animations featuring a student and tutor bring the writing process up close and personal.



## Argument & Critical Thinking

Learn to think critically as a writer and begin to build foundational critical thinking skills in the newest learning area of the OWL. While the focus is on identifying and developing formal academic arguments, there is little doubt the skills you learn here will sharpen your tactics in countless situations, like, for example, the next time you're crafting a passionate email to your internet provider's customer service.

## **5.0 Benefits of Using the Excelsior College OWL**

The Excelsior College OWL is an award-winning resource that has been researched for its effectiveness across the country and across learning situations. In a national study, students using the Excelsior College OWL in their writing courses scored 6.6 points higher on their final averages in their courses compared to students in the study who did not have access to the Excelsior College OWL. Moreover, students using the OWL improved in their metacognitive thinking about writing process and in their attitudes toward writing. Based on surveys from the study, students who used the OWL reported that the OWL was easy to use and that it helped them see clear connection to writing in their other courses in college. Additionally, students reported feeling they “enjoyed” writing more, being more likely to write in their spare time. Faculty members using the OWL in the study found the OWL was a perfect blend of writing instruction and fun, and students using the OWL reported the OWL “was on their side,” unlike other educational materials.

Additionally, the OWL is so comprehensive that it can serve as a replacement for foundational textbooks in writing courses. Many faculty members across the country now use the OWL to replace costly textbooks for students and supplement the OWL only with affordable readers, trade books, or open-source articles for readings. At Excelsior College, the OWL was used to replace textbooks in the English 101 course, saving students approximately \$125,000 total each year. Because the OWL has such comprehensive and engaging coverage of writing content and is closely linked to the Framework for Success in Post Secondary Writing, it is a strong resource for any college writing course. And, unlike other OWLs, the learning areas in the Excelsior College OWL are scaffolded, making these learning areas a good fit for a similarly scaffolded writing curriculum.

## 6.0 The Excelsior College OWL and Instruction

This section provides an overview of each learning area of the Excelsior College OWL.

### Locating Information & Writing with Sources

This area of the OWL provides students with detailed information about writing essays for college that require source material. Taking students through every step of the process, from reading and analyzing assignment instructions to editing and polishing a finished product, **Locating Information & Writing with Sources** provides detailed support for students as they engage in the research/writing process. This area features interactive activities or quizzes, narrated Prezis to emphasize important concepts, and video casts of a student who uses a sample paper to engage in each step of the process, providing students with a detailed example of how they might approach this particular step of the writing process. The section on documentation also features engaging, interactive PDFs for APA, MLA, and Chicago styles, as well as style videos taking students through the process of using both APA and MLA style. From start to finish, **Locating Information & Writing with Sources** will help students create a strong paper with sources, one step at a time.



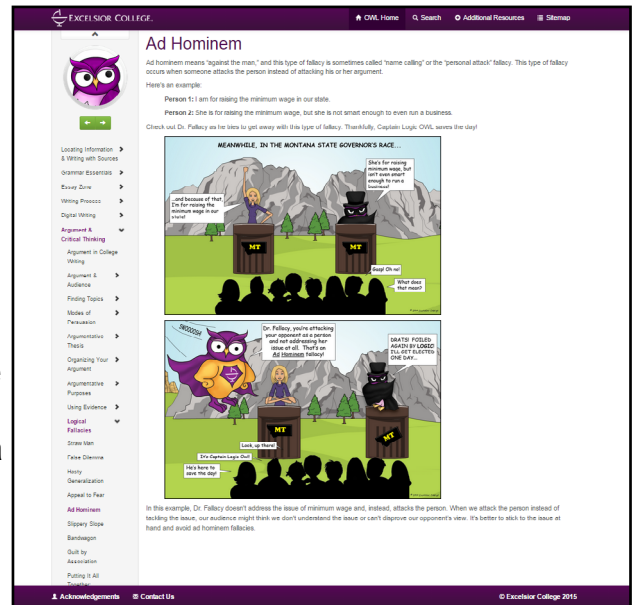
### Writing Process

This area of the OWL provides detailed support for students who are completing essay assignments not requiring source material. Much like **Locating Information & Writing with Sources**, this area takes students through the process of writing an essay, from start to finish. Beginning with pre-writing strategies and audience awareness and ending with the process of editing and polishing an essay, the **Writing Process** area also uses multimedia support to engage students and reinforce important concepts. This area features video casts of a student engaging in each step of the process using a sample assignment, videos featuring real students talking about writing for college, and instructional videos featuring students engaging in peer review and a writing center visit. The Writing Process area features examples and interactions to help students during each important phase of the writing process.



## Argument & Critical Thinking

The **Argument & Critical Thinking** area of the OWL provides a fun and engaging introduction to writing argumentative essays and creating argumentative projects in their college classes. This area also helps students make connections between critical thinking and writing rhetorically and also emphasizes the importance of logic with instruction on logical fallacies. Like **Locating Information & Writing with Sources** and the **Writing Process** area, **Argument & Critical Thinking** takes students through the process of writing an argumentative essay—from developing ideas and gathering information from sources to drafting to revision and editing. This area focuses on concepts important to argumentative and critical thinking instruction in writing with an emphasis on rhetorical concepts, such as ethos, pathos, and logos; Toulmin, Rogerian, and Aristotelian arguments; rhetorical analysis; and logical fallacies. Additionally, this area helps students connect these important concepts to other genres, such as video essays and photo essays.

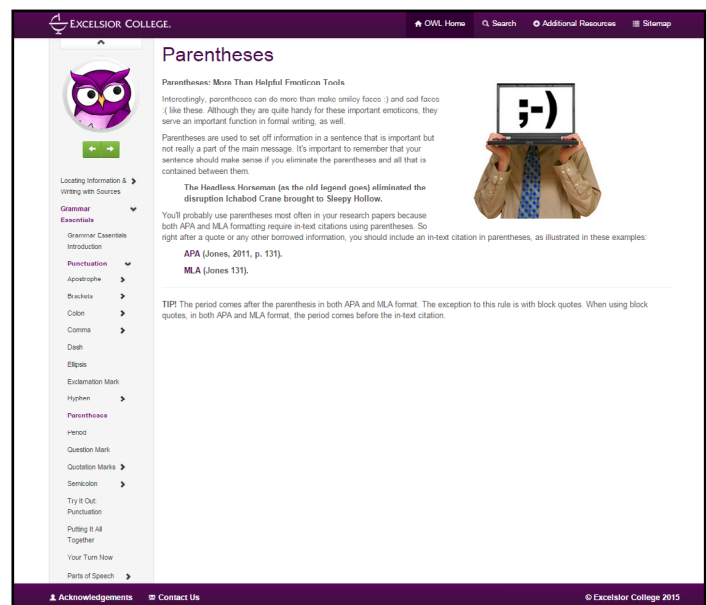


Of course, the **Argument & Critical Thinking** area uses multimedia to help reinforce important concepts and brings a bit of fun and humor to the instruction. This area features two video series: One takes students through the process of writing a sample argumentative essay, and the other, called “Analyze This” takes students through each concept from a perspective of analysis. In the section on logical fallacies, students are given examples of the fallacies with comics and given a chance to practice avoiding logical fallacies in a full interaction on searching for source materials. Loaded with sample papers, the **Argument & Critical Thinking** area provides students with warm and engaging support as they engage in the process of crafting a strong argument.

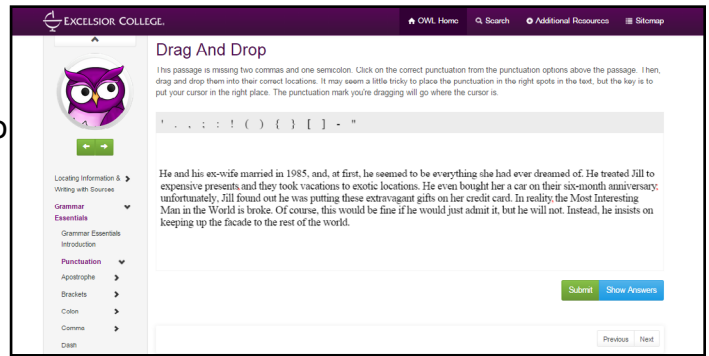
## Grammar Essentials

The **Grammar Essentials** area of the OWL might be the most fun students have ever had with grammar. This area of the OWL uses humor, zombies, and memes to make grammar, usage, and punctuation instruction a little more interesting. However, **Grammar Essentials** also provides important instruction using best practices in the field. In addition to providing context and practical advice related to grammar, usage, and punctuation, **Grammar Essentials** provides students with exercises designed to create an authentic experience, similar to what students encounter when they are working through errors in their own writing.

