Teaching Well, Saving Time: How to Find What Really Works in your Classroom

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1. Establish Goals for Student Learning

Format: When they complete this course/program/degree, students will be able to….

   a. Use specific verbs (explain, synthesize, analyze, or apply) rather than broader terms like know or understand
   b. Avoid passive voice verbs (e.g. “I want students to be exposed to…”)

Examples:
History: I want students to be able to:
   ● Identify and describe major historical events and concepts
   ● Construct historical arguments, orally and in writing: State a position on a debatable historical issue, support the position with historical data, and raise and answer counter-arguments
   ● Follow ethical and scholarly practices for using sources and working with colleagues

Chemistry: I want students to be able to:
   ● View science as questions that are constantly being reframed and investigated
   ● Possess the chemical tools to build further knowledge
   ● View chemistry problems as unique, requiring problem-solving skills
   ● Be interested and confident enough to read and explore independently
   ● Communicate appropriately about chemistry to professional and lay audiences

Swine Management
   ● Identify and describe major swine diseases and their control/management
   ● Construct a financial plan for a swine management operation
   ● Communicate in ways that are important in the field
   ● [Other similar goals]
• Appreciate the pig!

WE can set goals ‘til the pigs come home, BUT nothing happens unless our STUDENTS have appropriate goals for themselves.

• People solve the problems they define for themselves, not the problems other people present.
• Goals are a significant factor in motivation (Svinicki, 2007).

Suggestions:

• Include the goals THROUGHOUT your syllabus.
• On the first day, elicit students’ goals and plans for reaching the goals.
• Check again periodically on whether they perceive they are reaching the goals.
• Emphasize how assignments and exams teach and test the goals.
• Cover sheet: how has this assignment helped you reach your learning goals?
• YOUR suggestions?

2. How Will Students Achieve the Goals? Summary of the Research

1. Have students write about and discuss what they are learning
2. Encourage faculty-student contact, in and out of class
3. Get students working with one another on substantive tasks, in and out of class
4. Give prompt and frequent feedback to students about their progress
5. Communicate high expectations
6. Make standards and grading criteria explicit
7. Help students to achieve those expectations and meet the criteria
8. Respect diverse talents and ways of learning
9. Use problems, questions, or issues, not merely content coverage, as points of entry into the subject and as sources of motivation for sustained inquiry
10. Make courses assignment-centered rather than merely text- and lecture-centered. Then focus on helping students successfully complete the assignments.

(Draws from Chickering and Gamson, 1987; Kurfiss, 1988. These classic documents are still widely used and affirmed by more recent research.)

3. Construct the Major Assignments

Construct a course skeleton showing goals and major assignments in the weeks they are due.
Example:
Introductory sociology: few students will be sociology majors; most are fulfilling their gen-ed requirement for social science.

Goals: Faculty member says, “I want students to be able to use sociological perspectives to interpret what they see around them daily in their own society.”

Course skeleton (shows learning goals and majors exams/assignments that test student achievement of those goals):

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7: Midterm exam, Mult/ch & essay
- Week 8
- Week 9
- Week 10
- Week 11
- Week 12
- Week 13: Term Paper
- Week 14: Final exam

- Do the assignments/exams test the goals?
- Are the assignments engaging to students?
- Is the workload manageable?
4. Use Times and Spaces Efficiently

Face-to-face class

<table>
<thead>
<tr>
<th>using Class for First Exposure</th>
<th>Students with Teacher (Class)</th>
<th>Student “Study” Time</th>
<th>Teacher Alone</th>
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<tbody>
<tr>
<td>first exposure</td>
<td>process</td>
<td>response</td>
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<table>
<thead>
<tr>
<th>Using Class for Process and Response</th>
<th>Students with Teacher (Class)</th>
<th>Student “Study” Time</th>
<th>Teacher Alone</th>
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<tr>
<td>process, response</td>
<td>first</td>
<td>exposure</td>
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Online class

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<tr>
<th>Students with teacher, synch</th>
<th>Students with teacher, asynch</th>
<th>Students with students</th>
<th>Student alone</th>
<th>Teacher alone</th>
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</thead>
</table>

Aspects of the Learning Process

First Exposure: Student first hears/reads/view new information/concepts
Process: Student, synthesizes, analyzes, critiques, evaluates, applies the information
Response: Student receives feedback from teacher, peers, or others

