

# ENGLISH 690: WRITING ASSESSMENT

Summer I 2015. MWH 12:00-2:40

## Instructor

Dr. Jennifer Grouling

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## Course Description

This course will look at **writing assessment** history and practice. We will begin with writing assessment **in the classroom**: evaluating and responding to student work. We will then look at writing assessment on a **programmatic level**. How do we assess writing in a first-year writing program or writing across the curriculum program? Finally, we will look at assessment on a **university and national scale**, including issues of testing and creating writing outcomes. The format of this course will include two days of readings and one day of workshop per week. Students will explore their own practices and views on assessment, learn the history of writing assessment, and learn current views on writing assessment in Rhetoric and Composition.

## Why this Course is Important

Writing Assessment is an important area of research within rhetoric and composition. It affects us on many different levels from the classroom to university-wide initiatives to public perceptions of writing and standardization. Whether you plan to be a WPA, a writing center director, or a faculty member in the future, you'll need to know some basics about assessment.

## What To Expect/What I Expect

This is a summer class, which means that everything is packed into just five weeks. Therefore **each class we have represents a week's** worth of work in a semester-long class. I expect you to keep that in mind when you think about how much time you need to spend preparing for class. Expect **heavy reading on Mondays and Wednesdays** with lighter reading and **workshops on Thursdays**. Unless otherwise designated, I expect you to read these sources in full and take good notes for class discussion.

In terms of the class projects, rather than one big seminar paper, you will have **multiple smaller assignments**. These will all be due on Thursdays when the reading load is less heavy. You can expect them to be evaluated sometime the following week. In addition, much of this class will be **collaborative**. You'll be expected to work together with your classmates in workshops, discussions of readings, and in at least one collaborative class project.

## Required Texts

Adler-Kassner, L & O'Neill, P. (2010). *Reframing Writing Assessment to Improve Teaching and Learning*. Utah State University Press.

Broad, B. (2003) *What We Really Value*. Utah State University Press.

Broad, B et. al. (2009). *Organic Writing Assessment*. Utah State University Press. **(can be shared)**

Huot, B. (2002). *Re-articulating Writing Assessment*. Utah State University Press.

## Assignments/Grading

### Grading Scale

I grade holistically and assign each project a letter grade. Each letter grade equates to the percentage below. I do NOT round.

A+ 99%

B- 83%

D 66%

A 96%

C+ 79%

D- 63%

A- 93%

C 76%

F 50%

B+ 89%

C- 73%

B 86%

D+ 69%

## Projects

### **Response Philosophy and Analysis (20%)**

You will develop your own philosophy of response, analyze your own response practices, and tie the two together in a reflection.

### **Grading Method Position Paper (15%)**

This short paper will take one particular grading technique we have talked about in class and take a position on the strengths and weaknesses of this grading method for a particular purpose (i.e FYC classroom, a particular course theme, a particular type of student, etc.).

### **Response to Norming (15%)**

After the class has completed our norming session, you will listen to the audio recording, take notes, and respond to the session itself. In what ways could the norming session be useful for programmatic assessment? In what ways is it problematic? If you were a WPA observing this, what would you do next: make a map, design a workshop, create a rubric, etc,

### **Assessment Plan (30%)**

You will select a particular type of program and institutional context and design a programmatic assessment plan. You will present your plan on the last day of class.

### **Participation (20%)**

Participation is key, particularly with a small class that involves collaboration! You'll be evaluated on your discussion of the readings (including leading discussion) as well as your workshop participation.

## Course Policies

### **Attendance**

We will be doing a lot of work together this summer, so you are expected to be at every class period. If for some reason you can not be physically present, let's see if we can work out something to have you present via Skype or the like. You will not be able to make up work done in class, as much of that work will be collaborative. Any absence besides a documented emergency will negatively affect your overall participation grade.

## Tardiness

It's also professional to be on time for class. It is also unprofessional to leave early. Repeated tardiness will negatively affect your participation grade.

## Late work

Please pay attention to the time assignments are due. If we are building from them in class, they may be due during class time. If not, I will allow you to submit up until 11:59 on the due date. Unless you have previously talked to me about special circumstances and been granted an extension, late work will not be accepted and will receive a zero. It is particularly important that you keep up in a short summer course.

## Technology Policy

Technology is an important part of the writing process and this class. However, a part of this class is about managing your use of technology in order to be productive. You can have whatever technology you require in class, but I ask that you use that technology productively not as a distraction.

## Plagiarism/Academic Misconduct

Using someone else's ideas or words as your own on any assignment is plagiarism. It is a violation of the Code of Student Rights and Responsibilities as defined in the student handbook (or at <http://www.bsu.edu/sa/dean/stucode/>) and will be treated as such. If you are concerned about inadvertently violating this policy, please see me before completing the assignment.

