

Instructions for LUMES Pre-Course Assignment

First Draft Due 12:00 noon on Friday, August 12, 2015

Second Draft due 09:00 on Tues, Sept 6, 2016

Final Draft due 17:00 on Friday, Sept 16, 2016

Upload to Live@Lund online system as Word format;

see "Introduction to Live@Lund" for instructions on how submit your assignment.

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1 Introduction

Strong academic writing in English is a major focus of the Earth Systems Science course, and a critical foundation for success in the LUMES program. We have established a partnership with the Academic Resource Centre at Lund University (<http://www.lunduniversity.lu.se/current-students/academic-support-centre>) to offer an introduction to academic writing at the master's level in a supportive, personalized environment tailored to the LUMES program. This includes a program using trained peer tutors to give feedback on several rounds of revisions as you work to improve your writing.

We will begin with a pre-course assignment to be **completed before you arrive in Lund in August**. This assignment will not be given a formal grade, but it is part of a mandatory task that will help you to familiarize yourself with the subject matter of sustainability science and with the kind of work that you will be doing in the LUMES program, including expectations for academic writing in English. We will be revising this assignment throughout the first several weeks of the course, and your assignment will be read by many others, including teachers, writing tutors from the second-year LUMES class, and your peers, in face-to-face small group tutoring sessions and via electronic feedback. Therefore, while you will have time to

further revise and improve your writing, please take the time to make a good effort with your first draft. Thanks!

2 Learning outcomes

Writing and revising the Pre-Course Assignment will:

- Give you experience in using sources critically to write a short essay clearly making a claim to advance an academic argument on an environmental topic.
- Give you experience in reflection on the writing process, including incorporating feedback to improve your writing, giving feedback to others to help them improve their writing, and using a rubric to assess writing and focus on areas for improvement.
- Familiarize you with Lund University's policy on plagiarism, and teach you how to avoid plagiarism in scholarly work.
- Familiarize you with appropriate academic citation styles, properly crediting the work of others in your writing.
- Give you expertise in a relevant topic for sustainability science, which you will share with your peers in LUMES.
- Familiarize you with the local environmental context of Sweden.

3 Pre-Course Assignment (PCA) Writing, Revising, and Tutoring Schedule Overview

Day	Date	Time	Venue	Task
	Starting June 27, no later than July 11		Live @Lund	Sign up for one of three topics for PCA
Fri	Aug 12	12:00 noon	Live@ Lund	Upload Draft 1 of PCA (Word format)
Mon	Aug 22	17:00	Email	Receive feedback Draft 1 PCA from your writing tutors by email
				Receive access to all student essays in your group, including one to lead as discussant. Read all before first tutoring session.
Tues	Aug 30	Set by writing tutors	Set by writing tutors	PCA Tutoring Session (each student acts as Discussant to one paper; all receive feedback from one peer student and the Tutor)
Tues	Sept 6	09:00	Live	Turn in revised Draft 2 PCA
Tues	Sept 13	Set by tutors		Tutoring Session 2 Read your peer's paper and fill out worksheet to evaluate claims and APA formatting
Fri	Sept 16	17:00	Live	Submit final revised PCA, ensure strong claim supported throughout by proper APA references

4 Select a paper topic

In this paper you will present a sustainability problem or challenge in Sweden that is related to one of three broad topics drawn from the Planetary Boundaries (Stefen et al., 2015, *Science*, updated from Rockström et al., 2009, *Nature*), around which the Earth Systems Science course is structured:

1. **Water** (e.g., water pollution, demand for water, river management, hydropower...)
2. **Biosphere Integrity and biodiversity** (e.g., endangered species, genetic diversity, wildlife management, invasive species...)
3. **Land system change** (e.g., urban expansion, agriculture extent and practices, forestry, grazing, competition for land between different uses...)

To balance the group numbers, which is necessary for the next steps with this assignment, you need to **sign up for one of the topics on a first-come, first served basis**. This is done through the Live@Lund website. Please sign up for only one topic and make sure that you have signed up for a topic before you start working on your assignment.

See "Introduction to Live@Lund" for instructions on how to sign up for a topic and do this preferably ASAP (**no later than July 11**). You will have the chance to explore many other topics in the course, so don't worry if your first choice is not available.

