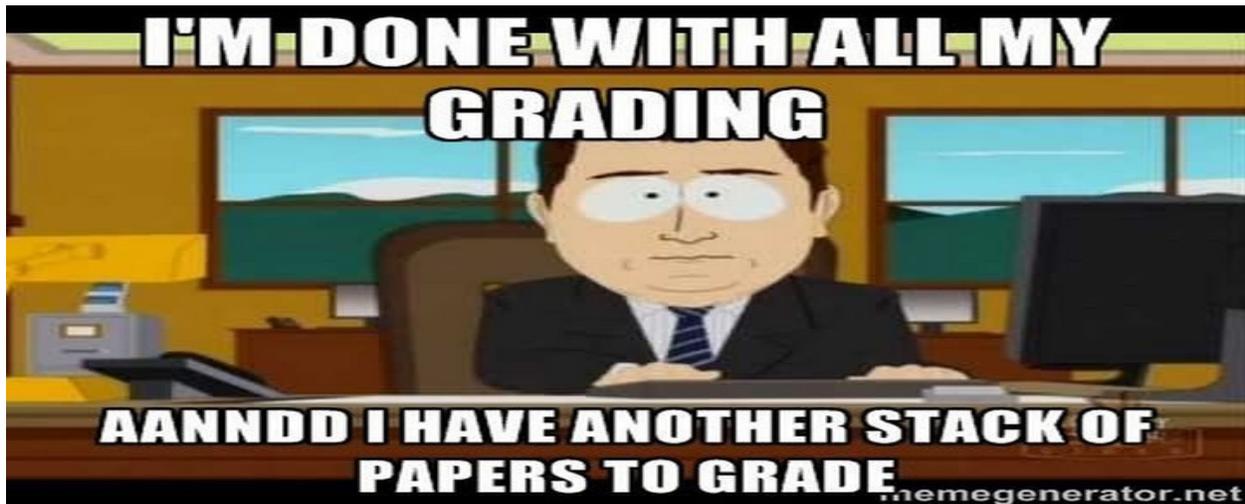


ENGL 5382: Composition Assessment



Fall 2019, Online Course

Instructor: Dr. Bruce Bowles Jr.

E-mail: bruce.bowles@tamuct.edu

Office: Warrior Hall 420A or University Writing Center

Office Hours: Walk-in or Email for an Appointment

Course Description: This class introduces students to the scholarship, theory, and methods for assessing writing with a particular focus on assessment theory and history (especially non-psychometric understandings of validity and reliability) and classroom assessment (e.g. grading, response, portfolios) along with discussions of large-scale assessments (e.g. program assessment, placement, standardized testing, etc.) and the influence of technology on writing assessment. Through extensive reading, discussion, and practical application, students hone their assessment knowledge and abilities on both a theoretical and practical level.

Course Outcomes:

By the end of the semester, students who successfully complete this course will be able to:

- Demonstrate a keen understanding of writing assessment history and theory, especially non-psychometric conceptualizations of validity and reliability
- Evaluate and critique various classroom and large-scale assessment practices
- Articulate opinions, based on scholarship, on the benefits and drawbacks of a variety of writing assessment methods and approaches
- Design valid writing assessments that measure, and enhance, student learning

- Respond to student writing in insightful and meaningful ways to foster student writing development and promote strong composing practices

Required Textbooks and Materials:

- *Assessing Writing: A Critical Source Book*, edited by Brian Huot and Peggy O’Neill, ISBN (13) #9780312475963
- *Reframing Writing Assessment to Improve Teaching and Learning*, Linda Adler-Kassner and Peggy O’Neill, ISBN (13) #9780874217988
- *Race and Writing Assessment*, edited by Asao Inoue and Mya Poe, ISBN (13) #9781433118166
- *Writing Assessment and the Revolution in Digital Texts and Technologies*, Michael Neal, ISBN (13) #9780807751404
- Various .pdf books, articles, and selections from texts (available through Canvas)
- Access to a Computer (the university provides a number of computer labs)

This course is an online course and will use the TAMUCT Instructure Canvas learning management system.

Logon to [TAMUCT Canvas \[https://tamuct.instructure.com\]](https://tamuct.instructure.com)

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Grading Scheme: Three major projects along with various shorter, lower-stakes writing assignments (SRRs, Professorial Q&As, and Discussion Boards) will comprise students’ grades. The weights for each component are as follows:

SRRs, Professorial Q&As, and Discussion Boards= 20%

“Valid? I’ll Be the Judge of That!”= 20%

“Controversies and Issues in Writing Assessment! A Scholarly Article Pertaining to Writing Assessment”= 40%

“My Very Own Assessment! Developing and Designing a Writing Assessment to Improve Teaching and Learning”= 20%

Summarize, Respond, Reflect (SRR): SRRs require students to engage with readings from class in a structured—yet fluid—fashion. For certain classes, you will be assigned (or choose) one of the readings and provide an SRR for that reading. SRRs ask students to first summarize the reading, then provide a response to what they have read, and—finally—to reflect on the reading by connecting it to the class, other readings, prior experiences, and/or raising questions.