**Grammar Essentials** does not simply feature traditional multiple-choice questions, which can



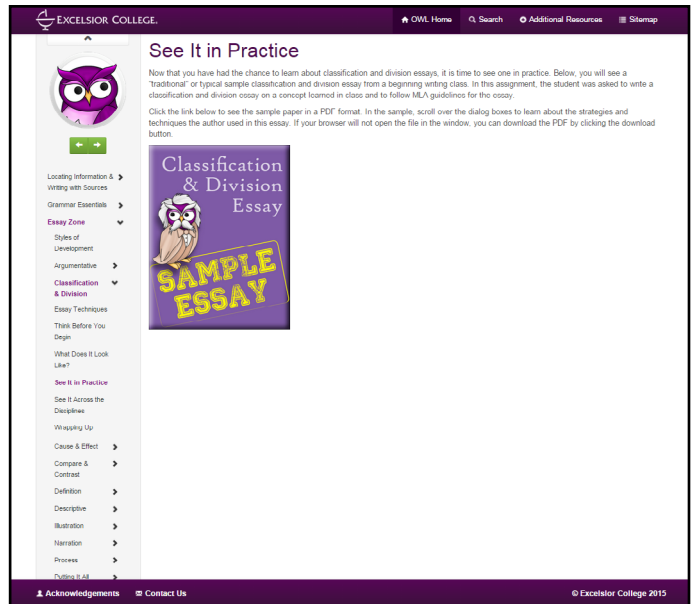
reinforce concepts but do not transfer as well to actual writing situations. Instead, this area features exercises that require students to place punctuation into passages correctly and make word selections to correct sentences. **Grammar Essentials** also features a “20 Most Common Errors” section, providing instruction on the most common errors college students in the United States make in their writing.



## Essay Zone

The **Essay Zone** provides students with detailed information on the major rhetorical styles or “styles of development” they are likely to encounter in college writing. The **Essay Zone** is organized into nine major styles of development:

- Argumentative
- Classification & Division
- Cause & Effect
- Compare & Contrast
- Definition
- Descriptive
- Illustration
- Narration
- Process.



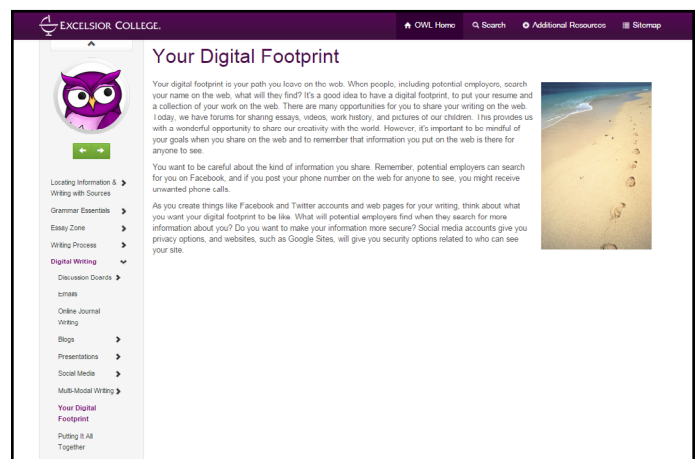
Each rhetorical style features an overview with visual support, strategies, tips to help students think about the assignment before they begin, an interactive activity with a teacher avatar who provides a sample outline using that style, a sample, interactive paper from other disciplines, which shows students how elements of that style appear outside of beginning writing classes, and a wrap up. The conclusion of the **Essay Zone** also features an interactive quiz asking students to consider which style would work best in a variety of writing situations from across the disciplines.

## Digital Writing

**Digital Writing** provides support for writing in the 21st century with instruction and multimedia support on a wide variety of digital writing assignments students are likely to encounter in college writing classes and beyond.

Students will find instruction, examples, videos, and tips on writing in the following digital writing situations:

- Discussion Boards



- Emails
- Online Journals
- Blogs
- PowerPoint Presentations
- Prezi Presentations
- Social Media
- Web Pages
- Photo Essays
- Video Essays
- E-portfolios.

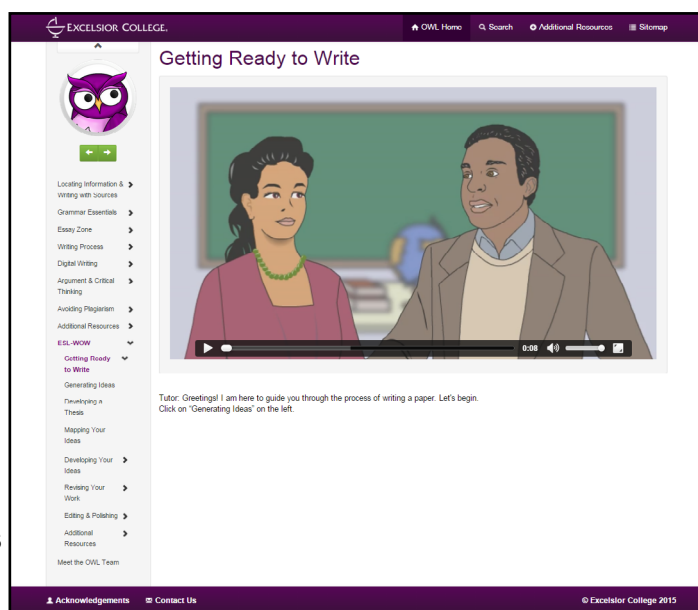
The **Digital Writing** area also provides students with tips on being aware of their “digital footprint” with instruction on how important it is to be aware of the information they put on the web. As writing classes at the college level become more focused on digital writing and students begin to use digital writing more and more in their professional lives after college, the **Digital Writing** area will prove to be a valuable resource for students in online, hybrid, and face-to-face classes.

## ESL Writing Online Workshop

While some OWLs provide links to grammar and basic writing resources, none offers an integrated suite of services specifically for ESL students. ESL-WOW is designed to guide non-native speakers of English through each stage of the pre-writing, while-writing, and post-writing processes. It features four main areas:

1. Getting Ready to Write
2. Developing Your Ideas
3. Revising Your Work
4. Editing and Polishing

ESL-WOW will help students focus on distinct areas of the writing process, much like the other areas of the OWL. However, the ESL-WOW area provides the kind of detailed support beginning ESL writers need. ESL-WOW is a useful addition to almost any traditional or online class that deals with teaching writing elements or addressing plagiarism issues with non-native speakers of English. Students will participate in interactive learning modules as well as listening to audio files and narrated presentations on critical parts of the writing process in simple, accessible captioned English. At the prompting of the instructor, the students will be led through embedded videos and online instructional content through scenarios that guide them in constructing needed knowledge and building useful schemas as they work through modules that address the different challenges of written English.



## Avoiding Plagiarism Tutorial

The Avoiding Plagiarism area provides a comprehensive overview of plagiarism, the reasons it occurs, and how it can be avoided. This area of the OWL is ideal for any students writing with sources who need instruction or just a refresher on the importance of responsible documentation. This full tutorial also has some additional focus on ESL writers, so topics such as American ideas about source material and how different cultures view documentation differently are covered. Students will have access to important information on the following topics:



- What is plagiarism?
- What are the consequences of plagiarism?
- What are some different cultural perspectives on plagiarism?
- How can plagiarism be avoided?

The area also features interactive pre- and post-tests for students and video support to help reinforce important concepts.

## Paper Capers

The final area of the Excelsior College OWL features a first-of-its-kind writing process game developed by 1st Playable Productions. This game, **Paper Capers**, reinforces important rhetorical concepts and writing process steps emphasized in the OWL.

**Paper Capers** allows students to play as business owners of a writing company, one that completes writing projects for clients. Greater success for the writers equals greater success for the writing company. The game takes players through the writing process, a strategy proven to produce better quality writing and requires players to manage their employees to ensure their writers are following a good writing process. However, this is no easy task for players. Just like real-life students who sometimes struggle to stay on task and complete a project using a thorough writing process, the employees in the game quickly get off task with their projects. It is up to the player to keep those writers focused every step of the way.



The game also includes mini-assessments, allowing players to check on the work their writers are completing. For example, a writer might ask if her thesis will work or if her sources are credible. When players support their writers correctly, more points and fame are earned.

**Paper Capers** will keep students busy, as they work toward managing up to four writers, all of whom have some kind of struggle with the writing process. Players must pay close attention, constantly refer back to a writing process reminder tool, and keep their writers on task. This game allows for a fun, engaging, and interactive way for teachers to help reinforce important concepts related to a strong writing process.

## 7.0 Using the OWL in Programs and Classrooms

### Traditional Classrooms

Because the OWL is so media rich, engaging, and comprehensive, it works well as a unique writing resource, no matter your class format. If you are teaching in a classroom without computers, a “flipped” classroom may be the best option for you (see the next section on flipping with the OWL). However, if you are teaching in a face-to-face computer classroom or in a classroom where students have laptops or other devices, the OWL is going to work well as a way to engage students in class.

To begin, because the OWL is so comprehensive, it is important to spend some class time providing students with an overview of the resource, summarizing each learning area, and explaining some of the media-rich activities. This will not take long, as usability studies on the Excelsior College OWL indicate that students were able to comfortably navigate the resources. However, as content is continually added, it is a good idea to spend some time at the beginning helping students get comfortable with this new resource.

Once students are introduced to the OWL, it is still important to give them guidance—at least in the form of specific links for specific assignments and topics. For example, if you are beginning a narrative essay, it would be a good idea to point students directly to the resources on writing effective narratives available to students in the **Essay Zone**. Although a search function is available in the OWL, sending students directly to key areas of the OWL for classroom assignments will help students have a more positive and productive experience.

