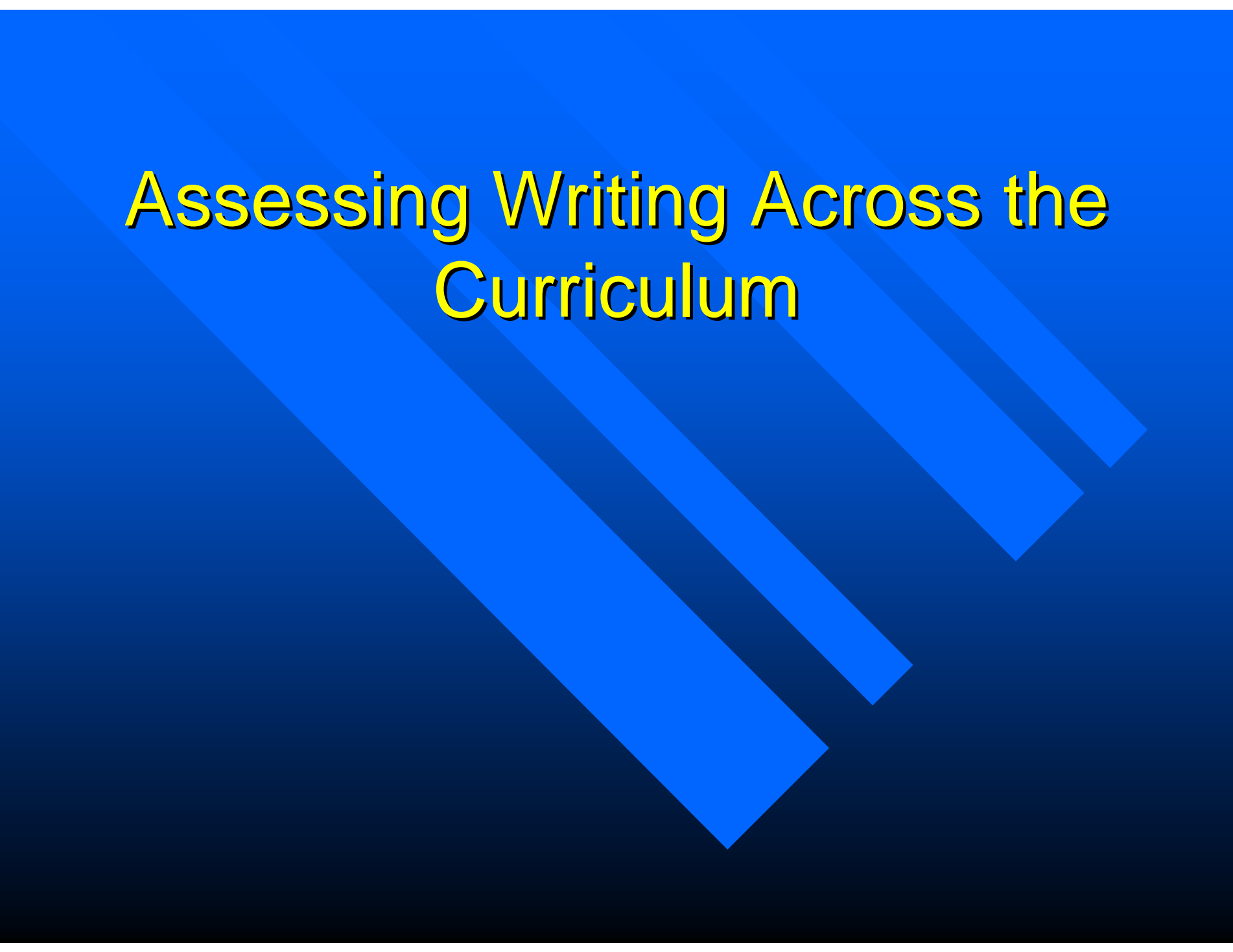


Assessing Writing Across the Curriculum



Objectives

- Explain the importance of writing in all courses
- Examine different types of writing assignments
- Explain how to use a rubric to assess writing skills
- Explain key components for grading college papers (as outlined in the rubric)