SRRs should be approximately one page single-spaced (writing slightly onto a second page is acceptable, however). Part of the skill of composing in such a genre is brevity, so avoid being overly verbose and rely on concision and clarity. SRRs will receive either a ✓+ (100), ✓ (90), ✓- (70), or 0.

Professorial Q&As: Professorial Q&As will provide a more guided form of engaging with certain readings for the class. These assignments will require students to respond to predetermined questions pertaining to specific readings. Students are advised to read and review the questions **before engaging with the reading** in order to gain a clear sense of certain facets of the text they should pay particular attention to.

While Professorial Q&As will vary in the number of questions asked and the depth of answers required, they will usually range between three to five questions and require roughly three solid paragraphs for each answer. You will want to provide sufficient, detailed answers, yet be careful not to become too tangential or indirect. You want answer these questions in a direct and intellectual fashion. Professorial Q&As will receive either a ✓+ (100), ✓ (90), ✓- (70), or 0.

Discussion Boards: Most weeks, students will participate in discussion board posts. For certain weeks, the initial discussion board topics and/or questions will be predetermined. Most weeks, though, specific students will lead the discussion. If you are the discussion board leader, **you are responsible for providing an introduction to the readings for the week as well as a list of three to five questions to begin discussion.** You should also be the most active student on the discussion board, consistently following up with other students' responses and asking new questions as the conversation develops.

For most weeks when you are not the discussion board leader, you should **contribute a total of at least three times** to the discussion board throughout the week. Your contributions should be roughly two to three paragraphs each. Furthermore, make sure to directly engage with what other students in the class are discussing and questioning. Your discussion board posts should form a cohesive thread and narrative with the discussions of your classmates.

Your overall contribution to the discussion board for the week (including your contributions as leader if you are chosen for that week) will receive either a ✓+ (100), ✓ (90), ✓- (70), or 0.

Class Civility Policy: This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

Disruptive behavior includes harassing other students, interfering with the activities of the class for the purpose of agitation, etc. This class functions on the premise of respect, and you will be addressed and/or face reprimand if you violate any part of this statement on civility.



However, please do feel free to engage in constructive criticism and debates. This policy is not meant to discourage disagreement or passionate conversation. We will be engaging in discussions and/or debates about a host of potentially controversial topics; it is not my intention to censor your opinions. Yet, I do feel it is important to foster an environment conducive to learning where no one feels threatened and/or not entitled to their opinion.

Remember, if you disagree with someone (including myself), always remember to argue against the **IDEA** the person is presenting—not the individual.

Late Work: While I understand that circumstances may arise that could prevent you from turning an assignment in on time, **I do not accept late work—period!** However, I am always willing to discuss extensions **ahead of time**. If you have a reasonable reason why you believe you should be entitled to an extension, either come see me after class, arrange to visit me in my office or the UWC, or e-mail me.

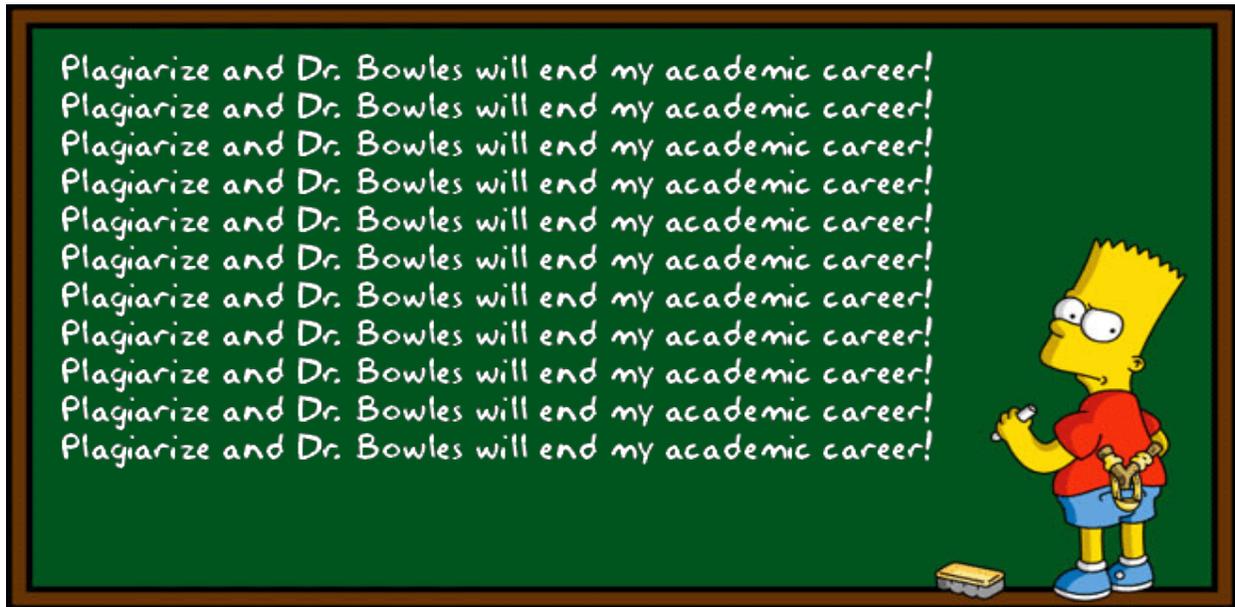
Academic Integrity: Texas A&M University–Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M–Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Class Plagiarism Policy: As an instructor, I operate by the WPA (Council of Writing Program Administrators) definition of plagiarism: “In an instructional setting, plagiarism occurs when a writer **deliberately** uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” The key here is deliberate—I do not want you to be so paranoid about plagiarism that it inhibits your creativity.