You will want to find a question, puzzle, or practical or conceptual problem around which to frame your paper. Within your selected topic, you should choose an issue that is focused enough to develop in depth, while still making the linkages to why it is relevant to broader sustainability challenges. For example, within the topic of Biodiversity, you might choose to look at a proposal to restore habitat for one endangered species in Sweden; within the topic of Water, you might focus on debates over drinking water quality standards.

When you think through your paper topic, consider the following questions to help you focus:

- What is the problem you are interested in?
- Why is this a problem? What are the consequences?
- Who is affected by it?
- What are potential solutions?
- Where is this a problem, besides your case study area in Sweden?

Geolibrarian Britta Smångs has put together a website with useful links on information about environmental issues, agencies, regulations, and news in Sweden, which will be helpful in getting you started on this assignment and for the rest of this course. (Note that one topic from previous years, Nutrients, is not being used this year, so you can ignore this page.) These sites are in English; remember you can Google Translate or similar sites as needed. **Please note the suggested keywords for searching within each topic, which will help you find more specific resources.** We suggest you start this assignment by browsing the resources available there:

<http://libguides.lub.lu.se/content.php?pid=344762&sid=2820573>

5 Paper Format

The paper should be **1000-1200 words long**, written in Times New Roman font (12 point) and double-spaced. Please make sure you do not exceed 1200 words for the text of your paper (all the text included from the beginning of the Introduction through the end of the Conclusion; figures and their captions do not count towards the word count).

Note that this is quite short (about 4 pages double-spaced), so it will help you if you select a focused topic. You can narrow a topic by restricting your paper to a particular geographic location, group of stakeholders, time period, policy, etc.

Please be sure your paper has the following technical elements:

1. The paper should be headed by a descriptive **title**.
2. Your **name and email address** should be written at the **end of the last page, not at the beginning** (this helps ensure papers are assessed without bias).
3. Please include a **word count** at the top of the first page.

4. Please include **page numbers** for easy referencing.

Please take a look at the **Pre-Course Assignment rubric** posted on Live@Lund, and think about these assessment criteria as you write and revise your first draft. You can also look at **samples of strong essays from previous students** on Live@Lund.

The overall structure of the paper should look like this:

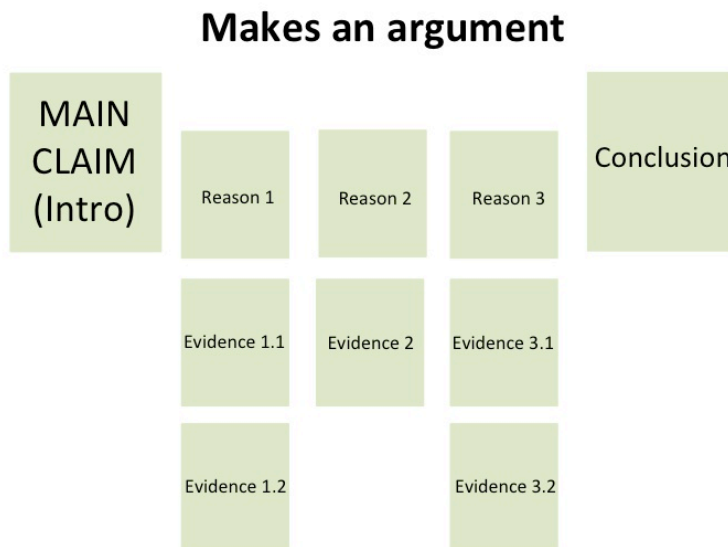


Figure 1: Overview of the structure of an academic essay advancing a claim. Source: Ladaea Rylander, Lund University Academic Support Centre

Specifically, the paper should **follow this structure**, using appropriate headings and sub-headings:

1. **Introduction:** this is where you catch your reader’s interest and convince your reader that your selected topic is a worthwhile one. Most importantly, at the end of the first paragraph, you should make your main central claim (also called a thesis statement). This claim should advance a specific argument (a point of view, policy, or action) that you will focus on throughout the rest of your essay, and try to build the case for your reader to agree with you based on the reasons and evidence you present.

For example, a **claim** might be:

“This essay presents the case that increasing the expansion of [Sweden’s wetlands] must be accelerated.”

Alternatively, you could claim the opposite:

“This essay presents the case that increasing the expansion of [Sweden’s wetlands] must not be accelerated.”