## Non-Discrimination Statement

Ball State University is committed to fostering and promoting a healthy learning community. All students will be treated with respect, tolerance, and equality regardless of race, religion, ethnicity, national origin, disability, sexual orientation, gender identity, age, or economic status. If for any reason a student feels discriminated against in the classroom based on these differences, he/she should contact the professor or the department chair. The Office of University Compliance or the Office of Student Rights and Community Standards may be contacted if the student is not satisfied with the results of meeting with the professor or department chair. The Ball State University

community believes in the strength of diversity and recognizes the importance of appreciating equality.

## Resources

### Disability Services

Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at [765-285-5293](tel:765-285-5293) or [dsc@bsu.edu](mailto:dsc@bsu.edu).

### Writing Center

The Writing Center is a great place to go for extra feedback on your work. We have multiple graduate and undergraduate students who can help you from anything from brainstorming ideas to creating a website. For an appointment, visit [ballstate.mywconline.com](http://ballstate.mywconline.com).

### University Libraries/Databases

Although you are not required to use too many outside sources this semester, you will need some. I have a shelf in my office of books on writing assessment that you can borrow to read and photocopy from (unless they are the ones I need for class!) See me in office hours to look through them.

For quickly locating relevant sources, I have placed one bibliography in our readings folder. You may also want to look at the [bibliographies](#) compiled by Rebecca Moore Howard.

In addition, there is a list on Blackboard of journals that might be particularly useful. Feel free to suggest additions to it!

Remember that you can [contact a librarian](#) to help you with your specific project.

## Schedule

Please check frequently for updates.

Date	To Turn-In/Bring	Readings	In-Class/Workshop
5/11	N/A	To Review if you want:  Sommers “Responding to Student Writing”  Sommers “Across the Drafts”	What is assessment? What is response?  Basic concepts and introductions.  Looking at National Organizations statements, WPA outcomes
5/13		Anson “Reflective Reading: Developing Thoughtful Ways to Respond to Students’ Writing” (Margo)  Anson “Response Styles and Ways of Knowing” (Jennifer)  Batt “The Rhetoric of the End Comment” (Phuong)  Smith “The Genre of the End Comment” (Kelsie)  Phelps “Images of Student Writing” (Elizabeth)  Wierszewski on <a href="#">Teacher Responses to Multimodal Text</a> (Sara)	Ways of Analyzing Response

5/14	Bring copies of a set of graded papers from one class you taught  <b>Draft of Philosophy due</b>	Straub & Lunsford " <i>Twelve Readers Reading</i> "  Selections from 12 Readers  Straub "Directive v. Facilitative"	Present on your section. Develop coding scheme as class. Begin coding, talking about it as we go.
5/18		Crank "Chasing Objectivity"  Balester "How Writing Rubrics Fail"  Elbow "Taking Time out from Grading"  Shor "Escaping Siberia"  Weiser "Portfolio Practice and Assessment for Collegiate Basic Writers"  Moran & Herrington " <a href="#">Assessing Digital Compositions</a> "	Grading, including grading multimodality? Portfolios. Rubrics.
5/20		Yancey "Digitalized Student Portfolios" (Elisabeth)  Miller et. al on e-Portfolios (Sara)  Anson "In our own voices" (Margo)  Sommers " <a href="#">Response</a> "	Responding with technology

		<a href="#">Rethought... Again.</a> (Phuong)  <a href="#">Thomson &amp; Lee on Screencasting</a> (Kelsie)  Silva "Camtasia in the Classroom"	
5/21	<b>Philosophy of Response and Self-Evaluation due</b>		Play with technology and response
5/27		Bob Broad <i>What We Value</i>	Introduction to Programmatic Assessment, Dynamic Criteria Mapping
5/29	<b>Grading Method Position Paper due</b>	Organic selections	Present selections, do norming session, talk about mapping, where we would go from there.
6/1		Huot	Program Assessment
6/3		Adler Kassner	Program Assessment
6/4	<b>Response to our norming session due</b>	Read Assessment Plan for Undergraduate Programs, Writing Program Assessment Study & Preliminary Report, and UCC Tier 3 (in Readings Folder)  WPA Assessment Models (link on	Guest speakers: Mike Donnelly, WPA  Joyce Huff, Chair of department assessment committee.  Bill Knight, Director of the Office of Institutional Effectiveness



		Blackboard sidebar)	Analysis of plans in class.
6/8		<i>Building Writing Center Assessments that Matter</i>	Writing Center Assessment
6/10		<p>Carter “Outcomes Based Assessment for WID”</p> <p>Zawacki et. al “<a href="#">Voices at the Table</a>”</p> <p>Elbow &amp; Belnoff “Portfolios as a Substitute for Proficiency Examinations”</p> <p>Gere et. al “Assessing the Validity of Directed Self-Placement”</p> <p>Condon Large-Scale Assessment</p> <p><i>Assessing Writing</i> Current Concerns</p>	WAC/WID, Placement & Proficiency, Current Issues
6/12	<b>Assessment Plans Due</b>	Present your assessment Plan	