Principles for Using Time and Space Efficiently

1. Require students to spend appropriate time out of class. Move first-exposure to out-of-class time.
2. Use in-class for process and response.
3. Assign frequent writing to be processed in class, taking minimal amount of teacher out-of-class time, and serving the purposes of
   a. Helping students keep up with reading assignments
   b. Helping students comprehend and apply reading
   c. Enforcing attendance and attention in class
   d. Providing early checkpoints for students having trouble
   e. Provide multiple points of assessment
   f. Guide the production of larger, formal assignments
4. Reduce number of finished, formal assignment to which the teacher responds fully in his/her own time. Use these for demonstrating that the student can pull together course material and apply sophisticated skills.
5. Guide students’ process for the formal assignments.
Case Study #1

<table>
<thead>
<tr>
<th>Course</th>
<th>Problem</th>
<th>How the teacher moved first exposure to student time</th>
</tr>
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<tbody>
<tr>
<td>History: Western Civ: 40 students. Goal: teach students to argue about historical issues</td>
<td>Students did not read before lecture. Most did not contribute to discussion. Written exams and papers were largely recap of lectured and textbook material. Students needed practice in argument.</td>
<td>Required students to bring to class, almost daily, two copies of a 1-2-page written response to reading, which then became the basis for in-class process and response. Students handed in one copy and kept the other at their seats. Prof. ensured that students, in class, wrote comments on their own copies of the assignments. After class, he merely gave credit to the students, using the other copy, taking 2-4 seconds per paper. (Appendix B)</td>
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History Instructor’s Strategies to Teach Argumentation

- Issue-oriented course plan, using issues as points of entry into the course (e.g.: period of C17-18 is titled, “What is Good Government?” Period of World Wars is titled “Why Arm? Why Fight?”)
- Three argumentative essays about those issues form the central assignments toward which the course is focused.
- Checksheet for essays makes expectations explicit.
- Daily, focused writings explicitly develop argumentative skills
- In-class discussions lead students through arguments
- Seven in-class debates
- Draft response to first essay, then student revision.

Assignment: Students in “Western Civilization” are studying Louis XIV of France. They are asked to read a primary source—an evaluation of Louis by St. Simon—and to write briefly “how can this reading be used as evidence on the issue of whether Louis XIV was a good king or not?”

Student #1 Paper

- Saint-Simon felt Louis XIV, as an absolute monarch was a bad thing because he had little education; he had spies everywhere that could tell him everything and when Courtenvaux made this known to the public, Courtenvaux position was taken from him; members of the Church sometimes acted as he wanted. For example, Abbe de Vatteville, ordained a priest, committed crimes yet made a deal with the government to be pardoned and live as abbey of Baume; in 1706, France lost wars and sustained losses on account of the cost of war. When Chamillart, the head of
both finance and war department, could not carry on affairs due to lack of money, he asked to be relieved of his position; however, the king refused; finally, there was a tax put on baptisms and marriages because the need for money was so great. Poor people began to perform marriages themselves and their children were considered illegitimate. Peasants revolted against this tax, and it eventually had to be lifted. Louis was hurting the poor when he claimed he was trying to help them.

Student #1 Log about writing the assignment:

- I really am not sure I did this assignment in the way the Professor planned it to be done. I took specific examples to back up what I thought the point of [the reading assignment] is.

Student #2 Paper

- [Begins with a similar summary of St. Simon's criticisms of Louis. Then, as last paragraph:]
- This all presents Louis as a bad king; however we must not forget that this was written after Louis' death and by a member of the social class which had the least to gain from Absolutism and who were viewed by Louis as the biggest threat to his person and his rule. But the material itself could be used to support the ideas that Louis’ vanity made him a bad king; or that he was merciless in his demand for money to squander; or that he acted only on his own best interest rather than the best interest of the country by spying on his subjects and appointing ignorant people to positions of authority.
A Plan for Learning

Western Civilization. John Breihan, Loyola College in Maryland

Goal: Construct and critique historical arguments, including shaping a thesis, supporting it, and addressing counter arguments
(From Walvoord and Breihan, 1990)

<table>
<thead>
<tr>
<th>Exercises</th>
<th>Skills</th>
</tr>
</thead>
</table>
| **Author’s Purpose and Summary:**  
*Week 1*  
What do you know about the textbook author?  
What can you guess? When was the text written, published?  
List its subheadings and summarize a chapter.  

*Narrative of the English Civil War*  
Write a one-paragraph narrative incorporating eight terms provided by instructor  

*Analysis of Anarchic Episodes:  
*Week 2*  
From eyewitness accounts of 17th century riots, find evidence of the following factors: economic, political, social, religious, etc.  