To that extent, any instance of “plagiarism” that **does not appear to be deliberate in intent** will be dealt with “in house.” You may be asked to revise; I may even deduct from your grade if this was a result of negligence. However, unless intentional, you will not fail merely as a result of plagiarism nor will you be brought up on plagiarism charges.

That being said, **deliberate plagiarism will not be tolerated in any manner**. If you willfully steal someone else’s language, ideas, or other original (not common-knowledge) material without acknowledgment, or submit an assignment for this class that you submitted for another (without previously discussing it with me), **be forewarned—you will receive a 0 for the assignment, and I will pursue plagiarism charges with the utmost zeal!** Such behavior

hinders your learning, is unfair to your classmates, is a violation of my trust, and—above all else—is highly unethical. **This is your one and only warning—you would be wise to heed it!**



911 Cellular: Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Technology Support: For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student. For issues related to course content and requirements, contact your instructor.

Drop Policy: If you discover that you need to drop this class, you must complete a Drop Request Form:

https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf

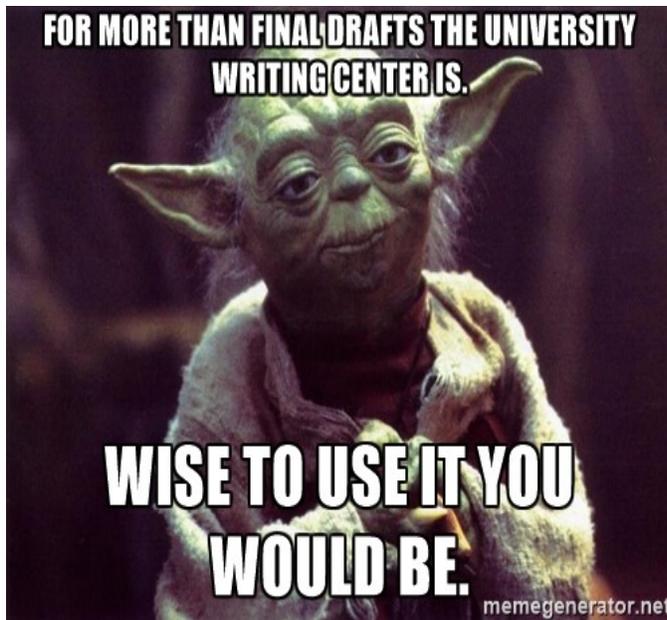
Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed, and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Accommodations: At Texas A&M University–Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required):
<https://tamuct.instructure.com/courses/717>

Important information for Pregnant and/or Parenting Students: Texas A&M University–Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](#) web page: <https://www.tamuct.edu/student-affairs/index.html>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.



University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. The UWC also offers online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective

composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

Tutoring: Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring will not offer writing support beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring

support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Library: The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index):
<http://tamuct.libguides.com/index>.

A Note about Sexual Violence at A&M-Central Texas: Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php):
<https://www.tamuct.edu/departments/compliance/titleix.php>.

Artifact Collection: To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, artifacts from ENGL 5382: Composition Assessment this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. If you have any questions or concerns, please contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

Syllabus Change Policy: Except for changes that substantially affect implementation of the grading scheme, this syllabus is a guide for the course and is subject to change with advance notice.

ENGL 5382: Composition Assessment Major Projects

“Valid? I’ll Be the Judge of That!”

Everyone’s a critic, right? True, but when it comes to making educational decisions, having a sound argument for the validity of a writing assessment is crucial. As we have learned, these decisions have profound impacts on the lives of students and frequently influence curriculum.

For your first major project, you are going to conduct a validity analysis of an existing assessment model that we have not previously read about and/or discussed in class. (If you do desperately wish to write about an assessment model we have already engaged with, please contact me. In rare instances, I will be open to allowing you to use an assessment model with which you have already interacted.) Your main goal will be to make an argument for the relative validity of the assessment model in relation to its use in a specific context.

Your first step will be to choose your assessment model. You have a variety of options here. You may go more local and decide to analyze a writing assessment instrument used in your own (or a colleague’s) classroom. Some of you may be more inclined to look at program assessment practices. Others may boldly wish to challenge the practices of certain large-scale writing assessments. The possibilities are endless.



After you have chosen the assessment model you wish to analyze, you will next want to consider several facets of the assessment model. How is this writing assessment used in a particular educational context? What interpretations, decisions, and actions are made from this assessment model? Which specific types of validity (e.g. construct, predictive, consequential,

unified construct, etc.) seem most pertinent to such an analysis? Why—specifically—do you view the validity of the assessment as productive and/or problematic?

