

ENG 507-02
Writing Response & Assessment
Spring 2016

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Office: Humanities 263
Hours: 3-4pm M/W & by appointment (available virtually by request)

Course Description:

This course examines the nature and function of teacher response to student writing and the related activities of assessment, grading, testing, and evaluating writing.

We'll explore the relationship between response and assessment, how classroom and programmatic assessments work (or, rather, how they do work and how they *should* work), and the ways in which teacher response and assessment is used to both support and suppress students' academic literacy practices. Through a survey of relevant research and literature on response and assessment, we will consider the (often contested) relationship between response, assessment, and teaching writing.

Materials:

Broad, R., (Ed.) (2009) *Organic writing assessment: Dynamic criteria mapping in action*. Logan, UT: Utah State University Press.

Freitag Ericsson, P., & Haswell, R. (2006). *Machine scoring of student essays: Truth and consequences*. Logan, UT: Utah State University Press.

Huot, B. (2002). (Re-) Articulating writing assessment for teaching and learning. Logan, UT: Utah State University Press.

Additional readings posted on course Isidore site.

Access to Audacity (free, linked on course Isidore site), GarageBand, or other sound recording software
Working UD email account.

Learning Outcomes:

By the end of this term, students will be able to:

- demonstrate in writing knowledge concerning the development of writing assessment as a field of study
- articulate how validity and reliability function within assessment design
- draw connections between various theoretical and practical approaches to response and assessment
- write critically about assessment practices, informed by course readings

Instructional Approach:

As an online course with relatively small enrollment, I've elected to design this course to maximize the affordances of online learning while also providing you with a learning experience that will help you grow as compositionists (that is, people who write and teach writing). Therefore, rather than a course that mirrors the week-to-week, whole class approach to reading and discussion of a face-to-face course, I've separated our course into 5 thematic modules. How quickly you progress through these modules is largely up to you; for example, you may elect to complete 2 modules in a week, take a break, and come back to finish the remaining modules. Be sure to note, however, the due dates for module activities; the deadlines posted on the course schedule denote the *last* day you may submit an activity.

Each module includes a set of readings (posted on the course site under the "Resources" tab, in the "Course Readings" folder), written discussion questions you are to complete, and a culminating activity based on those readings. While you may submit your written responses to discussion questions anytime during the module's open period, the modules are designed so that you will have a culminating assignment due approximately every 3 weeks.

Note that while all modules open at the beginning of the term, modules will close on the due date scheduled. This provides us all (you, of course, but me too!) some additional support – nothing motivates quite like a deadline!

Modules are located on the course site under their respective tabs (Module 1, 2, 3, etc.). Below are brief descriptions of each module unit theme:

Module 1: A brief (and recent) history of writing assessment & respthoonse

Assignment: 3-5 page Response Paper

Module 2: Reading Student Writing: Response Practices in the Mind

Assignment: Think-Aloud Protocol

Module 3: The Written Comment: Response Practices on Paper

Assignment: Analysis Report of Teacher Commentary

Module 4: Technology and Assessment

Assignment: Automated Assessment Personal Narrative

Module 5: Localized Assessment: Issues & Practices

Assignment: Proposal for Revision of an Existing Assessment