We want you to gain practice in clearly articulating a strong claim and defending it with evidence. This is at the heart of academic writing. Here is an example of a claim made stronger through the peer review process, taken from a book chapter about this writing process (Nicholas, Brady, and Rylander, in press):

First draft	Final draft
<p><i>“In this essay I will discuss how vulnerable Sweden is to the decline in the number and diversity of wild bumblebees, with also including a comparison with the rest of the EU.”</i></p>	<p><i>“This essay intends to argue that bumblebees and their pollination services are not of a great economical importance to Sweden.”</i></p>

Table 1: Comparison of first and final draft of student writing, showing improvement in clarity of main claim after peer tutoring.

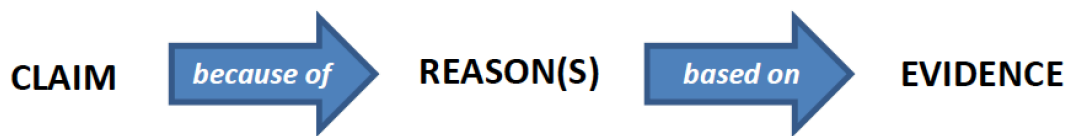


Figure 2: Conceptual diagram of the core structure of academic writing. Source: Ladaea Rylander, Lund University Academic Support Centre, “Some Thoughts, Guidelines, and Advice on Academic Writing” (available on Live@Lund).

2. **Paper Body:** this is where you give reasons to support your claim. A classic format is to give three **reasons**, each of which gets its own paragraph. Each reason is supported by **evidence**, which should be properly referenced to its source. See Resources below for help with evidence and arguments.
3. **Figures:** Please **include at least one figure** that helps the reader understand and follow your argument, or illustrates or provides an example of your evidence. This could include a conceptual representation of your whole essay, a picture of a particular environmental strategy, a map of the location of your topic in Sweden, data on the trend over time of your topic, or any other visual representation that supports your text. Please make sure the figure has a descriptive heading (several sentences) explaining in words what it shows, why it’s relevant, and properly attributing its source.
4. **Conclusion:** here you summarize your paper in the form of finding or results or main ideas developed. Make sure to refer back to your claim, and highlight how you have supported it.

6 References

Proper attribution of ideas is essential to making an argument in academic writing, and is a major focus of this assignment to build skills you will use in the rest of LUMES and beyond. **Following APA style, we expect EACH idea to be attributed to its original source as soon as it is mentioned (within or at the end of each sentence).**

You should include a **minimum of 5 sources**. Most of the writing you do at Lund University will reference scholarly literature from peer-reviewed, academic journals, and this is the preferred evidence source. However, if you do not have access to these materials before you arrive in Lund, you may use readily available sources such as newspaper and magazine articles, encyclopedia articles, and web pages for this assignment. These should be properly attributed (i.e., give the citation in-text for ideas taken from your sources). List only sources you mention in your text in your reference list.

Please use the APA style of citation. Briefly, this means you should cite ideas, facts, and arguments that come from another source within your text, and list the full reference at the end in the References section. For example, you might say, "The Swedish Parliament has adopted sixteen environmental objectives, which guide national environmental policy (Swedish Environmental Protection Agency, 2011)." Then list the full citation (including authors, title, date and type of publication, etc.) under References. See links below for more info.

7 Peer review and tutoring session 1

Your first draft will be assessed by both a LUMES writing tutor (a second-year student, who went through this process last year), and one of your new classmates, in a small-group tutoring session with 4-6 students and your writing tutor. Each student will be responsible to act as a discussant for a peer's paper and provide feedback at this session. We will make use of the writing rubric posted on Live@Lund to help you identify areas of strength and areas to focus for improvement in your writing, in reference to the criteria in the rubric.

LUMES Pre-Course Assignment

Instructions for discussants for the Pre-Course Assignment peer-review seminar

Peer review is essential to the research and writing process, and will be used often in LUMES. For the Pre-Course Assignment, you will **read all the student papers within your group**, and come to the first seminar prepared to discuss them and provide constructive feedback for every paper. Previous students have noted that reading and discussing all the papers was useful to them in improving their own writing, as well as in providing helpful feedback to their peers. A peer LUMES writing tutor, who has read and commented on a previous draft of your paper, will facilitate the tutoring session, but the majority of feedback will come from your peers.

