

REINFORCING WRITTEN COMMUNICATION

ACROSS THE CURRICULUM

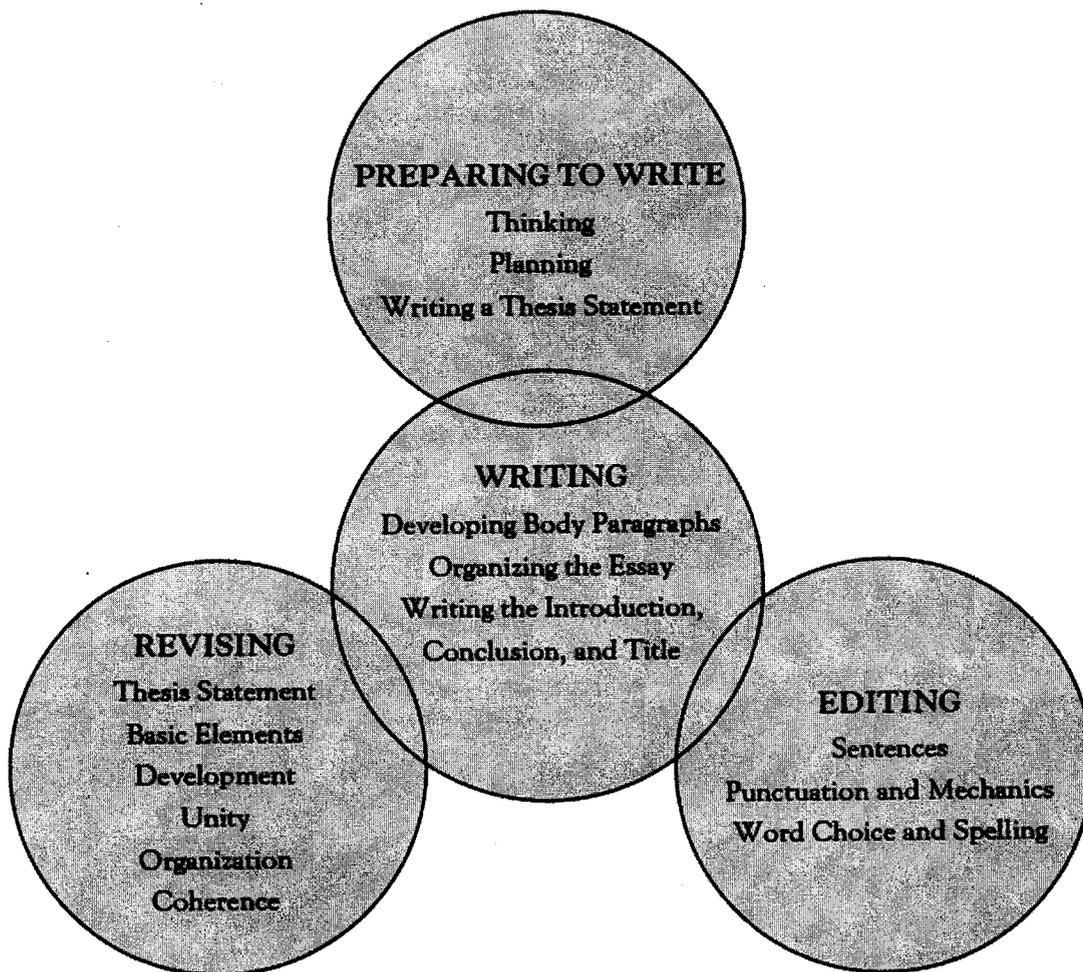
FOR STUDENT SUCCESS

AIMS Workshop

Kim Flachmann
Written Communication Facilitator

REINFORCING WRITTEN COMMUNICATION

The Cycle of Writing



Common Vocabulary

Writing Process: What you teach

Prewriting/Preparing to Write = generating ideas, setting audience and purpose, writing a thesis statement

Generating Ideas

Freewriting = writing through free association

Brainstorming = making lists through free association

Clustering/Webbing/Mapping = drawing a picture that shows the relationship of your ideas

Setting Audience and Purpose

Who is your audience?