Using the OWL exclusively for homework assignments is an option but fits more with a “flipped” classroom scenario. If you are not flipping your class and want to take advantage of some of the OWL’s resources in class, you will want to become familiar with the resources yourself first. The OWL User Guide with links, available in the appendix, will provide you with a basic content overview of common topics related to writing instruction. Once you are comfortable with the kinds of topics you want to cover in class, thinking about activities from the OWL that are fun and interactive will help bring lessons to life for your students. Some examples of activities that can be completed for an engaging class are as follows:

- Have students work in teams to play **Paper Capers**. While you want to be careful to avoid individual competition, having teams compete for a high score might work well with students who do not feel comfortable with individual competition. The Apple Store version of **Paper Capers** works best, so having students download the app in advance to their devices will help make for a smooth class activity.
- Students can work with partners to complete quiz interactions and activities. You can assign students specific activities, such as the comma “drag and drop” activity in **Grammar Essentials** or the thesis check interaction in **Locating Information & Writing with Sources**. Having students share their results with the class will help add extra engagement and reinforce lessons learned from the quiz activities.
- When teaching process, break students into groups to have each group watch a process video from **Locating Information & Writing with Sources**, **Writing Process**, or **Argument & Critical Thinking**, depending upon your focus. After the groups watch their assigned videos, have them share with the class what they learned. Ask them questions about what they might do differently or

similarly, depending upon their own processes and habits.

These are just a few of the many possibilities the Excelsior College OWL offers for engaging opportunities in a face-to-face classroom. The key is to ensure lab time or access to laptops or other devices (Remember, the OWL works on phones and tablets.) to help bring some fun to important lessons in writing.

## Flipped Classrooms

If you have been teaching writing for a while, chances are you have heard of the “flipped classroom.” Unlike other fields that have traditionally promoted lecture, the field of writing instruction has been following a “flipped” model long before the term became common in higher education. But, if you are teaching a face-to-face writing class and are seeking to eliminate lecture completely from your courses, the Excelsior College OWL is a tool that is going to make the “flipping” process easy and effective.

The Center for Teaching and Learning at the University of Texas defines a flipped classroom as “one that inverts the typical cycle of content acquisition and application so that students gain necessary knowledge before class, and instructors guide students to actively and interactively clarify and apply that knowledge during class.” Essentially, students read and review materials before class, and class time is used to engage in the material more deeply with workshops, discussions, and activities.

The OWL is an excellent resource in this scenario, as students are able to read pages, engage in practice activities, and watch videos on important concepts before coming to class. Then, class time is used to practice the information learned beforehand. Students are able to workshop on their own writing or work with peers to practice concepts they have learned about through a variety of mediums in the OWL. The strong organization of content in the OWL, coupled with its student-friendly focus, makes it an excellent resource for students working outside of class to prepare for depth in discussions as well as workshopping in upcoming classes.

For example, as students prepare to work on thesis statements for a first essay, instead of having students read from a textbook about thesis statements before class, teachers can point students to the sections on thesis statement in the OWL. In those sections, students will read about thesis statements, learn about strategies for developing them, watch videos with students writing sample thesis statements, and engage in activities that let them test their knowledge of thesis statements. When students come to class after having reviewed these materials in advance, they are more prepared to begin work on their own thesis statements and more prepared for additional discussions of strong academic thesis statements.

Although a full “flipped” curriculum sample using the OWL is provided later in this guide, the following tips can help you prepare for flipping a writing classroom using the OWL.

- 1. Make sure you schedule time to introduce students to the OWL to help them learn how to navigate the resource.**

Even though the OWL is organized in such a manner to make it easy for students to use, it is a large resource. With sample papers, activities, and content pages, there are over 1000 pages of content in the OWL. While this is good news for content coverage, you do not want students to be overwhelmed when entering the OWL. Introduce students to the major areas; show them how to complete a quiz activity; help them make sure they have a current browser that will handle the technology of the

OWL well. Ideally, a whole class period would be devoted to getting to know the OWL. If you are not teaching in a computer classroom, scheduling some time in a computer lab would be essential if your students do not have their own laptops, notebooks, or smart phones. (Remember, the OWL will work on smart phones!)

An OWL scavenger hunt is also a great way to introduce students to the OWL. Giving students questions to answer and helping them learn how to use both the menu bar and the search function will make an important difference. A sample OWL scavenger hunt is included later in this handbook.

**2. Think about your curriculum needs and your own teaching style when choosing content for students to cover outside of class.**

Although it is a new resource, the OWL is quite comprehensive. Faculty involved in pilot studies reported enjoying the way the OWL offers “something for everyone.” Some faculty members find the video series in some areas of the OWL highly beneficial to their students. Others prefer the text support and interactive activities only.

Moreover, in terms of its pedagogical approach, the OWL takes a general rhetorical approach to writing instruction and works to help students build a “writer’s vocabulary” essential in transferring their writing skills to other situations. The OWL also provides a strong focus on writing process. However you approach writing in your classes, the OWL will have something to offer. Spending some time in the OWL will help you find the resources that will work best for you and your students.

**3. Once you are ready to assign the OWL, be specific about what you assign.**

You will want to be as specific as possible about what you expect students to review in the OWL, and you do not want to give them too much content to cover. If you are planning to devote a class discussion to logical fallacies, for example, you would want to make sure students are sent directly to the logical fallacy content and activities in the **Argument & Critical Thinking** area of the OWL.

Give students specific links to follow, so they know exactly where to spend their time in preparation for class. Because there is so much information in the OWL, you will want to send students directly to the links you will explore in the following class.

**4. Take advantage of the comprehensive nature of the content coverage in the OWL.**

Deciding to “flip” your classroom using the OWL means that you will want to make sure you take advantage of what the OWL has to offer. Because the OWL provides clear, scaffolded instruction using a variety of mediums, you will be able to spend your class time delving deeper into content or providing a quick review and then getting students to work on a workshop. You will not need to spend your time re-teaching what the OWL has taught.

**5. Ensure students are visiting the OWL and reviewing required information there.**

Of course, as with any resource, it can be tricky sometimes to ensure students actually complete assigned work in advance. And, when you are flipping a classroom, this advanced work is critical.

First, you should know that national research indicates students feel positively about the OWL once they are introduced to it, which is going to help ensure students come to class prepared. Students in a national study reported the OWL being helpful and supportive—and fun. One student in the study

said that, unlike textbooks, “it feels like the OWL is on our side.” If students have a positive reaction to a resource, they are more likely to use it. Helping students feel excited about the OWL from the start will aid in this process, but the games, videos, and humor the OWL offers is going to help as well.

Second, there are some strategies you can employ, similar to strategies you might employ when using a textbook, to help ensure students are visiting the OWL and experiencing the instruction it offers. Having students write a short reflection about what they learned is one way to ensure both that students are visiting the OWL and understanding its content. However, short, simple quizzes can also be used as quick checks to make sure students are visiting and understanding the OWL. Some sample quizzes are provided later in this handbook.

## Online and Hybrid Classrooms

Because it is an open-educational electronic resource, the OWL works particularly well in online and hybrid classrooms. Perhaps the most promising aspect of the OWL is that it can be used as little or as much as you (the instructor) determines is necessary. For example, you might choose to use the OWL as your primary textbook in the online or hybrid classroom. Another instructor might decide to keep his preferred textbook and supplement with the OWL. What follows are some useful tips for using the OWL in the fully online and/or hybrid classroom.

1. **Make sure that your schedule provides students time to familiarize themselves with the OWL early on.**
  - a. If you are teaching a course that is fully online, it is recommended that you give students at least a week to adjust to the online environment. Consider assigning a mandatory orientation to the OWL. This might be some sort of scavenger hunt or a guided reading activity that walks the students through the major areas of the OWL. It is also helpful to provide space within the course for the students to meet each other and discuss any questions they have about using the OWL with their classmates and you; you might require each student to ask at least one question about the OWL in discussion and you can encourage students to help each other answer these questions, too. You might also keep an informal, ungraded discussion open all semester long wherein students can post questions about using the OWL. During the first few weeks, you should check in routinely to make sure that you answer any questions they have and/or help them to troubleshoot any technical obstacles they may be running into.
  - b. If you are teaching a hybrid course, during the first week you may want to offer students the opportunity to go through the OWL in a face-to-face class with you (if you can find a computer lab to do this in, even better!). During this same week, you should also build in time for them to try to familiarize themselves with the OWL on their own. All hybrid courses are distinct in respect to how much face-to-face time is allotted for students to interact with each other and the instructor; however, it is a good idea to make sure that you do routine check-ins throughout the semester to ensure that your students are given the opportunity to discuss any obstacles they are encountering and to establish plans for individual successes that span the semester.
2. **No matter how little or much you use the OWL, let your own pedagogical instincts and your curricular goals determine how and what to use. Here are some of the obvious benefits of the OWL for hybrid and online classrooms:**

- a. **Rich and Flexible Intertextuality.** Currently, the OWL is divided into thematic areas (Locating Information, Writing Process, Argument & Critical Thinking, Grammar Essentials, Essay Zone, Digital Writing, ESL-WOW, Avoiding Plagiarism, and Paper Capers). However, the content in these areas is intentionally created to overlap, intersect with, and complement each other. Thus, it is not likely that you will have your students working with these modules in sequential order (i.e, starting with Locating Information, then moving onto Writing Process, etc), or that you will even use only one or two learning areas exclusively. Instead, it is advised that you review the content of the modules and then consider what your objectives for your course already are. Where do your objectives and the resources available on the OWL meet up? What are you already doing in your class that you can supplement with the OWL? One way to start is to pull out a reading and assignment schedule from a prior semester, and then begin to search the OWL for complementary lessons, assignments, and exercises. For example, if one of your objectives is to teach students how to paraphrase without plagiarizing, you will find that there are helpful resources within the **Locating Information & Writing with Sources** and **Avoiding Plagiarism** modules. It is possible that you might use the “Revising and Editing” section of the **Writing Process** as well when they move into the revision phase. Again, consider what your goals are, familiarize yourself with what’s available on the OWL, and then pair your goals with the OWL’s resources.
  