You will then want to make a strong argument for the relative validity of the assessment model. Draw on the heuristic questions provided (along with others you formulate during your analysis) in order to make a compelling argument in regard to the validity of this particular assessment model. Additionally, you should provide recommendations to improve the assessment model or provide solid reasoning for why the assessment model cannot be improved.

Your “Valid? I’ll Be the Judge of That!” project should be four to five pages double-spaced. Although you are not required to have any set number of scholarly sources, your validity analysis will most likely benefit from them immensely. Feel free to use sources from the class as well as from outside research to support and bolster your argument. Draw upon what other scholars have to say to defend your validity analysis and when making your recommendations. You can use MLA or APA style for your citations.

Assessment for this project will be predicated on how well you depict the context and purposes for which the assessment model is used; your ability to make a nuanced and well-informed argument in relation to validity of the assessment model; the theoretical and scholarly reasoning you use to support your validity argument; and the practicality, usefulness, and merit of the recommendations you provide. When I finish reading your validity analysis, I will ask myself: *How well has this student demonstrated their understanding of validity through this analysis of an existing assessment model, especially within the parameters of the particular educational context in which the assessment model is used to make specific educational decisions?*

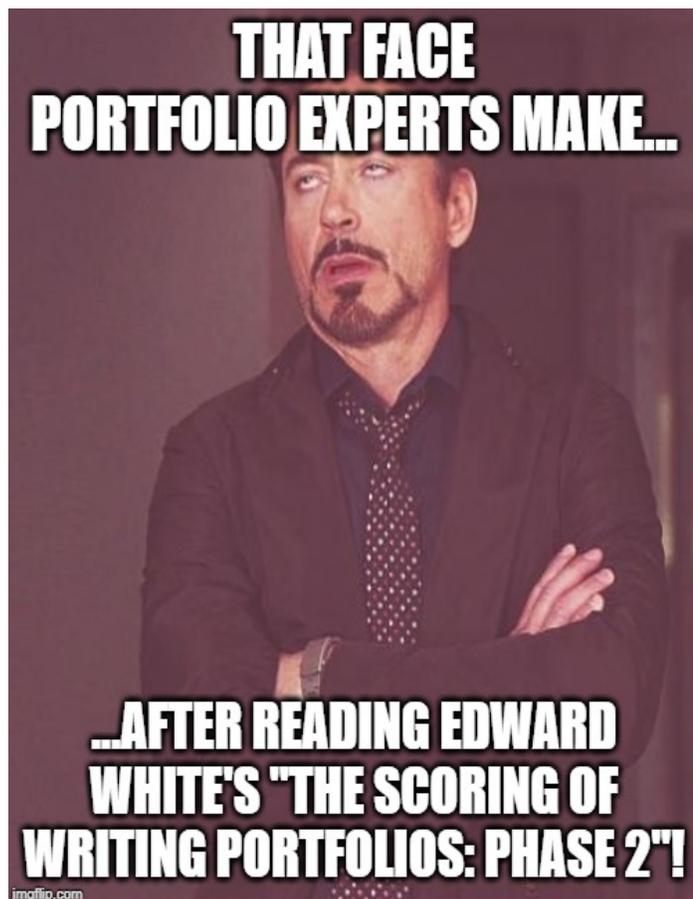
“Controversies and Issues in Writing Assessment! A Scholarly Article Pertaining to Writing Assessment”

Now that you have read around in the literature on writing assessment, you are hopefully beginning to formulate some strong opinions and/or curiosities regarding particular facets of writing assessment. Perhaps you are intrigued by the relationship between validity and reliability or specifically by how we define validity. You might be interested in the conflicts between psychometricians and writing assessment experts throughout the history of writing assessment and how such conflicts have shaped that history. Maybe you are intrigued about how to incorporate ePortfolios into your writing class successfully. Advocating for or against standardized writing assessment might have piqued your interest. Or the intersection between race and writing assessment may be a new passion you have. This project is your opportunity to delve deeply into the particular scholarly interests that are emerging for you in regard to writing assessment.

For this project, you will compose a scholarly article of approximately 12-15 pages double-spaced examining a particular controversy and/or issue in writing assessment. While this article does not have to be written for any particular conference or journal, you should compose it as if you were submitting to a scholarly publication. Ideally, you will want to produce a project of such a caliber that you will wish to have it make an impact in some scholarly venue.

You will first want to select an area of interest, controversy, issue, etc. to explore. I provided several examples already; however, you are free to choose any topic you wish as long as it pertains to writing assessment in some way. Feel free to email me and/or set up an appointment with me if you wish to discuss your topic further.

Once you have selected your topic, you will then want to begin to conduct your research. Investigate what the top writing assessment scholars have to say on the issue. Read across a wide range of sources. Take advantage of the multitude of databases and journals I have provided and/or suggested for you. As you progress in your readings about this topic, pay particular attention to the main voices in the conversation. Actively sift through the works cited or reference pages of the sources you read. Overall, make sure you explore the topic



with depth and interact with a variety of sources. As graduate students, you need to begin researching as thoroughly as scholars within the field do.