At the tutoring session, you will be the main discussant for one of your peer's papers (see your assigned author for discussion and the other members in your group on the "PCA Writing Groups" list on Live@Lund). You should read this paper especially carefully, and **prepare a written review** to give the author following the verbal comments that you will make in the PCA session in person. In particular, you will be evaluating the paper in four essential areas:

1. **Thesis & Ideas:** The central argument, question, or issue addressed by the paper, leading to the significance of the contribution.
2. **Evidence & Analysis:** The empirical evidence presented (qualitative or quantitative) and analysis conducted to support the thesis, including the quality of the sources used and the effectiveness with which they are used.
3. **Structure:** The logic, flow, and organization of the paper.
4. **Style:** The use of language, including clarity, formatting, and creativity.

We have developed an **Assessment Rubric (posted on Live@Lund)** to help you focus your review, and to make specific comments to help your peer improve his or her paper. Your criticism should be constructive, professional, polite, and helpful. Often criticism posed in the form of questions is the most helpful. The goal of using this rubric is to make assessment criteria explicit in order to stimulate student thinking about what goes into a great paper. As a reviewer, you should use the categories (Excellent, Very Good, etc.) to help you explain your assessment and point out both strengths and areas for improvement.

Please use **the attached sheet** to provide feedback to your peers. This will help focus your verbal feedback in the tutoring seminar on the most important aspects to help strengthen the clarity and impact of the paper. Written comments can include detailed feedback to help the author improve; it is not necessary to discuss each point in person (e.g., correcting typos, grammatical errors, and other small points that are easily corrected). Making in-text comments and corrections in the essay itself can be extremely helpful for your peer (this is not required, but is encouraged!). If you do this, please bring a copy of the text with your comments to give the author at the end of the tutoring session.

Please **bring a written copy (hard copy preferable, electronic acceptable) of the completed assessment form** for your peer to the tutoring session. At the end of the session, please give the feedback form to the author, so they can use it in their revisions.

Peer Review Assessment for Pre-Course Assignment Tutoring Sessions

Reviewer:

Author:

Paper Assessment (Fill out with reference to the Assessment Rubric before the tutoring session, using specific examples and suggestions. Be sure to answer the question asked, as well as any other comments you want to add.)

1. Claim & Ideas:

What was the major claim of the paper?

2. Evidence & Analysis:

What were the key pieces of evidence used to support the claim?

How were sources used to provide evidence (proper attribution, source quality, etc.)?

3. Structure:

What were major strengths and areas for improvement in the logic, flow, and organization of the paper?

4. Style:

What were the major strengths and areas for improvement in the use of language in communicating and supporting the major claim?

8 Revisions for the Second Draft of the Pre-Course Assignment

You will use the feedback from your tutor and peers to make improvements to your paper and submit a revised version of your pre-course assignment by September 6.

For the second draft, please include:

1. An **Abstract** of no more than 200 words, summarizing the key points of your essay.
2. On the last page:
 - a. Note on how you addressed the key comments you got in a short response.
 - b. **A list of discussion points** on the **last** page:
 - i. Three things you think you did well in your essay
 - ii. Three things you know you want to work on to improve
 - iii. Three things you're not sure about, or want to discuss.

All authors will revise their PCA to incorporate feedback from their discussants, tutors, and other peers at the tutoring sessions, and upload a third draft to Live@Lund by Friday, September 16th.

Note that, while the **focus of the second draft is on improving the clarity of the argument (particularly making a claim) and writing**, this draft should also include correct in-text and reference list citation using **APA format, and that a PCA using APA style perfectly to cite and reference ideas is required to pass the Earth Systems Science course**. If you see errors of attribution or of citation format, you should point these out as an area for revision in the final draft.

9 Preparing for partner peer-review of the Second Draft

Ahead of the peer-review session, please read your assigned partner's paper and prepare the following worksheet to discuss in class.

Instructions for Second Tutoring Session

Before the second tutoring session, please read and assess your peer-review partner's paper using this worksheet, and bring the assessment with you to discuss in person.

You will focus on two things at this stage:

1. The overall logic and structure of the paper, by **filling out the diagram on the next page**, and
2. The fair, consistent, and correct attribution of ideas using appropriate APA referencing format, by **filling out the APA checklist**.