  - b. **Easy-to-Navigate Pattern of Delivery.** Even while you might not move sequentially through the larger learning areas, you and your students may find very useful the pattern of page organization that is repeated for each of the module’s separate learning objectives. Most of the learning objectives follow this order: traditional lecture/overview material, a “See it in Practice” page, and a “Your Turn Now” or “Putting it All Together” or “Analyze This” page, depending on the area. In other words, every time students are directed to learn a new concept (e.g, write a thesis, create a blog, organize an argument) the OWL first EXPLAINS the concept with illustrations and examples, then DEMONSTRATES the concept in action, and finally INVITES THE STUDENT to put into action what he/she has learned. You might decide to assign the entire concept-sequence, or you may decide to use it as a supplement to outside material you provide for the course.
  
  - c. **Multi-modal Delivery of Instructional Material:** Another useful resource for inclusion in your online or hybrid course is the multiple modes of delivery for instructional material and for ensuring that your students understand the concepts at hand. For example, students might read about and see examples of strong thesis statements. They might also watch a Prezi about thesis development. Often, the OWL provides self-check interactions or quizzes students can take to test the progress of their learning. Then, they might be invited to watch a video or screencast of a student working through his own thesis revision. Finally, as students move into working on their own projects, you might invite them to review the links to these pages. If a student is struggling with a specific aspect of the material, you might direct the student to revisit the lecture material; or, if you know a particular student is more visually-oriented, you might direct the student to a Prezi, video, or screencast.
3. **Once you know which modules you plan to use, make your use of the OWL as transparent and intentional as purpose.**
    - a. **Send students to individual links within the OWL.** Being as specific as possible without

overwhelming your students with too much detail is key. During the first week, consider providing your students with a full course schedule broken up by daily, weekly, or module-based chunks of time. This schedule should include individual links to all of the pages of the OWL that you plan to use; because the OWL is such a big site, students can easily get lost in its pages. Therefore, it is advisable to send your student to each and every page individually. This is fairly easy to do since you can add live hyperlinks into an MS Word document. You may then provide them this schedule within the course itself and/or you might email it to them as an attachment.

- b. **Create new or modify existing assignments so that they require students to put into action what they are learning via the OWL.** Whether teaching a fully-online or hybrid course, you want to make sure that your students recognize that the time they spend on the OWL is integral to the course and its objectives. In an online class, a good way to do this is by asking them to use the language of the OWL in discussion. Your discussion questions might speak directly to a lesson you have assigned them on the OWL. For example, after you have students read the lessons on logical fallacies, you might have students identify logical fallacies in their own or other's writing. Or, you might ask them to do a peer review of each other's papers and ask them to use one of the downloadable checklists available on the OWL to evaluate each other's papers.
- c. **Refer students back to the OWL in your feedback.** If you ask your students to submit their work electronically and provide feedback to them electronically, as well, then one very useful aspect of the OWL is the ability to embed links to specific pages in your comments. For example, if a student is struggling with semi-colons, you might indicate an error in usage on the student's paper and provide the student with a direct link to the OWL page on semicolon usage in the Grammar Essentials module.
- d. **Build in additional "checks" to make sure students are actually reviewing the material.** Another way to encourage students to utilize the OWL is to create lesson-specific quizzes or reading guides that make students accountable for reviewing the material. Since the interactive activity or quizzes in the OWL are not graded, you might consider developing and giving some original quizzes a low-weighted grade. Samples of these quizzes can be found in the appendix. In an online class, you might set deadlines for completing these quizzes or require students to complete the quizzes before entering discussion. In a hybrid course, you might do the same or administer the quizzes at the beginning of class and then use them to launch and provide direction for discussion.

## 8.0 Sample Course Activities for the Excelsior College OWL

Because each area of the Excelsior College OWL functions in a different way, course activities for the OWL will vary from area to area. In this section, an overview of the classroom activities for each area will be provided, as well as some specific sample activities, which should provide teachers with a variety of ways to bring the OWL to their students in both online and face-to-face courses.

### Locating Information & Writing with Sources

**Locating Information & Writing with Sources** is comprehensive and provides a scaffolded, step-by-step approach to the process of writing a paper with sources. Students can be taken through each step, and teachers can structure a course or a portion of a course around each of these steps. In computer classrooms, teachers may have students complete one step on a particular day in class. In a traditional classroom, teachers may want to practice a “flipped” curriculum and have students complete a step at home and then come to class ready to practice with that step. Online courses can be structured around each step of the process as well, as students can complete process activities in modules leading up to a due date for an essay.



Because each step of **Locating Information & Writing with Sources** features a student sample video and a section called “Your Turn Now,” this area can easily be integrated into a curriculum and can supplement or replace textbooks that take students through the process of writing a paper with sources.

### Activity Ideas for Locating Information & Writing with Sources

- After reviewing information on “Assignment Analysis,” students can complete their own assignment analysis using the assignment from the course.
- Students can submit their own research questions to their instructors or classmates for feedback after completing the “Narrowing and Developing” section.
- Teachers can use the “Research Strategies” section as an introduction to a lesson or unit on finding information on the web or in academic databases.
- Once students complete the section on “Thesis or Focus,” and take the interactive quiz for practice, students can submit a working or tentative thesis for feedback.
- After completing the section on “Note Taking” students can submit notes from their research process either electronically or on note cards.
- The “outlining” section provides sample outlines. Students can use the samples and watch the video cast to help them create the outline for their own paper.
- “Drafting and Integrating” encourages students to remember that a draft is a rough draft and to integrate sources effectively. In addition to having students complete a draft at this state, teachers can use the “Signal Phrase” quiz to have students practice integrating sources and then submit some samples for review and feedback.
- The “Revising and Editing” section features checklists in interactive PDFs. Students can complete the checklists as they engage in revision and editing and submit the PDFs via e-mail or in print along with revision and editing notes on their papers.
- For “Documenting,” teachers will want to focus on the style being used. Students can save or print

the interactive PDFs, which can be used during drafting and also during editing, as students work to ensure consistency with format. Depending upon the level of understanding teachers require, they may want students to also complete the MLA or APA quizzes to help reinforce some of the finer details of formatting.

- If students are completing an Annotated Bibliography or a Literature Review as a part of their research/writing process, teachers will want to take advantage of these sections of the OWL, which provide instruction and a sample Annotated Bibliography and Literature Review.

## Writing Process

Just like **Locating Information & Writing with Sources**, the **Writing Process** area of the OWL is comprehensive and provides a scaffolded, step-by-step approach to the process of writing an essay, only this area focuses on essays that do not require sources. This area can be used to support essays like narrative essays or expository essays that require personal experiences and observations as evidence for development.



Just like with **Locating Information & Writing with Sources**, students can be taken through each step of the **Writing Process** area, and teachers can structure a course or a portion of a course around each of these steps. In computer classrooms, teachers may have students complete one step on a particular day in class. In a traditional classroom, teachers may want to practice a “flipped” curriculum and have students complete a step at home and then come to class ready to practice with that step. Online courses can be structured around each step of the process as well, as students can complete process activities in modules leading up to a due date for an essay.

Because each step of the **Writing Process** also features a student sample video and a section called “Your Turn Now,” this area can easily be integrated into a curriculum and can supplement or replace textbooks that take students through the process of writing an essay.

## Activity Ideas for Writing Process

- After students complete the “Overview” section, students can draft “Thinking about Your Assignment Notes” to encourage them to think about assignment requirements and the decisions they will make related to those requirements.
- Students can then move to the “Prewriting Strategies” area. Teachers can have students try out several of the strategies or just one or two and use these strategies as a part of the writing process.
- After completing the “Audience Awareness” area, teachers could have students complete activities related to audience. For example, having students write about the same topic to different audiences can help emphasize the changes writers make in relation to audience.
- The section on “Voice” can support activities related to analysis of tone. Once students complete this area, teachers might provide students with examples of inappropriate voice and have them work on revisions using the “Tips” page.
- Upon completing the section on “Introductions and Conclusions” and viewing the sample video casts, teachers may have students write their own rough drafts of their introductions and conclusions for their essays.
- When students complete the activities related to thesis, teachers can use the interactive “Thesis

Checklist” to have students submit a draft of their own thesis sentence for review. The checklist can be saved and e-mailed

to the professor in online classes or printed for face-to-face classes.

- Using the section on “Paragraphing” as a guide, students can draft paragraphs for their essays with a focus on clear topic sentences and good organization.
- The “Essay Writing” section with the activities and student videos will help students organize and draft essays. Teachers should have students complete outlines and rough drafts at this stage.
- The “Revising and Editing” section teaches students about the differences between revising and editing and how to use resources available to them. Teachers can use the peer review videos and forms to aid in the peer review process and use the writing center information if students have access to a writing center.
- The revision and editing tips can be used to engage in revision and editing workshops in a face-to-face class or built into online discussions or assignments in an online class.

## Argument & Critical Thinking

**Argument & Critical Thinking** also provides students with a scaffolded, step-by-step approach to writing, but the focus in this area is on creating strong, argumentative projects with convincing support free from errors in logic. This area of the OWL is comprehensive in terms of argumentative writing and digital projects, providing support for everything from rhetorical analysis to logical fallacies. Just like **Locating Information & Writing with Sources** and **Writing Process**, this area features a series of videos that support each step of the argumentative writing process. Additionally, this area features an “Analyze This” set of videos that engage students in elements of analysis for each lesson learned. These videos, along with sample papers, Prezis, comics, and quiz interactions make this area ideal to support a “flipped” classroom, an online classroom, or an engaging and interactive face-to-face classroom.