After you have read around enough to be expert on your topic, you will want to begin composing your article (albeit this will not be the end of your research process). Your scholarly article should have a compelling thesis to defend and/or an intriguing research question that will be explored. With a text of this length, you will want to be particularly attentive to the amount of relevant background information you present (consider your audience and what they need to know), the logic and fluency of the organization of the article, and the level of depth with which you engage your sources and explicate your arguments. You are writing as a scholar now; you need to be thorough and comprehensive while also being clear and concise.

Since your various projects will vary to a significant extent, there is no formal requirement for the number of sources you should have. That being said, you will want to engage with the main scholars involved in the conversation and integrate a variety of sources throughout your article in order to make a compelling argument. You can use either MLA or APA format for your project as well, but you must adhere to the guidelines of the citation style you choose throughout the article.

When I go to assess your scholarly articles, I will primarily be concerned with how well you demonstrate an awareness of the scholarly conversation into which you are entering; your ability to make a compelling and well-reasoned argument about the writing assessment topic you are addressing; the overall quality of your organization, including providing relevant background information for your audience where necessary, engaging with your sources when pertinent, and evolving your argument in a clear and logical fashion; and the rhetorical awareness your article demonstrates in relation to your intended audience. The main questions I will ask myself will be similar to that of a reviewer for a journal: *Does this article manuscript make a substantial and intriguing contribution to the field of writing assessment that scholars in the field will be interested in reading? Do I believe this article manuscript is worth of being published in a journal that primarily features graduate student work as is, does the author need to make some slight revisions, does the author need to make significant revisions, or is this manuscript entirely not suitable for publication?*

“My Very Own Assessment! Developing and Designing a Writing Assessment to Improve Teaching and Learning”

It is now time to put theory into practice! For your last assignment of the semester, you will design your own writing assessment. You have a multitude of options at your disposal. Your assessment design can be at the classroom, course, program, institution, district, state, or national level. You may wish to work on a new assignment for your class complete with a rubric and guiding philosophy for responding to the project. Potentially, you could design a capstone project for a program. You might want to develop a way of assessing the writing of the students

Sometimes the most brilliant and intelligent minds do not shine in standardized tests, because they do not have standardized minds.

Diane Ravitch



in your department. You may even wish to work on improving a statewide or national large-scale writing assessment. The choice is yours—you have a multitude of ways you can impact student learning at a variety of educational levels.

First, you will want to consider what educational context you are designing your particular assessment for and consider various facets of this particular context. Who will be taking this writing assessment? Who will be making decisions predicated upon it? What types of decisions will they be making? Why is such an assessment important? What value will the information this assessment provides bring to this specific educational context? Etc. Although there is no set structure for this project, you will want to address these issues in your materials for your assessment design.

Next you will want to provide a detailed description of your writing assessment, including plans for collecting and analyzing the data, any apparatuses and/or instruments necessary for the process, and a structure for reporting on assessment results. This particular aspect of your project needs to be meticulous and hyper-organized. Any qualified teacher, WPA, and/or assessment expert should be able to implement and execute this writing assessment based on the description you provide.

And, lastly, you will want to provide a theoretical and scholarly justification for your writing assessment. Drawing on the theories and scholarship we have engaged with throughout the semester, as well as additional sources you wish to bring to the project, you need to articulate a solid rationale and justification for your assessment design. Inform other writing assessment experts of why your writing assessment is a valid and effective measure of student learning. Furthermore, you will also want to argue why this writing assessment will enhance teaching and learning in the particular educational context for which it is designed.

There is no set length nor precise requirements for this project. It is up to you to determine what background information, materials, resources, and/or justifications you need to provide. That being said, I—once again—cannot emphasize enough the value of being meticulous and thorough with this project.

Assessment of your writing assessment design will rely on the quality of your depiction of the educational context in which your writing assessment design will be implemented; the strength of the description of the process for your assessment design that you provide; the quality of the supporting apparatuses, resources, and materials you include; and—most importantly—the theoretical and practical power of the justifications you provide. When I assess your “My Very Own Assessment! Developing and Designing a Writing Assessment to Improve Teaching and Learning” project, the primary questions I will ask myself will be: *Will this writing assessment design allow educators and stakeholders to make valid and effective interpretations and decisions as well as take effective actions from the results it produces? How well will this writing assessment design improve teaching and learning in the particular educational context for which it is designed?*

ENGL 5382 Calendar (Fall 2019)

Week 1 (Monday, August 26th–Tuesday, September 3rd)

Videos

- “Meet Dr. Bowles! (If You Haven’t Already)”
- “Syllabus and Calendar Review”

Read

- ENGL 5382: Composition Assessment Syllabus and Calendar (available on the “Syllabus” page on Canvas)
- “Looking Back as We Look Forward: Historicizing Writing Assessment” by Kathleen Yancey (*Assessing Writing: A Critical Source Book* pp. 131-149)
- “Lone Wolves, 1966-2005” by Norbert Elliot, from *On a Scale: A Social History of Writing Assessment* (Course Library)
- “Historical View of the Influences of Measurement and Writing Theories on the Practice of Writing Assessment in the United States” by Nadia Behizadeh and George Engelhard Jr. (Course Library)

Discussion Board–Dr. Bowles Leader (Finished on Tuesday, September 3rd at 9:00 a.m.)

