

HOW TO GUIDE:

WRITING ASSIGNMENTS

1

DEFINE THE TASK. THE TASK ITSELF SETS FORTH THE SUBJECT MATTER OF THE ASSIGNMENT. TASKS ARE BEST PRESENTED AS DISCIPLINARY PROBLEMS THAT THE STUDENT MUST ADDRESS THROUGH A THESIS-DRIVEN ESSAY.



2

IDENTIFY THE PURPOSE. AS PART OF THE RHETORICAL CONTEXT, THE PURPOSE HELPS STUDENTS UNDERSTAND THE KIND OF CHANGE THEY HOPE TO BRING ABOUT IN THEIR AUDIENCE'S VIEW OF THE SUBJECT MATTER.



3

AUDIENCE. SPECIFY THE AUDIENCE SO THAT STUDENTS CAN VISUALIZE THE AUDIENCE'S INITIAL STANCE TOWARDS THE WRITER'S SUBJECT.



4

FORMAT OR GENRE. BY SPECIFYING A GENRE, THE ASSIGNMENT HELPS STUDENTS TRANSFER EARLIER GENRE KNOWLEDGE AND HELPS THEM MAKE DECISIONS ABOUT DOCUMENT DESIGN, ORGANIZATION, AND STYLE.



NOTE

WITHIN THE FORMAT OR GENRE, SPECIFY EXPECTATIONS ABOUT LENGTH, MANUSCRIPT FORM, DOCUMENTATION STYLE, DUE DATES, RESEARCH, AND SOURCES.

INTERACTIVE COMPONENTS



PROVIDING OPPORTUNITIES FOR STUDENTS TO BRAINSTORM IDEAS BEFORE DRAFTING OR FOR GETTING FEEDBACK ON DRAFTS FROM THE INSTRUCTOR PARTICULARLY PROMOTES DEEP LEARNING!

BUILD INTO THE ASSIGNMENT A TIME SCHEDULE FOR COMPLETION OF DRAFTS, PEER REVIEW WORKSHOPS, AND FEEDBACK FROM THE WRITING & READING CENTER.

INTERACTIVE COMPONENTS SITUATE WRITING AS A PROCESS OF INQUIRY AND DISCOVERY.

	Focus on a purpose, evidence voice and/or suitable tone	An attempt to establish and maintain purpose and tone in scale with the audience	Limited audience and/or purpose
Quantity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight	Depth of idea development supported by elaborated, relevant details	Unelaborated idea development; unelaborated and/or repetitious details	Minimal idea development, limited and/or unrelated details
Use of references indicate substantial research	Use of references indicate ample research	Some references	Few references
Careful and/or suitable organization	Logical organization	Lapses in focus and/or coherence	Random or weak organization
Variety of sentence structure and length	Controlled and varied sentence structures	Simplistic and/or awkward sentence structures	Incorrect or lack of top and/or ineffective wording and/or

EVALUATION CRITERIA CLEARLY PRESENT EXPECTATIONS FOR A SUCCESSFUL PERFORMANCE. ATTACH THE GRADING CRITERIA, OFTEN IN THE FORM OF A RUBRIC.

LIBERALLY BORROWED FROM:
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