This area of the OWL works well in support of writing classes that focus on argumentation and critical thinking and can be used in place of traditional textbooks. This area could be used in combination with an affordable argumentative reader or even free argumentative readings from the web.

## Activity Ideas for Argument & Critical Thinking

- After reviewing information on “Argument and Audience,” students can complete their own audience analysis mini essay, either formal or informal, for a project in the course.
- After completing the “Finding Arguments” section, students can work in small groups to find arguments within specific topics, either assigned or developed within the group.
- Once students complete the section of “Modes of Persuasion,” you can have students practice further with commercials, music lyrics, and then move into analysis of short articles.
- Finally, the content can be used to support analysis of students’ own writing.
- Once students complete the section on “Argumentative Thesis,” and take the interactive quiz for practice, students can submit a working or tentative thesis for feedback from you.
- The “Organizing Your Argument” section can be used to teach students about the basic argumentative structures and the rhetorical purposes of each. You may have students study all of them and make decisions or just focus on one particular structure.
- Similarly, “Argumentative Structures” provides students with options. You can choose or have students study several options. The sample papers can also be used for formal or informal argu-

mentative analysis.

- Once students are ready for collecting and integrating evidence for their arguments, students can complete the “Using Evidence” section and practice with their own examples of evidence.
- The “Logical Fallacies” section includes comics and a full interactive activity. Once students complete this section, they might create their own comics for additional logical fallacy types and/or use the interaction as a model for analysis of their own research process.
- The “Revising Your Argument” section can be used to support a strong revision and editing workshop for students.
- The “Argument Analysis” section teaches content and rhetorical analysis. You may want to teach this section first, depending upon the structure of the course.
- The “Argument and Digital Writing” section focuses on a variety of digital argument options. You may want to focus on just one or two of these and use the samples provided as models to get students started on their own digital projects.

## Grammar Essentials

While the **Locating Information & Writing with Sources** and the **Writing Process** areas are designed to be completely integrated into a curriculum, the content for **Grammar Essentials** is generally designed to be used on an “as-needed” basis. The content is somewhat scaffolded, and it could be used in its entirety for courses that focused heavily on grammar, usage, and punctuation. However, the comprehensive nature of this content means teachers would need to be careful to require this in “small doses.” Most students will use the content in **Grammar Essentials** only to look up and practice with concepts they are struggling with in their own writing.



## Activity Ideas for Grammar Essentials

- After assessing any issues related to errors for a class as a whole, teachers may use certain lessons in class or build them into an online course. Teachers would want to make sure that any of these lessons were relevant to common struggles students in the course were having. For example, if commas are a common problem, which they often are, students can be directed to the lessons on commas, complete the quiz, and interact with the “Tips from the Grammar Professor” activity.
- Teachers can have students assess their own need areas after essays have been returned to students with comments. Teachers may have students choose two or three common errors in their essays, view the lessons from the OWL on those areas, and make corrections to their essays based on lessons learned.
- Teachers may use the links to individual lessons in **Grammar Essentials** and insert them directly into essays when feedback is provided. For example, when grading electronically, teachers can go to the area of need, copy and paste the link, and put it directly into a student’s essay.

## Essay Zone

Because the **Essay Zone** covers such a wide variety of development styles, it is unlikely that teachers would need all of the content in this area for a single course. However, it could be used in its entirety for overview purposes or if teachers use the styles to teach options for paragraph development. Still, most teachers will use the individual areas on styles as they assign essays that focus on those specific styles.

### Activity Ideas for the Essay Zone

- If teachers are using the development styles to teach options for paragraph development, they may want to have students go through each area of the **Essay Zone** over several days or weeks. Teachers may want to have students skip the “What does it look like?” section of each style if they want students to focus on paragraphs instead of whole essays. Students can then practice writing paragraphs using several styles of development. The “What’s My Assignment” section would provide excellent review.
- If teachers use the styles as specific essay types, then teachers would simply have students complete the area relevant to their assignment. Once students review the assigned area, teachers can have students use the “What does it look like?” section to help them complete an outline. Students can then submit the outlines for feedback.
- Teachers interested in helping students make connections across the disciplines can use the sample papers and the analysis of the “moves” embedded in the comments to complete similar activities with different papers that emphasize particular styles of development.



### Digital Writing

**Digital Writing** offers support for students in the kinds of writing they encounter almost every day in college. Teachers may want to spend specific class time or devote specific areas in an online course to areas of **Digital Writing** that would be used most frequently at their schools or in their courses. For example, online courses might begin with a small unit on discussion board posts featuring the OWL's support for discussion posting. Teachers who notice student struggles with e-mails could devote class time to an activity using the E-mail section of **Digital Writing**. This area is designed to allow teachers to pick and choose what they need for their students. However, teachers in courses heavily focused on digital writing may find themselves using most or all of these areas. No matter the use, the section on “Your Digital Footprint” is likely a must-read for most students as they begin to submit work in the online world.



### Activity Ideas for Digital Writing

- Teachers can build specific units in online courses surrounding the types of digital writing they will use in their assignments. If, for examples, students are creating a PowerPoint or Prezi for a

project, teachers should have students review the instructional materials in the OWL, view the examples, and then draft their own presentations to submit for initial feedback.

- Teachers in face-to-face courses could have students review the materials in the OWL on the particular digital writing type and come to class ready to work on the project. For example, students may not have the software at home needed to create a video essay, but they could review the materials in the OWL and come to class ready to use school software to put their ideas into practice.
- If teachers want to give students a review of some of the major types of digital writing assignments, they might have students review the whole area in small steps and then complete the summative quiz at the end, either in class or on their own.

## ESL-WOW

The ESL Writing Online Workshop provides ESL students with the same kind of comprehensive writing process support available in the other areas of the OWL, only this ESL support is contained within one comprehensive area. The writing support in this area is broken down into smaller pieces to help your students who might be just getting started as writers in English. Each lesson provides extensive process support and features a video interaction in which an ESL writer works with a writing tutor. The student in these videos will ask important questions about the writing process and have them answered by the tutor. Additionally, much like the other areas of the OWL, the ESL-WOW area features interactive quizzes you can use to help support lessons learned in the area and in your course.



## Activity Ideas for ESL-WOW

- Almost every student in your remedial composition course needs assistance with thesis statement construction. You refer them to the **Developing a Thesis** section under the **Getting Ready to Write** module.
- You notice that many of the “final draft” essays that you receive in an intermediate ESL writing course are more like rough drafts. In class, you have the students view the **Importance of Revision** video under the **Revising Your Work** section.
- Your institution is considering adding an Automated Writing Evaluation tool to its ESL composition and first-year writing courses. When you look under **Editing and Polishing**, you will find information under **Automated Writing** to assist your school with making this decision.
- After viewing the **Avoiding Plagiarism** module, you assign the students a reaction paragraph or essay on the topic of plagiarism to encourage more in-class dialogue on this complex topic.
- You assign students the task of creating their own Grammar Journal based on the tutorial found under **Editing and Polishing** under the **Personal Editing Guide** section.
- Before you take a trip to the library to allow students time to find a source for a research project they will do in your class, you first take time to review the concepts of citations, paraphrasing, and summarizing in the **Developing Your Ideas** section.
- In the dropbox where students will submit a final paper, you stress the importance of the revision process in the **Revising Your Work** module.
- Direct your ESL writers to the **Read Out Loud** section as one last measure of revising before submitting the final product.
- For one of your essays in an online class, students must submit an outline for approval before the essay is due. You could send them to the **Mapping Your Ideas** section under the **Getting Ready**

**to Write** module. There, they can get information on outlines and gain practice with an ordering activity.

- As a quick reference to MLA and APA, you can refer students to the **External Resources** section for assistance with various research projects that are due in the online dropbox throughout the semester.
- After completing a rough draft of a process essay, students can take transition words they are using in this essay and add them to their Grammar Journal that they are able to create in the **Editing and Polishing** module. You can create a discussion board forum where they post their Grammar Journals for classmates to view.
- Use the **Spelling and Grammar** section under **Editing and Polishing** as a springboard for an online discussion that has students finding misspelled words on signs or elsewhere online. Students will learn the importance of precise spelling in professional communications.

## Avoiding Plagiarism

**Avoiding Plagiarism** offers comprehensive support for helping students understand plagiarism, understand its consequence, and know what they can do to avoid plagiarism. With pre- and post-tests and video support to help illustrate the consequences of plagiarism, this area is a must-have for your students who might be struggling with responsible documentation or have had little to no exposure to plagiarism instruction. Many faculty members, both in writing courses and across the disciplines, require this whole area before any kind of project requiring source material. However, just like the rest of the OWL, the **Avoiding Plagiarism** area can be used in specific pieces in your courses.



### Activity Ideas for the Avoiding Plagiarism Tutorial

- Before you begin a section in your course that requires writing with sources, you can have students take the plagiarism pre-test and discuss results in small groups or as a class.
- Teachers, in order to help reinforce the consequences of plagiarism, have students review the “Student Committed Plagiarism” video. Have students write a response to the video and share their responses in a class or online discussion.
- If your students are struggling with proper documentation of quoted material or documentation for paraphrased material, have them review and complete activities in the “How to Avoid Plagiarism” section. Students can share what they learned in group discussions online or in class.

