Learning Writing by Rewriting:
Providing Multiple Deadlines for a Final Paper
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Background
Some typical problems of final papers include an inability to follow important details of the instructions, difficulty expressing ideas clearly in writing, and trouble following citation styles. Students also procrastinate, compounding these issues.

Setting up multiple deadlines for various parts of a final paper is one effective way to implement formative assessments that lead to the summative assessment in writing.

Most of my students have never written a research paper before and thus struggle with writing their first one. Instead of writing a whole paper at once, I help students to write their final research paper in parts and submit corresponding drafts in the order of Introduction, Methods, Results, and the whole paper with Discussions.

I clearly lay out specific instructions for students to focus their time and energy for quality writing of each part. If any part does not pass the proficiency standard listed in the rubric, students have to rewrite that part and resubmit it.

Based on the detailed constructive feedback given on each draft, students submit their final paper at the end of the semester by rewriting each part and put them together in one piece. In this way, students have sufficient time throughout the semester to learn how to write adequately the first time and rewrite a better product to fulfill course objectives.

References

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