- “Of Waves and Wolves: What Can We Learn from the History of Writing Assessment?”

Assignment (Due on Tuesday, September 3rd at 9:00 a.m.)

- SRR #1–“Looking Back as We Look Forward: Historicizing Writing Assessment”

Week 2 (Tuesday, September 3rd–Monday, September 9th)

Videos

- “Validity and Reliability: A Brief Primer”
- “Introduction of ‘Valid? I’ll Be the Judge of That!’”

Read

- “Construct and Consequence: Validity in Writing Assessment” by Sandra Murphy and Kathleen Yancey, from *Handbook of Research on Writing: History, Society, School, Individual, Text* (Course Library)
- “Can There Be Validity Without Reliability” by Pamela Moss (*Assessing Writing: A Critical Sourcebook* pp. 81-96)
- “Reliability Issues in Holistic Assessment” by Roger Cherry and Paul Meyer (*Assessing Writing: A Critical Sourcebook* pp. 29-56)
- “The Centrality of Test Use and Consequence for Test Validity” by Lorrie Shepard (Course Library)

Discussion Board–Felicia Juliano Leader (Finished on Monday, September 9th at 9:00 a.m.)

- “What Do We Mean When We Say a Writing Assessment is Valid and Reliable?”

Assignment (Due on Monday, September 9th at 9:00 a.m.)

- Professorial Q&A #1–“Construct and Consequence: Validity in Writing Assessment” and “The Centrality of Test Use and Consequence for Test Validity”

Week 3 (Monday, September 9th–Monday, September 16rd)

Read

- “Multiple Inquiry in the Validation of Writing Tests” by Richard Haswell (Course Library)
- “Testing the Test of the Test: A Response to ‘Multiple Inquiry in the Validation of Writing Tests’” by Pamela Moss (*Assessing Writing: A Critical Sourcebook* pp. 150-159)
- “Validity in Educational Assessment” by Pamela Moss, Brian Girard, and Laura Haniford (Course Library)

Discussion Board–Rachel Strickland Leader (Finished on Monday, September 16th at 9:00 a.m.)

- “Interpretations, Decisions, and Actions (and More)! How Can We Truly Say a Writing Assessment is Valid?”

Assignment (Due on Monday, September 16th at 9:00 a.m.)

- SRR #2–“Validity in Educational Assessment”

Week 4 (Monday, September 16th–Monday, September 23rd)

Read

- “(Re)Articulating Writing Assessment” by Brian Huot, from *(Re)Articulating Writing Assessment for Teaching and Learning* (Course Library)
- “Assessing, Grading, Testing and Teaching Writing” by Brian Huot, from *(Re)Articulating Writing Assessment for Teaching and Learning* (Course Library)
- “Toward a New Theory for Writing Assessment” by Brian Huot, from *(Re)Articulating Writing Assessment for Teaching and Learning* (Course Library)

Discussion Board–Phyllis Nairn Leader (Finished on Monday, September 23rd at 9:00 a.m.)

- “Home-Grown Writing Assessment! How Does Brian Huot Wish to ‘Change the Game?’”

Assignment (Due on Monday, September 23rd at 9:00 a.m.)

- Professorial Q&A #2–“Assessing, Grading, Testing and Teaching Writing” and “Toward a New Theory for Writing Assessment”

Week 5 (Monday, September 23rd–Monday, September 30th)

Video

- “Introduction of ‘Controversies and Issues in Writing Assessment! A Scholarly Article Pertaining to Writing Assessment’”

Read

- “Framing (And) American Education” by Linda Adler-Kassner and Peggy O’Neill (*Reframing Writing Assessment to Improve Teaching and Learning* pp. 13-39)
- “The Framing of Composition and Writing Assessment” by Linda Adler-Kassner and Peggy O’Neill (*Reframing Writing Assessment to Improve Teaching and Learning* pp. 40-80)
- “Reframing Strategies and Techniques” by Linda Adler-Kassner and Peggy O’Neill (*Reframing Writing Assessment to Improve Teaching and Learning* pp. 81-109)

Discussion Board–Karen Clos Leader (Finished on Monday, September 30th at 9:00 a.m.)

- “There’s So Much Framing Going on it Feels Like We are Working at Michael’s!”

Assignment (Due on Monday, September 30th at 9:00 a.m.)