## Paper Capers

**Paper Capers** is designed to provide review of important concepts from the OWL and may work well for teachers and students as a way to emphasize content after completing key sections of the Excelsior College OWL. However, the game may also function independently, and, therefore, could be used before instruction in the OWL begins as a way to prepare students for important concepts they are about to cover.

### Activity Ideas for Paper Capers

- Have students spend time in class playing the game. Observe how they work best with the game. Some students prefer to play the game alone. Others prefer to play in pairs. You will want to

provide students with a comfortable environment for playing the game in class.

- Have the students play the game at home. You will likely want to give an introductory lesson on the game at first, but students can play the game outside of the class. The game works on computers, but a version for iPhones and iPads is also available, making it possible for students to play the game on whatever device they have at home.
- Spend some time discussing the game and the benefits of emphasizing the writing process.
- Have students write a paragraph describing the writing process steps before and after playing the game. Have them note any differences.
- Competition can be fun, and scores can be compared. Progress can be kept on the class in a chart. However, you should be aware that some gamers do not do well if the environment feels too competitive, so you will want to tailor your instruction based on the students you are working with.

## 9.0 Using the Excelsior College OWL for Writing Feedback

Another useful feature of the Excelsior OWL is the ability to integrate it into your written comments. This feature is most useful if you are providing feedback electronically, which can be done in both face-to-face and online classes.

### Feedback in Online Discussion

If you are teaching online, you can use the OWL to provide feedback both in discussion forums and in student's written work. For example, you are working with your students on integrating source material into their papers, and you have asked them to review the material available on the OWL in the "Drafting and Integrating" section of Locating Information & Writing with Sources. As a follow-up, you might assign students a paraphrasing exercise. You can encourage students to evaluate each other's attempts to paraphrase, and ask them in their feedback to each other to reference the advice provided by the OWL on paraphrasing. You might also participate in discussion and offer students suggestions by providing **DIRECT LINKS** to sections of the OWL. For example, one of your students has posted an attempted paraphrase but has added his or her own views on the subject. Here is what sample feedback might look like:

Jennifer, this is a good attempt to paraphrase, but I've noticed you've included your opinion on the subject. This is a common error, and I'm guessing many of your classmates might also make the same mistake. Remember, the OWL says: "Be careful not to add information or commentary that isn't part of the original passage in the midst of your paraphrase." Here's a link to that section of the OWL where you and your classmates can review some examples of effective paraphrasing: <http://owl.excelsior.edu/posts/view/57>

Obviously, commenting on everyone's posts can be time-consuming, so it might be a good idea to archive your most common feedback of this nature. There are several options for doing this; in an MS Word document so you can easily copy/paste it into discussion as needed.

### Feedback on Written Papers

Regardless of whether you are teaching online or in a face-to-face classroom, there are several reasons why asking students to submit work electronically makes pedagogical sense. First, there is the practical aspect: asking students to submit their work electronically before they come to class saves valuable time in a face-to-face classroom and does away with a variety of common issues, such as students running out of printer ink or insisting they have turned in missing papers. Second, if students submit work electronically, you can provide feedback electronically, which can also be time saving for you. If you are like many instructors today, you type faster than you handwrite. And you can use the archive comments function suggested above to insert common comments.

Above and beyond the classroom management and expediency rewards of asking students to submit work electronically is that doing so provides to you another way to integrate to best practices into your teaching. Traditional feedback is limited to teacher-to-student suggestions, often (for expediency's sake) relying on reader's marks, symbols, and abbreviations that require students to refer to a key to decode them.

Sometimes these comments might include handwritten references to page numbers in textbooks or handbooks, which again requires the motivated student to hunt down those textbooks. Electronic

feedback enables the instructors to insert **DIRECT LINKS** to the OWL's instructional material; today's students live online, so you are not just saving your students time and encouraging less-motivated students, you are also interacting with them in their world.

For example, rather than just crossing out an unnecessary comma on a student's draft, you can insert a **DIRECT LINK** to an explanation about what makes that comma unnecessary and examples of "unnecessary commas"; this material is available in "Unnecessary Commas" under "20 Most Common Errors" in the Grammar Essentials section of the OWL. Navigating to this link is effortless for students. Students who are struggling with a number of grammatical errors might be invited to do the "Try it Out" interactive grammar quiz in that same section. As we know, students love games and they provide an excellent teaching tool students can try out on their own.

Most importantly, however, using the OWL for feedback enriches your students' experience by providing them **multimodal** options for students of varying learning styles to understand the material. If a student is struggling with a paraphrase assignment, in your feedback on that student's draft, you can insert a link to the "Paraphrasing Quiz" and invite your student to interact with it before applying what he or she has learned to revisions. Or, perhaps you are reading a draft wherein a student is struggling with developing a thesis. You could insert a direct link to "See it in Practice" from the "Thesis or Focus" section of **Locating Information & Writing with Sources**.

These "See it in Practice" sections of the OWL are screen-cast videos where students get to listen to a student think through her ideas; your student could listen to a student discuss the challenges she has had with her thesis, and be able to see her draft as she revises it.

This use of electronic feedback enables you to model good writing practices for the student. Visually-oriented students will benefit from the variety of visually-enriched instruction on the OWL. If you are evaluating a student's paper wherein the student still seems confused about audience, a **DIRECT LINK** to a Prezi like "Audience Analysis," available in the **Argument and Critical Thinking** section of the OWL would be an excellent addition to your inserted comments. Or, you might refer students to the video, "Offending an Audience," in that same section; here the student would get to hear from real readers about what offends them in writing. Consider how much more rich your feedback can be if, instead of simply writing, "Be careful not to offend your reader," you also help your student to actually see and hear that imagined reader!

Of course, despite the expediency of a **DIRECT LINK**, there's no guarantee that your students will navigate to them. To further encourage your students to visit these links, you might assign a short reflective piece with any revisions your students later submit. In this reflective piece, you might ask students to identify the suggestions you gave them in their previous draft, discuss what changes they have made since, and indicate in what ways they used the OWL as they worked through their revisions. This also enables you to gauge whether the feedback you are providing or the method by which you're providing it is effective.

In sum, using the OWL in your marginal or end comments on student's papers saves you time, saves your students time, and provides yet another way for you to appeal to the variety of learning styles in your classroom.

## 10.0 The OWL Across the Disciplines

While the Excelsior College OWL was designed specifically to support students in beginning writing classes, the entire site also provides much-needed support for students in other college courses that require writing. As a faculty member from a field outside of writing, you may not know where to begin when it comes to choosing content from amongst nearly a thousand pages of content, but the following summary of support in key areas, along with the “Using the Excelsior College OWL” guide located in the appendix, will help you determine which pages and activities in the OWL can help meet your needs and your students’ needs, as they work to apply sound writing practices in a variety of courses.

### Research

As many courses across the disciplines require some kind of research writing project for students, the **Locating Information & Writing with Sources** is going to be an important area of you to consider. Many times, we assume students remember from their writing courses how to write that traditional college research paper, but so often, students test out of beginning writing courses. Other students may have taken the course years ago and may not remember lessons and content. Because of this, it is important to realize you may need to start from the beginning with students, and this is not easy in busy, content-heavy courses. If you find yourself with students who need help from the very beginning, with everything from documentation, to finding sources, to developing ideas related to source material analysis, you may want to have students spend some time reviewing each step in the process in the **Locating Information & Writing with Sources** area. However, it is important to first review this area yourself. This is one of the more detailed learning areas in the OWL, and completing each step will take time and patience. You may want to break up the assignment and have students report and share what they learned from each step.

### Documentation

The OWL offers some of the most innovative support for documentation according to Chicago, MLA and APA guidelines available on the web. Because documentation can be so difficult and confusing, the OWL team has organized support for documentation visually and in a student-friendly manner. The following resources should be of significant help to all of your students. However, it is important for all teachers to note that many aspects of documentation styles are up to interpretation. The Excelsior College OWL team works closely with our team of librarians, who work closely with representatives from each formatting style, to provide the most accurate information available. Still, “rules” and guidelines are constantly changing, so you should review current guidelines in the OWL and on documentation sites and blogs yourself, in addition to having students review the helpful materials in the OWL.

The following materials are available in the “Documenting” area of **Locating Information & Writing with Sources**:

- The video demos for APA and MLA style provide short video walk-throughs of basic formatting, in-text documentation, and References or Works Cited page information.
- Interactive, visually-organized PDFs are available to support in-text documentation and reference material for APA, MLA, and Chicago styles.
- Beautiful, interactive checklists that feature samples for each point are available for both APA and MLA styles.

## Rhetorical Concerns

One of the most common concerns among faculty across the disciplines is that students struggle to adjust to the style and genre conventions of different writing assignments. This is a common struggle because adjusting to so many different style and genre conventions is simply a difficult process for most students. Even more advanced writers can struggle in this area. Fortunately, the OWL offers detailed support for students. By offering instruction in rhetorical awareness and the tools needed to assess rhetorical situations, students can learn to adjust their writing to different assignments and become more flexible writers.

The following resources provide a basic overview of the rhetorical support in the OWL, but the “Using the Excelsior College OWL” guide in the appendix will provide a more comprehensive list.