*Primary Sources on Louis XIV:  
*Week 3*  
What is the issue at stake in this collection of documents?  
Who was the author of each document? When did s/he live?  

<table>
<thead>
<tr>
<th>Skills</th>
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| Recognize that history is written by people who reflect their cultural biases.  
Pay attention to authors’ subheads.  
Summarize  

Summarize events accurately.  

Become familiar with various analytical categories and use them to categorize evidence.  

Understand how “primary source” material can be used as evidence by stating connections between eye-witness material and opinions on the historical issue.  

Understand what a “secondary source” is.  
Use secondary sources as models for shaping historical arguments.  
Understand how arguments are backed by evidence.  


## Exercises

*Louis XIV Debate Worksheet*

Prepare notes in support of your assigned position on whether or not Louis was a “good king” plus counter-arguments against the opposing opinion.

*Second Chance on Louis XIV Debate*

Write two points that were not discussed in the class debate.

For extra credit say why you did not say them in the debate.

## Skills

Understand that history is argument about the past.

Collect evidence for a position.

Take notes that allow easy access to evidence during debate.

Learn skills and points not used in the debate.

## Stage 3: Choosing One’s Own Position on an Historical Issue and Briefly Defending It with Evidence

*Best Solution to Anarchy Essay: Week 5*

In a one-paragraph essay, state which solution to the problem of 17th century anarchy—French or English—you personally find more realistic and attractive. Try to explain why you feel the way you do and to back your feelings with evidence.

Choose one’s own position.

Address the relevant issue.

Support the position with evidence.

## Stage 4: Choosing One’s Own Position and Defending It in a Full Essay, Including Counter-Arguments and Answers to Counter-Arguments

*Essay 1: Week 7*

Select from among 3 essay questions:

1. Hypothetical nation: give advice
2. Whose theories about revolution—Burke’s or Paine’s—were more “valid”?
3. From class readings by Burke and Paine, infer their views, pro and con, of Louis XIV’s reign.

Use several techniques for historical argument: analyzing problem, stating position, supporting it with evidence, answering counter-arguments.
Case Study #2: Applying Textbook Concepts to Real-World Situations

**Assignment:** Students in a business class are to analyze production processes in two local fast food restaurants, using concepts from their textbook. Instructor lectures on the concepts. Assignment sheet:

*In 250 – 300 words, compare and contrast the layout and work design of McDonald’s and Popeye’s on York Road. Evaluate the two on the effectiveness with which each serves its customers. A careful evaluation of what each restaurant is trying to provide should precede or begin your analysis, and such concepts as line balancing, type of processing, and specialization should be included. Chapters 7 and 8 in the Stevenson text can provide guidance, and a visit to each site may be unavoidable. In class, instructor emphasizes the need for a “theme” for the paper. (Walvoord and Sherman, 1990, p. 62)*

**Problems and Processes**

Grades and Information-Gathering Strategies of Representative Group of Students

<table>
<thead>
<tr>
<th>Verbal SAT</th>
<th>Read text before visit</th>
<th>Visit both</th>
<th>Take notes at restaurant</th>
<th>Visit, then read text</th>
<th>Visit Popeye’s only</th>
<th>Notes after visit or no notes</th>
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<tr>
<td>Grade A</td>
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<tr>
<td>Grade B or lower</td>
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<td>310</td>
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**Student Log on Writing the Paper**

Oct. 15: I visited Popeye’s & ate lunch there. I took mental notes about the service & the layout of the restaurant. Tonight, I read part of each of the chapters in the textbook about the areas our paper is supposed to cover.

October 18: I wrote my first draft today. I hadn’t really thought about the theme until I started to write the paper. I knew basically what the body of my paper was going to be, though. We were supposed to include certain points in the paper so that is what I based
my paragraphs on. I really couldn’t think of a good way to end my paper. I don’t want to have too much of a conclusion really, because the paper can’t be any more than 1 page long. My paper just sort of stops, but I really don’t know what to say exactly to make it end smoothly and keep within the 1 page limit. (Walvoord and Sherman, 1990, p. 65)

Cast Study #3: Presenting Information Graphically

Assignment: Students in biology are to conduct experiments comparing two commercial products (e.g. two brands of popcorn). Assignment sheet asks them to “use three graphics.” Instructor devotes one class period to lecturing on the different types of graphics and their uses, then, as homework, gives students some fish data and asks them to construct various types of graphics to illustrate the data. In class, they discuss the homework.