Please bring these completed tasks to the peer-review session on Tuesday. You can note any issues or additional suggestions in the text, or in written comments for your partner.

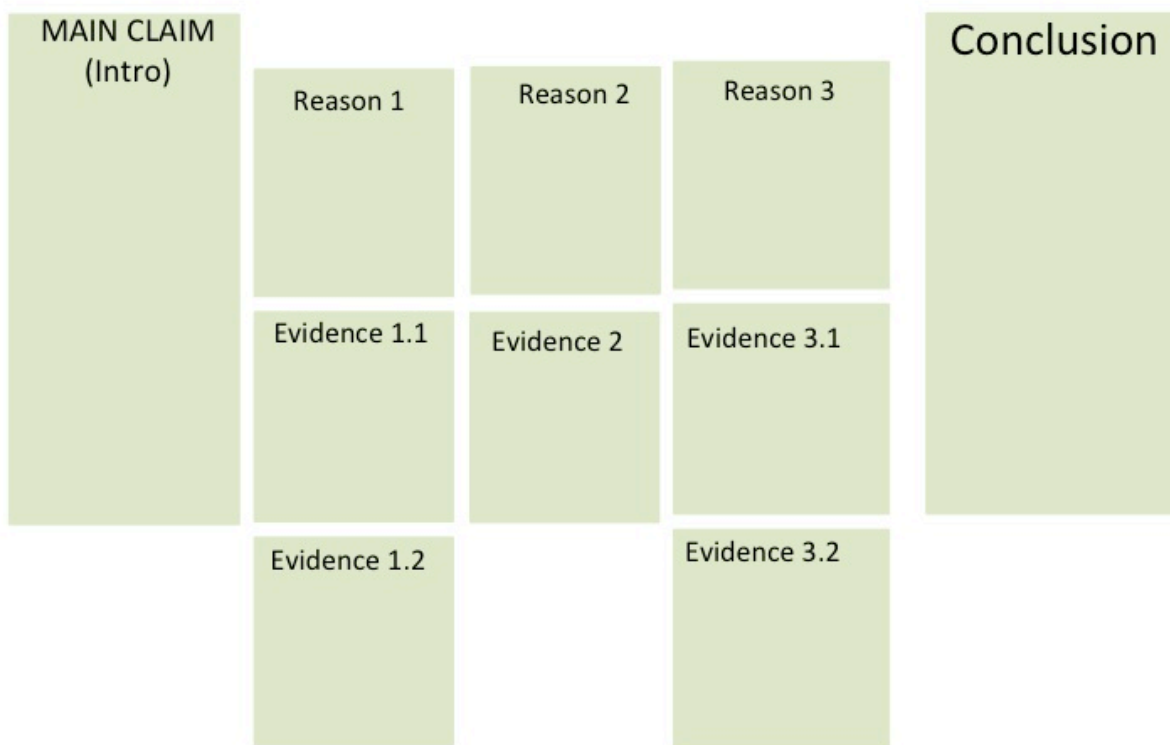
9.1 Diagramming Your Partner's Essay

To assess the structure, please fill out the following boxes, based on your reading of your peer's essay.

The main claim and conclusion should be one complete sentence (ideally, taken directly from the text if there is a clear claim and conclusion stated; if not, try to write the best one you can to match the essay's argument).

The reason and evidence can be bullet points or short phrases (complete sentences not required).

Diagram of essay structure



Source: Ladaea Rylander, Lund University Academic Support Centre; adapted from *The Craft of Research*, p. 131

9.2 Checklist for source use and APA style

Please complete the following checklist for following good APA style referencing in LUMES by reading your partner’s essay, and either ticking the column to indicate each item was done correctly, or indicating where there were problems with this issue in the essay. This checklist highlights the most important aspects of APA referencing that you are expected to use in each writing assignment (including the thesis) in LUMES.