What is your purpose?

Writing a Thesis Statement or Controlling Idea = Making a Claim

Thesis = statement + opinion for the entire paper

Writing = developing your ideas, organizing your ideas, drafting the introduction, body, and conclusion

Developing = using examples and explanations to develop your main ideas

Organizing = putting these ideas in a logical order to accomplish your purpose

Drafting = write out a first draft of your assignment

Essay = introduction, body, conclusion

Topic sentences = main ideas of body paragraphs

Revising and Editing: Have students use SmartThinking from MyWritingLabPlus when they start revising)

Revising = writing multiple drafts; Editing = checking for correct mechanics and grammar

Revising = Thesis, Syntax, Development, Organization

Does your thesis statement introduce your assignment effectively?

Do you say exactly what you mean and follow the rules of grammar and usage?

Is each body paragraph fully developed?

Are your ideas organized as effectively as possible to make your point?

Editing = final grammar check (Use MyWritingLabPlus to help with Editing)

Are your sentences complete?

Do the subjects agree with the verbs in your sentences?

Are your sentences punctuated correctly?

Did you spell all words correctly?

Writing Product: What you grade

Genre: type of writing (prose, poetry, marketing survey, summary, sales pitch, etc.)

Exposition = nonfiction = prose

MyWritingLabPlus (MWLP) = web-based tutorial for all CSUB students;

MWLP Headquarters = CB 100

Written Communication Scoring Guide

Written Communication Reinforcement Outcomes

1A: Students will create proficient thesis statements.

1B: Students will use discourse-appropriate syntax.

1C: Students will use logical reasoning, at the appropriate level, to develop a text.¹

1D: Students will use logical reasoning, at the appropriate level, to develop and organize ideas.²

	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Below Expectations
Thesis	Has a clear, well-written controlling idea or thesis in the introduction that addresses the prompt.	Has a clear controlling idea or thesis in the introduction.	Has a controlling idea or thesis that is confusing and lacks focus.	Does not have a controlling idea or thesis.
Syntax	Demonstrates superior control of syntax and vocabulary and is virtually free of errors.	Uses a variety of sentences types and precise vocabulary that create clear prose largely free of errors.	Is characterized by sentences and vocabulary that are simplistic, redundant, and/or vague and is marked by errors that impede meaning.	Consists of weak sentence structure and vocabulary as well as serious errors that interfere with readability and meaning.
Development	Fully explores ideas with effective examples and analysis.	Explores ideas with relevant examples and some analysis.	Repeats rather than explores ideas with little concrete development or analysis, or offers irrelevant ideas.	Repeats rather than explores ideas with no concrete development or analysis.
Organization	Entire essay and internal paragraphs are organized in a lucid, orderly way.	Has minor organizational weaknesses, but is primarily fluent and unified.	Has some paragraphing and/or structural weaknesses that disrupt the essay's fluency.	Lacks a clear plan, which seriously obscures the essay's meaning.

¹ Outcome 1C was interpreted as "Students will develop ideas using effective examples and/or evidence."

² Outcome 1D was interpreted as "Students will coherently organize ideas."

Signature Assignments: Reflection on the Skill

Reflecting on Your Writing

Reflecting on your writing is an essential part of improving your writing.

1. What was most difficult about this assignment?
2. What was easiest?
3. By completing this assignment, what did you learn about arguing?
4. What do you think are the strengths of your assignment? Place a wavy line by the parts of your paper that you feel are very good.
5. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.
6. What have you learned from this assignment about your own writing process—about preparing to write, about writing the first draft, about revising, and about editing?

Questions for Transfer

At the beginning of the course:

1. What do I know about reading in this discipline?
2. What do I know about writing in this discipline?
3. What do I know about the relationship between reading and writing in general?

At the end of the course:

4. What are my strengths as a reader?
5. What do I need to work on as a reader?
6. What are my strengths as a writer?
7. What do I need to work on as a writer?
8. What part of the writing process will be useful to me in other courses?
9. How will I use this process in the future?
10. What do I still want to learn about reading in college?
11. What do I still want to learn about writing in college?