Problems and Processes

Students: Did not experiment with data in various graphic forms
“I will put some stuff in a table”
“I'll put a pie graph in my paper.”
One student soaked off the label of one of his products and inserted it into his paper as “Figure 3.”
(Anderson and Walvoord, 1990, p. 217)

Case Study #3: Sociological Analysis

Students have viewed a film on Holy Ghost people, whose practices include snake handling.

Student #1:

As I watched the film, I became more attentive toward the people because they were doing things that I would not normally do. I viewed them as crazy people because they were crying and physically losing control of their bodies for moments at a time. They rolled and wiggled along the floor as if something had a spell on them.

Student #2:

The Holy Ghost people have certain elements in their ritual which help their service to function in an orderly fashion. They use tambourines, guitars, and banjos which help to express their religious feeling and they handle snakes to express faith and hope in the Holy Ghost. They collect money for the sick people by taking up group collections and they try to ask the Holy Ghost to give them the power to heal these sick persons. They do this by asking the sick persons to come to the front of the room and stand before the congregation, while the congregation prays for them. This group seems to be aggressive and energetic and they want everyone to participate instead of sitting and doing nothing....These people feel that the church has given their lives meaning and total support. They are a very traditional and conservative group probably because they come from the back-woods of West Virginia where the population is scarce and
they are not as susceptible to social changes within their group. (Walvoord, 1985, p. 258)

How to Grade and Respond to Student Writing

An Effective Response:
- Helps the student feels energized, hopeful, and motivated to improve
- Suggests priorities for the students’ efforts
- Helps the student learn
- Keeps responsibility and ownership in students’ hands
- Falls within reasonable time limits for the instructor

Guidelines
1. Set boundaries around your time
2. Select a medium: written response, face-to-face or online synchronous oral comments, recorded oral comments, etc. Use a checksheet or rubric?
3. Find out what the student knows. Cover sheet: Log showing how much time was spent and how, and “If I had more time to revise this paper, I would....”
4. Identify what you want the student to do and to learn. Is this a teachable moment?
5. Respond to most important issues first. Don’t overwhelm the student with comments.
6. Do not spend the most time on the worst papers.
7. Do not edit grammar and punctuation. Instead, ensure that the student has edited or gotten appropriate editors. Mark a sample passage or paragraph for illustration.
8. Select key instances of a problem; don’t mark everything
9. Respect the student’s space and authorship
10. Focus on what the student can do next
11. Choose the lowest response level that you think will be effective
   a. Lowest: reflect your reading experience: “I was confused here.”
   b. Suggest more than one possible change
   c. Suggest only one possible change

Example 1
Assignment (summarized): Which solution to 17th century anarchy do you find most realistic and attractive—French or English?
Learning goals: Given two identified alternatives, students will learn to select one, evaluate it against the other, and bring forward evidence to support their choice.
**Student Paper:** states English is most attractive, then lists 3 good things about the English system: it established the Bill of Rights, instituted checks and balances, and lasted a long time.

**Instructor Writes:**

*You need to LINK your facts to your argument. WHY do these things make the English solution “more realistic and attractive?” You only mention those 2 words once.*

**Assignment** (summarized): In 5-8 pages, propose to the ruler of a hypothetical nation a type of government that would be the best solution to 17th century anarchy in Europe. Draw on your knowledge of the 17th century governments we have studied.

**Instructor Writes:**

*This essay puts forward a very clear thesis that a “strong government” is needed to end anarchy. After reviewing several alternatives, you end by saying that a mixed government on the English model would work best for our hypothetical nation.*

*What is missing here is argument and evidence in favor of the thesis that you state so clearly. WHY would this system work so well? [further questions and suggestions for revision]*

**Example 2:**

**Paper on gun control (instructor’s comments in bold)**

>Whenever someone answered he
>Whoever answer the question wrong had to put the gun to his head and pull the trigger.

>Finally one man made a mistake, and when he pulled the trigger he was killed instantly.
The man answered the question wrong He pulled the trigger and was killed instantly.

>as Dangerous games
>The others were arrested and charged with accessories to a murder. Dangerous games

>like this couldn’t happen if guns were not so easily available. Too obvious to mention.
>like this could lead many people to be killed or jailed.

**Paper on childless women. Same student, different class:**

*I want to talk about a topic which is not talked about often—childless women. Believe me, there are women out who do not want children just as much as women who do. Childless women aren’t as equally respected as their maternal counterparts. They are considered selfish women who are not doing their duty.*
Instructor Writes: You need a more definite thesis. What do you believe about this? What’s your argument? (Sternglass, 1997, p. 126)

Example 3:
Assignment: Summarize in one page a scientific article for an audience of your classmates. Learning Goals: students would learn how to read, understand, and summarize biological literature. Students would also get an idea about how biologists work and how they present their work to others.

