

Fall Showcase 2019

Learning Writing by Rewriting: Providing Multiple Deadlines for a Final Paper

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Psychology

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.

References

- Carver, M. (2017). Limitations of corrective feedforward: A call for resubmission practices to become learning-oriented. *Journal of Academic Writing*, 7(1), 1-15.
- Gibbs, G., & Simpson, C. (2004). Does your assessment support your students' learning. *Journal of Teaching and learning in Higher Education*, 1(1), 1-30.
- Winter, J. K., Neal, J. C., & Waner, K. K. (1996). Student and instructor use of comments on business communication papers. *Business Communication Quarterly*, 59(4), 56-68.

Title Page, Introduction Section, & References 1st Draft Rubric

INDIVIDUAL assignment (20 points): 3-5 pages	Novice-----Competent-----Exemplary
1. Title page <input type="checkbox"/> Running head (no more than 50 characters), Page Number, Title (no more than 12 words), Author's Name & Institutional name	0-----1
2. Intro: Context <input type="checkbox"/> First paragraph begins broadly <input type="checkbox"/> Clear explanation of the overarching problem being investigated	0-----3
3. Intro: Literature review <input type="checkbox"/> Past studies described in enough detail so their relation to other studies and relevant theoretical and methodological issues can be understood by the reader <input type="checkbox"/> It is clear whether statements are hypotheses, results of a study, or general conclusions <input type="checkbox"/> Review is in the author's own words [NO QUOTES!] and the focus is on the research rather than the researchers <input type="checkbox"/> Contrasting views are presented <input type="checkbox"/> Sources are integrated & research is presented topically	0-----4
4. Intro: Purpose (Start a subheading "Purpose and Hypotheses") <input type="checkbox"/> Clear description of limitations of past work and/or what is missing from past research and/or what researchers do not yet know <input type="checkbox"/> Brief overview of current study provided <input type="checkbox"/> Explanation of how the proposed study will answer the question or fill in a research gap (or why replication of past research is necessary/useful) <input type="checkbox"/> Specific issues, variables, populations, or methods relevant to current research problem are discussed	0-----2
5. Intro: Hypotheses <input type="checkbox"/> Hypotheses are testable, clearly stated, and directional predictions are made based on the previous literature <input type="checkbox"/> It is clear what the experimental groups will be and what will be measured <input type="checkbox"/> Variables are appropriate to test hypotheses and operationally defined	0-----2

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**.



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