- Professorial Q&A #3- “Framing (And) American Education,” “The Framing of Composition and Writing Assessment,” and “Reframing Strategies and Techniques”

Week 6 (Monday, September 30th–Monday, October 7th)

Read

- “The Concept of Control in Teacher Response: Defining the Varieties of ‘Directive’ and ‘Facilitative’ Commentary” by Richard Straub (Course Library)
- “Reflective Reading: Developing Thoughtful Ways to Respond to Students’ Writing” by Chris Anson, from *Key Works on Teacher Response: An Anthology* (Course Library)
- “The Genre of the End Comment: Conventions in Teacher Responses to Student Writing” by Summer Smith (Course Library)

Discussion Board–Jonathan Rocha Leader (Finished on Monday, October 7th at 9:00 a.m.)

- “We Don’t Need No Education; We Don’t Need No Writing Controlled; No Dark Sarcasms in Your Comments; Teachers—Leave Them Students Alone!”

Assignment (Due on Monday, October 7th at 9:00 a.m.)

- “Valid? I’ll Be the Judge of That!” Project

Week 7 (Monday, October 7th–Monday, October 14th)

Read

- “On the *Uses* of Rubrics: Reframing the Great Rubric Debate” by Eric Turley and Chris Gallagher (Course Library)
- “How Writing Rubrics Fail: Toward a Multicultural Model” by Valerie Balester (*Race and Writing Assessment* pp. 63-78)
- “Ranking, Evaluating, and Liking: Sorting Out Three Forms of Judgment” by Peter Elbow (Course Library)

Discussion Board–Elizabeth Finkenbinder Leader (Finished on Monday, October 14th at 9:00 a.m.)

- “The Power of the Gods (in the Red Pen) in the Palm of Your Hand!”

Assignment (Due on Monday, October 14th at 9:00 a.m.)

- SRR #3–Student Choice

Week 8 (Monday, October 14th–Monday, October 21st)

Read

- “A Uni-Lateral Grading Contract to Improve Learning and Teaching” by Jane Danielewicz and Peter Elbow (Course Library)
- “Grading Contracts: Assessing Their Effectiveness on Different Racial Formations” by Asao Inoue (*Race and Writing Assessment* pp. 79-94)
- “Not Ready to Let Go: A Study of Resistance to Grading Contracts” by Cathy Spidell and William Thelin (Course Library)

Discussion Board–Shirley Guadian Leader (Finished on Monday, October 21st at 9:00 a.m.)

- “Just Sign on the Dotted Line! Grading Contracts—Effective Alternatives or a Problematic Panacea?”

Assignment (Due on Monday, October 21st at 9:00 a.m.)

- Professorial Q&A #4—“A Uni-Lateral Grading Contract to Improve Teaching and Learning,” “Grading Contracts: Assessing Their Effectiveness on Different Racial Formations,” and “Not Ready to Let Go: A Study of Resistance to Grading Contracts”

Week 9 (Monday, October 21st–Monday, October 28th)

Read

- “Postmodernism, Palimpsest, and Portfolios: Theoretical Issues in the Representation of Student Work” by Kathleen Yancey (Course Library)
- “Portfolios as a Substitute for Proficiency Examinations” by Peter Elbow and Pat Belanoff (*Assessing Writing: A Critical Sourcebook* pp. 97-101)
- “ePortfolios as Tools for Facilitating and Assessing Knowledge Transfer from Lower-Division, General Education Courses to Upper-Division, Discipline-specific Courses” by Carl Whithaus, from *ePortfolio Performance Support Systems: Constructing, Presenting, and Assessing Portfolios* (Course Library)
- “Becoming ePortfolio Learners and Teachers” by Julie Hughes, from *Electronic Portfolios 2.0: Emergent Research on Implementation and Impact* (Course Library)

Discussion Board—Michaela Ware Leader (Finished on Monday, October 28th at 9:00 a.m.)

- “From Classrooms to Program Assessment! How Can—and Should We—Use Writing Portfolios in a Variety of Assessment Contexts?”

Assignment (Due on Monday, October 28th at 9:00 a.m.)

- SRR #4—“ePortfolios as Tools for Facilitating and Assessing Knowledge Transfer from Lower-Division, General Education Courses to Upper-Division, Discipline-specific Courses”

Week 10 (Monday, October 28th–Monday, November 4th)

Video

- “Introduction of ‘My Very Own Assessment! Developing and Designing a Writing Assessment to Improve Teaching and Learning’”

Read

- “The Importance of Teacher Knowledge in College Composition Placement Testing” by William L. Smith (*Assessing Writing: A Critical Sourcebook* pp. 179-202)
- “Directed Self-Placement: An Attitude of Orientation” by Daniel J. Royer and Roger Giles (*Assessing Writing: A Critical Sourcebook* pp. 233-248)
- “Race, Remediation, and Readiness: Reassessing the ‘Self’ in Directed Self-Placement” by Rachel Lewis Ketai (*Race and Writing Assessment* pp. 141-154)

Discussion Board–Nathan Sullivan Leader (Finished on Monday, November 4th at 9:00 a.m.)

- “Where are We Going to Put All of These Students? Philosophies and Methods of Placement Testing”

Assignment (Due on Monday, November 4th at 9:00 a.m.)