Student Writes: (I have numbered the sentences for ease of reference in the workshop)

(1) The purpose of this study was to examine the role of activity in prey selection. (2) The first of three experiments reported herein examined the role of prey activity when a Red-Tailed Hawk (Buteo jamaicensis) was offered a choice between two live prey animals. (3) The second experiment examined changes in prey activity preferences when the hawk was offered two comparatively large prey animals. (4) In the third experiment the hawk was offered two prey of different weights to determine if this would affect the selection against more active prey.

(5) In the first experiment the hawk preferred the more active of the two prey animals when no other differences were apparent between them.

(6) The second experiment varied in its results. (7) If one of the large prey was relatively inactive, the hawk went for it. (8) Over many trials, however, the preference for the less active animal was often replaced by a high-activity preference if the hawk was successful in subduing the larger animals.

(9) Experiment three showed a clear preference for heavier, less active prey. (10) Comparing the data in experiment one, showing a strong preference for the more active prey, with the third where the larger prey was less active and still preferred, may have demonstrated a tendency in the hawk to choose the apparently more profitable prey item in terms of relative biomass.


NOTE: what is not clear in this student’s summary is that the 2nd prey was rats, who are capable of injuring a hawk, and the 3rd prey was chicks, who are not. Par. 1 is almost directly quoted from the 1st paragraph of the article; final paragraph is almost directly quoted from the final paragraph of the article.

Responses by Various Instructors in a Workshop

#1: I would like to see a more complete explanation of the problem these experiments seek to address. What is at stake? What possible combinations could or could not have resulted? In following through you need to take another look at some of your sentences (see notations) for clarity.
#2: It appears that there are three main factors that you want to discuss (size, activity, weight) and then want to compare. Am I correct? If so, write one paragraph for each (T = 4 paragraphs) or one paragraph in which all three factors are discussed. At present the content of each paragraph is not appropriate. Can you explain this article using your own words, not the article’s?

#3: I had trouble figuring out the prey activity of the hawk. Perhaps if you put each experiment and result together this would help.

#4: Your information appears to me to be accurately presented from the source you cite. Your abstract is successful to a point. I like your preview sentence.

A few suggestions:
1. Begin with an orienting sentence or two before you state your purpose.
2. Watch your spelling, misused words, redundant words, etc.
   a. apparent, p. 2
   b. herein, p. 1
3. Amplify each experiment a bit more.
4. Grammar—if one of the …were, p. 3
   Last sentence needs rewriting to act as a residual or summary. Avoid closing without summary.

#5: Jack, you do well to begin with a clear statement of the purpose. Next you seem to outline first the choices offered in each experiment and then the results of each. But the whole section was not clear as I read it. Suggestions:
1. Stick rigidly to a plan that gives choices for each experiment, then results for each, as now, OR treat all information on exp. 1 together, then all on exp. 2, then exp. 3. Choose whichever you think will be clearer to the reader.
2. For each exp., give all essential information. Ask yourself, What does the reader need to know, and when? For example, one of my questions was, In exp. 1 and 2, were both prey equally active?
3. Your final sentence rightly presents the results and their significance, but it is clumsy because too many words separate subject from verb.
Appendix A: Peer and Self-Checklists

Peer Checklist for First Draft of Term Papers in Sociology

Author of draft __________________ Name of reviewer ________________________

By answering the following questions thoughtfully and clearly, be as helpful as possible to the
author of this draft. Use complete sentences and specific examples to ensure clarity in your
advice. You will be evaluated on the thoughtfulness and helpfulness of your responses.

1. Overall situation: How near to completion is this draft? What steps should the author take
to complete this term paper? Be both specific and helpful in listing the three most
important steps below:
   A.
   B.
   C.

2. Organization: Is this draft organized in a standard pattern: an introductory section; the
   body of the paper, presenting the information in a reasonable sequence; and a summary
   and analysis of the situation? If there is an alternative organization, say what it is and
   whether it is effective.

3. Introductory section: The first few paragraphs should prepare the reader (another student in
   the course) for the research that has been done on the topic.
   A. Does the introduction explain the topic and why it is important? Briefly state why you
      think it is important.
   B. After reading the paper, say whether you think the introduction introduces what you’ve
      read. Does it? How?