USING SOURCES	
	<p>Literature is referenced in order to put forth key claims (anchoring the "They Say"), which are explicitly stated in your own words and used to support or contrast with a point that you want to make ("I Say"). Literature is not referenced just to indicate the existence of previous research on the topic.</p> <p>BAD EXAMPLE: Literature attesting to a relationship between land use and water quality changes in watershed ecosystems is abundant (Lee et al., 2009; Seeboonruang, 2012; Tetreault et al., 2013).</p> <p>This does not tell us what the nature of the relationship is.</p> <p>GOOD EXAMPLE: Previous work has found that conversion from forest to agricultural land resulted in changes in nearby waterways including 40% increases in nitrogen and phosphorous (Lee et al., 2009), doubling in turbidity (Seeboonruang, 2012), and increased temperature of over 2°C (Tetreault et al., 2013), all of which contribute to decreased water quality.</p> <p>This gives the reader specific information to support your claim, by summarizing what the relevant finding or claim was from each of the previous researchers, in the context of your paper.</p>
	<p>Paraphrasing is a restatement of the original source in my own words. (As a rule of thumb, less than 20% of the original words should be found in your text for a good paraphrase that avoids plagiarism).</p>
	<p>Paraphrased in-text citations include the author (or title if no author) and the date. (See the APA 6e Guide for examples.) It is optional to include the specific page, paragraph, or section of a source that is paraphrased.</p>
	<p>I have appropriately cited secondary sources (which mainly involves reading and citing the original source, not relying on "as cited in..."). See the APA 6e Guide.</p>

CITING SOURCES	
	<p>Citations are included in each sentence a source is used. If one sentence contains ideas that come from different sources, the ideas are attributed immediately within the sentence, not all at the end.</p> <p>INCORRECT EXAMPLE: Since meat production is one of the major contributors to global environmental degradation, this paper examines how increased food production from the sea via open-ocean aquaculture practices can offset pressure on terrestrial (meat) production (Asche, 2008; Tuomisto & Mattos, 2011).</p> <p>This implies that both Asche and Tuomisto & Mattos state that meat production is a contributor to global degradation, and that aquaculture can offset this degradation. If Asche talks only about degradation, and Tuomisto & Mattos talk only about aquaculture, the correct format is:</p> <p>CORRECT EXAMPLE: Since meat production is one of the major contributors to global environmental degradation (Asche, 2008), this paper examines how increased food production from the sea via open-ocean aquaculture practices can offset pressure on terrestrial (meat) production (Tuomisto & Mattos, 2011).</p>
	<p>Citations include the author's name within the sentence (before the period).</p> <p>Correct Example: This is a correct citation format (Source, 2014).</p> <p>Incorrect Example: This is an incorrect citation format, because the period comes before the citation. (Source, 2014)</p>
IN-TEXT CITATION FORMAT	
	<p>Publication year is included in parentheses immediately after the author(s)' name. Author names are not repeated incorrectly, as shown below.</p> <p>INCORRECT EXAMPLES: Moser and Ekstrom highlight a number of barriers to the effective implementation of climate change adaptation measures (Moser & Ekstrom, 2010).</p> <p>As Hungate (Hungate, 2011) says...</p> <p>CORRECT EXAMPLES: Moser and Ekstrom (2010) highlight a number of barriers to the effective implementation of climate change adaptation measures.</p> <p>As Hungate (2011) says...</p>
	All sources cited in the text are also found in the References list

CITING MULTIPLE AUTHORS	
	<p>For any multi author sources, for any sources with > 3 and < 6 authors they are all written out the first time, but subsequent use, I can use the first author followed by et al.</p> <p>Example: In a recent study, Cassidy, West, Gerber, and Foley (2013) suggest that yields should be defined by calories rather than tons produced. Cassidy et al. further suggest... (Note use of publication rule, date does not need to be repeated in same paragraph.)</p>
	<p>For six or more authors, cite the surname of the first author and use “et al.” the first time that source is used and any subsequent in-text citations for that source.</p> <p>Example: Rockström et al. (2012) proposed the planetary boundaries framework as a guide for sustainable development.</p>
QUOTATIONS	
	<p>Direct quotations include the author (or title if no author), the date, and specific part of the source (page #, paragraph # or section title). (See the APA 6e Guide for examples.)</p>
	<p>All quotations < 40 words are enclosed in quotation marks. The in text parenthetical phrase comes before the ending punctuation.</p>
	<p>All quotations > 40 words are shown as an indented block quote with no additional beginning paragraph indenting. The parenthetical phrase comes after the punctuation.</p>
REFERENCE LIST	
	<p>All sources in the reference list are also found at least once in the paper.</p>
	<p>All references are listed in alphabetical order by author.</p>
	<p>Each entry has the basic information (as available): author(s), publication year, title, and retrieval information</p>
	<p>For electronic articles, a DOI is used at the end, if available. For the format of the DOI, I have been consistent in using either: doi:10.xxx/xxx.xxxx OR http://dx.doi.org/10.xxx/xxx.xxxx</p>
	<p>Titles of books, journals, technical reports are given in italics, as are journal titles and volume numbers.</p>
	<p>All lines are double spaced and for each entry the hanging indent is used. See the APA 6e Guide for instruction on formatting this.</p>
	<p>For sources in languages other than English, I have provided both the original title and an English translation within square brackets in the reference list.</p>