Writing Across the Curriculum

- Fosters critical thinking
- Broadens knowledge
- Promotes active learning
- Enhances effective communication
- Teaches problem solving

Kinds of Writing Assignments

- Journal Writing
- Summaries
- Lab Reports
- Book Reviews
- Case Studies
- Abstracts
- Letters

Assessing Writing

- Program level
- Course level

Holistic Scoring

- Provides overall impression of writing
- Utilizes rubric
- Involves pairs of readers
- Ensures consistency in scoring

Writing Rubric

Structure

Definite Introduction, Body, & Conclusion
Appropriate paragraphing
Clear transitions from paragraph to paragraph
Logical & clear movement from one point to the next
Statements clearly supported and/or illustrated

Generally clear Introduction, Body, & Conclusion
Generally good paragraphing
Generally clear transitions from paragraph to paragraph
Generally logical & clear movement from one point to the next
Statements generally supported and/or illustrated

Adequate Introduction, Body, & Conclusion
Adequate paragraphing
Adequate transition from paragraph to paragraph
Adequate movement from one point to the next
Statements adequately supported and/or illustrated

Weak Introduction, Body, & Conclusion
Weak paragraphing
Weak transitions
Unclear movement from one point to the next
Statement weakly supported and/or illustrated

Content

Length suitable to cover topic
Clearly & orderly focused (not too narrow or too broad)
Good sense of audience
Ideas clearly organized & presented

Length suitable to cover topic
Clearly & orderly focused
Sufficient sense of audience
Ideas generally organized and presented

Adequate length to cover topic
Adequately focused
Some sense of audience
Ideas adequately organized & presented

Not sufficient length to cover topic
Weakly focused
Little sense of audience
Ideas not clearly organized

Mechanics

Relatively free from errors in the following:
1. Grammatical Usage
2. Sentence Structure
3. Punctuation
4. Capitalization
5. Spelling
Appropriate word selection

Only a few errors in the following:
1. Grammatical Usage
2. Sentence Structure
3. Punctuation
4. Capitalization
5. Spelling
Word selection

Some errors in the following:
1. Grammatical Usage
2. Sentence Structure
3. Punctuation
4. Capitalization
5. Spelling
Word selection

Numerous errors in the following:
1. Grammatical Usage
2. Sentence Structure
3. Punctuation
4. Capitalization
5. Spelling
Word selection

Evaluation of Writing

- Structure
- Content
- Mechanics

Structure

- Form
- Organization
- Logical movement

Structure

- Follows conventions of a particular discipline

(Examples)

Memo—To, From, Date, Subject,

Block style paragraphs (single spaced)

Double spaced between paragraphs

Content

- Length
- Focus
- Supporting Statements

Mechanics

- Documenting/Citing
- Grammatical Usage
- Sentence Structure
- Punctuation
- Capitalization
- Spelling
- Word Selection

Mechanics

Why do students need to be aware of problems with mechanics?

“Errors . . .unintentional and unprofitable intrusions upon the consciousness of the reader . . .demand energy without giving any return in meaning; they shift the reader’s attention from where he is going (meaning) to how he is getting there (code)” (Shaughnessy 32).

Punctuation

“Punctuation serves to set up the flow of information through a sentence, showing readers how to divide the units of your sentences by separating words, phrases, clauses, and sentences from one another” (Raimes 329).

College-Level Writing

Student has:

- Considered audience and purpose
- Become knowledgeable about subject
- Read, analyzed, and synthesized
- Identified problem/stated thesis
- Focused/organized ideas
- Edited/revised Structure Content Mechanics

Meaning

“But language is not just a set of rules. It’s a tool people use to create meaning, an enormously flexible means of expression” (Lindemann 128).

Works Cited

Lindemann, Erika. *A Rhetoric for Writing Teachers*. New York: Oxford U P, 1987.

Raimes, Ann. *Keys for Writers: A Brief Handbook*. 2nd ed. Boston: Houghton, 1999.

Shaughnessy, Mina P. *Errors and Expectations*. New York: Oxford U P, 1977.