- SRR #5–Student Choice

Week 11 (Monday, November 4th–Tuesday, November 12th)

Read

- “A Process for Establishing Outcomes-Based Assessment Plans for Writing and Speaking in the Disciplines” by Michael Carter (*Assessing Writing: A Critical Sourcebook* pp. 268-286)
- “Assessment Changes for the Long Haul: Dynamic Criteria Mapping at Indiana University Purdue University Indianapolis” by Susanmarie Harrington and Scott Weeden, from *Organic Writing Assessment: Dynamic Criteria Mapping in Action* (Course Library)
- *WPA Outcomes Statement for First-Year Composition (v3.0)* (Course Library)
- *Framework for Success in Post-Secondary Writing* (Course Library)
- American Association of Colleges and Universities VALUE Project (Course Library)

Discussion Board–Marissa Betts Leader (Finished on Tuesday, November 12th at 9:00 a.m.)

- “Program Assessment—Starting Wars at Universities Since the Dawn of Time!”

Assignment (Due on Tuesday, November 12th at 9:00 a.m.)

- Professorial Q&A #5– *WPA Outcomes Statement for First-Year Composition (v3.0)* and *Framework for Success in Post-Secondary Writing*

Week 12 (Tuesday, November 12th–Monday, November 18th)

Read

- “The Function of Race in Writing Assessments” by Asao Inoue, from *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future* (Course Library)
- “Antiracist Writing Assessment Ecologies” by Asao Inoue, from *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future* (Course Library)
- “Linguistic Discrimination in Writing Assessment: How Raters React to African American ‘Errors,’ ESL Errors, and Standard English Errors on a State-Mandated Writing Exam” by David Johnson and Lewis VanBrackle (Course Library)

Discussion Board–Karen Clos and Shirley Guadian Leaders (Finished on Monday, November 18th at 9:00 a.m.)

- “Racism in Writing Assessment: Why Does it Exist? How Do We Avoid It?”

Assignment (Due on Monday, November 18th at 9:00 a.m.)

- “Controversies and Issues in Writing Assessment! A Scholarly Article Pertaining to Writing Assessment” Project

Week 13 (Monday, November 18th–Monday, November 25th)

Read

- “Being There: (Re)Making the Assessment Scene” by Chris Gallagher (Course Library)
- “Information Illiteracy and Mass Market Writing Assessments” by Les Perelman (Course Library)
- “How State Assessments Lead to Vacuous Thinking and Writing” by George Hillocks Jr. (Course Library)

Discussion Board–Felicia Juliano, Jonathan Rocha, and Michaela Ware Leaders (Finished on Monday, November 25th at 9:00 a.m.)

- “How to Train Your Students to Fill-in Dark Circles and Write Five-Paragraph Essays! What’s Wrong (or Not Wrong) with Standardized Writing Assessments?”

Assignment (Due on Monday, November 25th at 9:00 a.m.)

- SRR #6–“Being There: (Re)Making the Assessment Scene”

Week 14 (Monday, November 25th–Monday, December 2nd)

Read

- “Underlying Assumptions of Writing Assessments as Technologies” by Michael Neal (*Writing Assessment and the Revolution in Digital Texts and Technologies* pp. 15-32)
- “Decision Making and Development of New Assessment Technologies” by Michael Neal (*Writing Assessment and the Revolution in Digital Texts and Technologies* pp. 42-56)
- “The Mechanization of Writing Assessments with Technologies” by Michael Neal (*Writing Assessment and the Revolution in Digital Texts and Technologies* pp. 59-75)

Discussion Board–Rachel Strickland and Nathan Sullivan Leaders (Finished on Monday, December 2nd at 9:00 a.m.)

- “You Say You Want a Revolution (in Digital Texts and Technologies)! How Does Technology Influence and Dictate the Assessment of Writing?”

Assignment (Due on Monday, December 2nd at 9:00 a.m.)

- Professorial Q&A #6–“Underlying Assumptions of Writing Assessments as Technologies,” “Decision Making and Development of New Assessment Technologies,” and “The Mechanization of Writing Assessments with Technologies”

Week 15 (Monday, December 2nd–Wednesday, December 11th)

Read

- “Taking a Spin on the Intelligent Essay Accessor” by Tim McGee, from *Machine Scoring of Student Essays: Truth and Consequences* (Course Library)
- “Why Less Is Not More: What We Lose by Letting a Computer Score Writing Samples” by William Condon, from *Machine Scoring of Student Essays: Truth and Consequences* (Course Library)
- “*Criterionsm*: Promoting the Standard” by Anne Herrington and Sarah Stanley (*Race and Writing Assessment* pp. 47-62)
- *NCTE Position Statement on Machine Scoring* (Course Library)

Discussion Board–Marissa Betts, Elizabeth Finkenbinder, and Phyllis Nairn Leaders (Finished on Monday, December 9th at 9:00 a.m.)

- “Rise of the Machines! The Dangers and Perils of Machine Scoring”

Assignment (Due on Wednesday, December 11th at 9:00 a.m.)

- “My Very Own Assessment! Developing and Designing a Writing Assessment to Improve Teaching and Learning” Project