- For help with formal, academic voice and style, you can refer your students to the content on “Voice” in the **Writing Process** area.
- For support in assessing the rhetorical situation of an assignment and making good decisions related to assignment requirements, you may want to refer your students to the “Assignment Analysis” section of **Locating Information & Writing with Sources**.
- Sample papers from a variety of genres are available throughout the OWL, all with commentary related to content and rhetorical “moves.” **The Essay Zone** features a wide variety of sample papers from across the disciplines, including a lab report. Having your students review similar models can help them begin to understand style and convention requirements.

## Grammar and Usage

It is important to understand the reasons behind student error. Most students make errors because of poor editing habits. It is not because they do not know the errors exist. However, many students will struggle with particular conventions of Standard American English structure as well as our punctuation conventions, especially as structural and punctuation conventions are forever changing and always depend upon the situation for “correctness.”

Still, as you will be working to teach your students to conform to academic conventions, the support available in the OWL can help. The **Grammar Essentials** area of the OWL provides detailed, warm support for parts of speech and structure, punctuation, and the most common errors beginning college writers make. Because this area is comprehensive, it would be too much to expect any student to review and retain all of the information there. To be most effective, you will want to refer students to the particular areas they are struggling with. For example, if you notice students struggling to use commas effectively, you will want to refer them to the comma area in the “Punctuation” area of **Grammar Essentials**. There, students can review all ten comma rules and then practice using commas in interactive exercises.

## 11.0 Process for Embedding the OWL

The OWL is open source and can be embedded right into courses and websites. Although many faculty members and program directors choose to simply link to specific pages in the OWL, the resources in the OWL can also be embedded. By using a simple iframe code, you can bring content in your courses to life with the engaging resources available in the Excelsior College OWL. By doing this, you can bring content, including text pages, interactions, and videos right into your courses or pages, allowing students to view content without having to follow a link to an outside page.

The following iframe code will allow you to bring an interactive quiz, a specific page, or even a learning area into your course. Simply replace the middle area of the code with the page or area you wish to embed, as demonstrated in these examples.

If you wish to bring in an interactive quiz on pronouns, you would follow this process.

1. Find the quiz link you wish to include. In this case, we want the Try It Out: Pronouns interaction.
2. Copy the link: <http://owl.excelsior.edu/quizzes/view/13>
3. Insert that link into the middle (inside the quotation marks) in this sample iframe code:
4. `<p><iframe height="555" marginheight="15" src="http://owl.excelsior.edu/quizzes/view/13" frameborder="0" width="720" marginwidth="0" scrolling="no" align="left"></iframe>`
5. Use that code to embed the link directly into your webpage or course.

If you want to embed the main page for a learning area, as you may want to use every step of one of the scaffolded areas in the OWL, the process is similar. In this example, we will use the Argument & Critical Thinking area.

1. Find the landing page for the area. In this case, we are using the Argument & Critical Thinking area.
2. Copy the link: [http://owl.excelsior.edu/argument\\_critical\\_thinking/](http://owl.excelsior.edu/argument_critical_thinking/)
3. Insert that link into the middle (inside the quotation marks) in this sample iframe code:  
`<p><iframe height="555" marginheight="15" src="http://owl.excelsior.edu/argument_critical_thinking/" frameborder="0" width="720" marginwidth="0" scrolling="no" align="left"></iframe>`
4. Use that code to embed the link directly into your webpage or course.

If you have any questions about this process, do not hesitate to contact the OWL team at [owl@excelsior.edu](mailto:owl@excelsior.edu).

## **12.0 Rights and Permissions**

The OWL is grant funded and is completely open source. While the content is copyrighted by Excelsior College, it is available for free use by any non-profit organization. As noted above, the content from the OWL can be embedded right into your course or program site and is currently being linked to by a variety of writing programs and writing centers across the country.

The OWL team asks that content not be changed, but the content can be used to support student learning in any way you need in your courses or programs.

### **13.0 Contacting the OWL Team**

Questions? Comments? Please email [owl@excelsior.edu](mailto:owl@excelsior.edu) with any questions you may have about the project or with feedback regarding the site.



Also, join our OWL Community on Facebook:

<https://www.facebook.com/OWLatExcelsior>

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## Introduction to Appendix Materials

### Appendix 1

#### Content Guide

The following brief User Guide to the Excelsior College OWL provides links to specific pages in the OWL arranged in alphabetical order by topic. This resource is particularly helpful in providing teachers with an overview of the OWL and specifically when providing feedback on students’ papers. When providing feedback on papers, this resource can serve as a kind of “quick guide,” making it quick and easy to copy and paste links to pages in the OWL right into a student essay.

### Appendix 2 (attachment)

#### Quiz Questions

The following quiz questions are designed as a supplement when teaching with the Excelsior College OWL. While the OWL itself focuses on ungraded feedback to create a warm, safe learning environment, some teachers prefer additional support or “checks” to ensure students are visiting and engaging in the required materials from the OWL. These questions are presented in a Word file and may be used in face-to-face or online courses as a supplement to OWL materials. The text of these quiz questions can be built into an online course. *NOTE: This appendix is attached as a Word Document.*

### Appendix 3 (online)

#### Sample Flipped Curriculum

The following sample curriculum is just one example of what a “flipped” introduction to writing classroom might look like. The course focuses on a variety of assignments, uses no traditional textbooks, and relies on the Excelsior College OWL for much of the reading material for the course. The idea behind the sample curriculum is that students can complete activities in the OWL outside of class and use class time for workshoping. Additional readings from a variety of open-source resources have been used in the sample, but the Excelsior College OWL provides the foundational content.

**Click here:**

<https://sites.google.com/site/freshmancompositioncurriculum/home/freshman-comp-i>

**Freshman Composition Curriculum**

Welcome! Resources for Writing Teachers Signup

**Freshman Comp I**

This page is designed to demonstrate a sample curriculum for a “flipped” freshman composition course using resources free to students. This curriculum is built around the multimedia-focused, student-friendly Excelsior College OWL, but include readings from other open source projects in the field of Composition. The multimedia focus and clear lessons of the OWL make this curriculum ideal for a “flipped” curriculum, allowing students to learn and practice key concepts on their own, outside of class, leaving time in class for work with difficult concepts and student specific writing issues. The curriculum is “flipped” by having all of the readings and activities from the Excelsior College OWL be completed by students outside of class, saving class time for in-depth discussion or practice with the activities.

The course is organized into four modules, each one building upon the other and each one designed to help students think rhetorically about their writing and writing process and to think about the connections between academic writing and writing in the workplace.

**Module 1: Narrative Writing**

In this module, students will be introduced to the course and will have an opportunity to build engage in and build upon a narrative structure for their writing assignments, as narrative structures are likely familiar and comfortable for students. At the same time, narrative writing plays an important role in writing in college and in the professions, so a rhetorical explanation of narrative can be highly beneficial to students.

**Weeks 1-2: Introduction to the Narrative and Writing Process**

In weeks 1 and 2, students should introduce students to the course and have students complete a meta-cognitive reflection about their writing processes, which will serve as a benchmark to measure growth in thinking about writing at the end of the course. This reflective essay will also serve as a kind of writing diagnostic to provide instructors with not only ideas about how a student approaches writing but also about where he or she may be struggling in terms of clarity and focus.

It is important for instructors to assign the reflection on writing process the first day, before students have had a chance to read materials on writing process in the Excelsior College OWL.

**Weeks 1-2 Readings and Activities from the OWL:**

- Writing Process Overview
- Thinking About Your Assignment
- Microtopics 1000
- Narrative & Topic
- Clarity & Coherence
- Revision & Editing
- Writing Process Activities

**Week 1-2 Additional Readings:**

- 3. How to Write a Good “I” from Writing Spaces

**Week 1-2 Assignments:**

- meta cognitive reflective essay (ask students to write a short essay explaining how they approach a writing assignment)
- journal responses to reading on narrative writing

**Week 3: Narrative Writing in College and at Work**

Thinking Rhetorically: Adding Rhetoric to Your Writing Process

A Writing Process Presentation created for you by The Excelsior College Online Writing Lab

Prezi

# The Excelsior College Online Writing Lab Content Guide



## Links to Our Resources

The OWL is divided into eight sections or learning areas.



1. **Locating Information & Writing with Sources:** This area provide students with a step-by-step process for writing papers with sources and includes support for skills like narrowing topics, establishing focus, locating and evaluating sources, revising and editing, and documentation.



2. **Writing Process:** This area provides students with a detailed writing process for college writing that does not require sources and includes support for everything from prewriting to using feedback as a part of the revision and editing process.



3. **Grammar Essentials:** Grammar Essentials provides students with lessons on parts of speech, punctuation, and the most common errors students in college make.



4. **The Essay Zone:** This area of the OWL provides students with support for writing in common rhetorical styles or genres. In addition to foundational support for these genres, the Essay Zone provides sample papers and helps students make connections to writing in the disciplines.



5. **Digital Writing:** The Digital Writing area provides students with support for writing in digital environments and includes lessons on topics such as making strong discussion board posts, writing clear e-mails, and developing strong online presentations.



6. **Argument & Critical Thinking:** This area takes students through the process of developing sound arguments and includes rhetorical instruction, focus on logic and logical fallacies, as well sample essays for a variety of argument types.



7. **The Avoiding Plagiarism Tutorial:** This tutorial takes students through a comprehensive lesson on plagiarism, including support for defining, avoiding, and the consequences of plagiarism.



8. **The ESL Writing Online Workshop:** The ESL WOW area of the OWL provides detailed writing process support for ESL students. ESL WOW includes lessons on everything from generating ideas to documenting borrowed information— all with a focus on support for second-language learners.