Type of material	Original language	Journal name	In-text citation	Reference list
Journal article	German	Krankenpflege-journal	(Mozart & Johannes, 2009)	Mozart, W. A., & Johannes, S. B. (2009). Erfahrungen der Kursteilnehmerkrankenschwestern. [Experiences of the student nurse]. <i>Krankenpflegejournal</i> , 10, 100-120.

(Example from <http://libguides.msvu.ca/c.php?g=114538&p=745538>)

This checklist was drawn with thanks to two sources:

APA Basics Checklist, by the Walden University Writing Center

(http://writingcenter.waldenu.edu/Documents/APA/APA_Basics_Checklist_1.pdf)

APA Style Checklist, 2013, by Indiana Wesleyan University Off Campus Library Services

(<http://www2.indwes.edu/ocls/apa/apastylechecklist.pdf>)

10 Final (Third) Draft and Reflection Paper

After the partner peer-review session, please make any final changes that are needed to strengthen your claims and fix citations to fit APA standards, then upload your third and final draft to Live@Lund. Congratulations! 😊

Now that you've had this intense writing and revising experience, please reflect on it briefly in a short paper.

Please write a **short reflection paper (word limit: 500-600 words)** on your experience of the writing and revision process of the Pre-Course Assignment. In particular:

- How would you compare your first and last draft in terms of the claim, evidence and analysis, structure, and style?
- What have you learned about your writing process from this experience?
- What aspects of your academic writing in English do you want to work on in this course, and throughout LUMES?

As this is a personal reflection, please use the first person (I feel... I learned... I found... I changed... etc.). References to literature are not necessary.

Some useful explanations and instructions about reflection papers can be found here: <http://media.bayan.us.org/uploads/genericfile/writing-reflection-papers.pdf>

A scholarly paper about the benefits of reflection papers for student learning can be found here:

http://ww2.cs.mu.oz.au/aee2007/papers/paper_72.pdf

11 Resources

Proper attribution and academic integrity

An essential part of academic integrity is proper attribution of ideas to their original source. Note that all writing assignments submitted in LUMES are subject to check by Urkund, an automated system that compares student papers against a large database of published and online papers to guard against plagiarism. Please be sure to use appropriate citations to reference the work of others.

For more information on Urkund, see here:

<http://www.lub.lu.se/en/student/academic-conduct/urkund.html>

An excellent starting point is Harvard's Guide to Using Sources:

<http://usingsources.fas.harvard.edu/icb/icb.do>

You can also check out *Academic Writing in English at Lund University* (AWELU for short):

<http://awelu.srv.lu.se/>. In particular, please read the sections on *Sources and Referencing* and *Academic Integrity*.

APA formatting

In LUMES, we use APA format for reference citation. This is important to ensure the correct, consistent attribution of ideas. It is your responsibility to familiarize yourself with this standard, and use it consistently.

In addition to the checklist above, you will find a complete guide to APA Style (the official source for all questions about APA) here:

<http://www.apastyle.org/learn/index.aspx>

Writing resources

<http://harvardwrites.com/> All about argument. Videos, exercises, sample essays.

For further discussion about developing claims, take a look at the following document (which calls the claim a “thesis statement”): <http://writingcenter.unc.edu/resources/handouts-demos/writing-the-paper/thesis-statements>

They Say/I Say (2010) by Graff G. and Birkenstein, C.

ExplorationsofStyle.com. Academic writing blog by Rachael Cayley.

<http://www.quickanddirtytips.com/grammar-girl>. Brief tips on grammar and language usage and errors.

Grammarly (www.grammarly.com): a good online resource to provide thorough grammar and spell check, and some features to check against plagiarism.