9. **Paper Capers:** Paper Capers is the Writing Process video game where students can play and practice their knowledge of the writing process as well as key lessons presented throughout the OWL on topics such as thesis, appropriate tone of voice, and editing.

The following guide is meant to provide instructors and subject matter experts with specific links they may need to use to refer students to the valuable resources located in the OWL. A video overview of you can use the OWL in the disciplines can be found at <https://www.youtube.com/watch?v=QU1MXCyaXJg&feature=youtu.be>.

These links may be used to integrate lessons and activities into courses and can be embedded directly into an online course.

The guide has been arranged in alphabetical order to help you easily locate particular topics. **For questions or for an individual session overview of the OWL, contact Crystal Sands at [crystal\\_sands@excelsior.edu](mailto:crystal_sands@excelsior.edu) or Darren Walsh at [dwalsh@excelsior.edu](mailto:dwalsh@excelsior.edu).**

<b>Adjectives</b>	<a href="http://owl.excelsior.edu/posts/view/348">http://owl.excelsior.edu/posts/view/348</a>
<b>Adverbs</b>	<a href="http://owl.excelsior.edu/posts/view/351">http://owl.excelsior.edu/posts/view/351</a>
<b>Annotated Bibliographies</b>	<a href="http://owl.excelsior.edu/posts/view/41">http://owl.excelsior.edu/posts/view/41</a>
<b>APA Formatting</b>	<a href="http://owl.excelsior.edu/posts/view/70">http://owl.excelsior.edu/posts/view/70</a>
In-Text Citations	<a href="http://owl.excelsior.edu/posts/view/71">http://owl.excelsior.edu/posts/view/71</a>
References	<a href="http://owl.excelsior.edu/posts/view/81">http://owl.excelsior.edu/posts/view/81</a>
Sample Paper Walk Through	<a href="http://owl.excelsior.edu/posts/view/72">http://owl.excelsior.edu/posts/view/72</a>
APA Checklist (interactive)	<a href="http://owl.excelsior.edu/posts/view/457/">http://owl.excelsior.edu/posts/view/457/</a>
<b>Apostrophes</b>	<a href="http://owl.excelsior.edu/posts/view/85">http://owl.excelsior.edu/posts/view/85</a>
<b>Appropriate Voice/Style</b>	<a href="http://owl.excelsior.edu/posts/view/14">http://owl.excelsior.edu/posts/view/14</a> <a href="http://owl.excelsior.edu/posts/view/157">http://owl.excelsior.edu/posts/view/157</a>
<b>Argument (finding topics)</b>	<a href="http://owl.excelsior.edu/posts/view/483/">http://owl.excelsior.edu/posts/view/483/</a>
<b>Argument Analysis</b>	<a href="http://owl.excelsior.edu/posts/view/558/">http://owl.excelsior.edu/posts/view/558/</a>
<b>Argument &amp; Audience</b>	<a href="http://owl.excelsior.edu/posts/view/481/">http://owl.excelsior.edu/posts/view/481/</a>
<b>Argument &amp; Evidence (first of series of pages)</b>	<a href="http://owl.excelsior.edu/posts/view/531/">http://owl.excelsior.edu/posts/view/531/</a>
<b>Argumentative Essays</b>	<a href="http://owl.excelsior.edu/posts/view/130">http://owl.excelsior.edu/posts/view/130</a>
<b>Argumentative Thesis</b>	<a href="http://owl.excelsior.edu/posts/view/501/">http://owl.excelsior.edu/posts/view/501/</a>
<b>Articles</b>	<a href="http://owl.excelsior.edu/posts/view/356">http://owl.excelsior.edu/posts/view/356</a>
<b>Aristotelian (Classical) Argument</b>	<a href="http://owl.excelsior.edu/posts/view/510/">http://owl.excelsior.edu/posts/view/510/</a>
<b>Aristotelian Infographic</b>	<a href="http://owl.excelsior.edu/posts/view/511/">http://owl.excelsior.edu/posts/view/511/</a>
<b>Aristotelian Sample Essay</b>	<a href="http://owl.excelsior.edu/posts/view/512/">http://owl.excelsior.edu/posts/view/512/</a>
<b>Assignment Analysis</b>	<a href="http://owl.excelsior.edu/posts/view/11">http://owl.excelsior.edu/posts/view/11</a> <a href="http://owl.excelsior.edu/posts/view/133">http://owl.excelsior.edu/posts/view/133</a>
<b>Audience Awareness</b>	<a href="http://owl.excelsior.edu/posts/view/156">http://owl.excelsior.edu/posts/view/156</a> <a href="http://owl.excelsior.edu/posts/view/11">http://owl.excelsior.edu/posts/view/11</a>
<b>Audience Analysis</b>	<a href="http://owl.excelsior.edu/posts/view/482/">http://owl.excelsior.edu/posts/view/482/</a>

<b>Audience (being offensive to)</b>	<a href="http://owl.excelsior.edu/posts/view/483/">http://owl.excelsior.edu/posts/view/483/</a>
<b>Auxiliary Verbs</b>	<a href="http://owl.excelsior.edu/posts/view/341">http://owl.excelsior.edu/posts/view/341</a>
<b>Blogs</b>	<a href="http://owl.excelsior.edu/posts/view/273">http://owl.excelsior.edu/posts/view/273</a>
<b>Brackets</b>	<a href="http://owl.excelsior.edu/posts/view/294">http://owl.excelsior.edu/posts/view/294</a>
<b>Brainstorming</b>	<a href="http://owl.excelsior.edu/posts/view/171">http://owl.excelsior.edu/posts/view/171</a>
<b>Capitalization</b>	<a href="http://owl.excelsior.edu/posts/view/372">http://owl.excelsior.edu/posts/view/372</a>
<b>Cause &amp; Effect Essay Style</b>	<a href="http://owl.excelsior.edu/posts/view/220">http://owl.excelsior.edu/posts/view/220</a>
<b>Causal Argument</b>	<a href="http://owl.excelsior.edu/posts/view/524/">http://owl.excelsior.edu/posts/view/524/</a>
<b>Causal Argument Sample</b>	<a href="http://owl.excelsior.edu/posts/view/525/">http://owl.excelsior.edu/posts/view/525/</a>
<b>Chicago Style</b>	<a href="http://owl.excelsior.edu/posts/view/76">http://owl.excelsior.edu/posts/view/76</a>
Manuscript Format	<a href="http://owl.excelsior.edu/posts/view/393">http://owl.excelsior.edu/posts/view/393</a>
Notes & Bibliography Format	<a href="http://owl.excelsior.edu/posts/view/391">http://owl.excelsior.edu/posts/view/391</a>
<b>Classification &amp; Division Essay Style</b>	<a href="http://owl.excelsior.edu/posts/view/214">http://owl.excelsior.edu/posts/view/214</a>
<b>Collective Nouns</b>	<a href="http://owl.excelsior.edu/posts/view/328">http://owl.excelsior.edu/posts/view/328</a>
<b>Colons</b>	<a href="http://owl.excelsior.edu/posts/view/295">http://owl.excelsior.edu/posts/view/295</a>
<b>Commas</b>	<a href="http://owl.excelsior.edu/posts/view/296">http://owl.excelsior.edu/posts/view/296</a>
<b>Comma Splices</b>	<a href="http://owl.excelsior.edu/posts/view/380">http://owl.excelsior.edu/posts/view/380</a>
<b>Common Knowledge</b>	<a href="http://owl.excelsior.edu/posts/view/417">http://owl.excelsior.edu/posts/view/417</a>
<b>Common Nouns</b>	<a href="http://owl.excelsior.edu/posts/view/326">http://owl.excelsior.edu/posts/view/326</a>
<b>Compare &amp; Contrast Essay Style</b>	<a href="http://owl.excelsior.edu/posts/view/226">http://owl.excelsior.edu/posts/view/226</a>
<b>Compound Nouns</b>	<a href="http://owl.excelsior.edu/posts/view/330">http://owl.excelsior.edu/posts/view/330</a>
<b>Conclusions</b>	<a href="http://owl.excelsior.edu/posts/view/189">http://owl.excelsior.edu/posts/view/189</a>
<b>Conjunctions</b>	<a href="http://owl.excelsior.edu/posts/view/357">http://owl.excelsior.edu/posts/view/357</a>
<b>Dashes</b>	<a href="http://owl.excelsior.edu/posts/view/307">http://owl.excelsior.edu/posts/view/307</a>
<b>Definition Essay Style</b>	<a href="http://owl.excelsior.edu/posts/view/232">http://owl.excelsior.edu/posts/view/232</a>
<b>Definition Argument</b>	<a href="http://owl.excelsior.edu/posts/view/522/">http://owl.excelsior.edu/posts/view/522/</a>
<b>Sample Definition Argument</b>	<a href="http://owl.excelsior.edu/posts/view/523/">http://owl.excelsior.edu/posts/view/523/</a>
<b>Definite &amp; Indefinite Pronouns</b>	<a href="http://owl.excelsior.edu/posts/view/333">http://owl.excelsior.edu/posts/view/333</a>
<b>Demonstrative Pronouns</b>	<a href="http://owl.excelsior.edu/posts/view/335">http://owl.excelsior.edu/posts/view/335</a>
<b>Descriptive Essay Style</b>	<a href="http://owl.excelsior.edu/posts/view/238">http://owl.excelsior.edu/posts/view/238</a>
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