4. Body of the paper: The major portion of the paper should present the collected information
   in an orderly and clear fashion.
   A. In the space below, outline in some detail the major points established in the body of the
      paper and the evidence used to support the points.
   B. Is the style of the writing appropriate to the intended audience, you and the others in the
      class?
   C. Compared with that of the textbook, is the style more or less formal? How?
   D. Has the author thoroughly paraphrased the information from the references so that the
      writing style is consistent? Remember that inadequate paraphrasing is a common
      student problem and may even approach plagiarism.
   E. Has the writer organized the information in the most effective way?
      1. If not, suggest improvements.
      2. How would you characterize the organization? Is it a list of equal points, an
         arrangement of topics and subtopics, a chronological sequence, an argument with
         two or more opposing viewpoints, or what?
   F. How has the writer handled citations?
1. Are they in an acceptable style, used consistently?
2. Is the number of citations adequate to the information taken from sources?
3. How has the information from sources been organized?
   a. One source per paragraph (give an example)
   b. Multiple sources for each paragraph (give an example)

G. Are the tables and figures used in the paper
   1. Clear and easy to understand?
   2. Referred to in the text?
   3. Labeled with a title or legend?
   4. Cited (at the end of the title or legend)?

5. Conclusions: A conclusion can take several forms: a restatement of the overall argument of the paper, a summary of the key points, a combination of several points to make a final point, an analysis of the data, and so on.
   A. What form has the writer used to conclude the paper?
   B. Does the conclusion seem to be supported by the evidence? How or how not?

6. Features of the writing:
   A. Are there any problems in the grammar, spelling, punctuation, paragraph structure, sentence structure, transition? Which one(s) in particular? Do these problems interfere with the meaning the writer is trying to express?
   B. Has the writer acknowledged the help of others?


**Student Self-Check Sheet for a Literary-Critical Essay**

_____ I read the short story at least twice.
_____ I revised this essay at least once.
_____ I spent at least five hours on this essay.
_____ I started work on this essay at least three days ago.
_____ I have tried hard to do my best work on this essay.
_____ I have used the grading criteria (in the assignment sheet) to check and revise my work
_____ I proofread the essay at least twice for grammar and punctuation.
_____ I asked at least one other person to proofread the essay.
_____ I ran the essay through a spelling check.
_____ If I were to revise this paper again, I would….
Appendix B: Sample Grading Sheets/Rubrics

Students are given a table, showing Fuji exports of bananas and mangoes for each of several years. They are asked a series of questions about the information.

Rubric for Graphic Information

<table>
<thead>
<tr>
<th>Reading Graphic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Identifies points, ranges, and can verbally describe the function of the graph</td>
</tr>
<tr>
<td>3 Cannot fully verbally describe graph function, but identifies points and ranges</td>
</tr>
<tr>
<td>2 Identifies points OR ranges</td>
</tr>
<tr>
<td>1 Lacks competency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using Quantitative Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Computes, extrapolates, identifies needed quantitative processes or information</td>
</tr>
<tr>
<td>3 Completes two of the above processes</td>
</tr>
<tr>
<td>2 Computes OR extrapolates OR identifies needed quantitative processes or information</td>
</tr>
<tr>
<td>1 Lacks competency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpreting Graphic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Draws 80% of more of conclusions and recognizes the limitations of graphic information</td>
</tr>
<tr>
<td>3 As above, but at a 70-79% level</td>
</tr>
<tr>
<td>2 As above, but at 60-69% level</td>
</tr>
<tr>
<td>1 Lacks competency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making Connections between Graphic Information and Scientific Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Makes most relevant content, concept, and ethical connections</td>
</tr>
<tr>
<td>3 Makes some relevant content, concept, and ethical connections</td>
</tr>
<tr>
<td>2 Makes content and concept connections, but does not respond to ethical issues</td>
</tr>
<tr>
<td>1 Makes superficial, biased, irrelevant, or inadequate connections</td>
</tr>
</tbody>
</table>

Rubric for Journals in Beginner's Spanish III, by Dorothy Sole, Univ. Cincinnati

4 - The content of the journal is by and large comprehensible. Although there are errors, verb tenses sentence structure, and vocabulary are in the main correctly used. The author has taken some chances, employing sentence structures or expressing thoughts that are on the edge of what we have been studying. The entries are varied in subject and form.

3 - There is some use of appropriate verb tenses and correct Spanish structure and vocabulary, but incorrect usage and/or vocabulary interferes with the reader's comprehension.
The reader finds many of the entries difficult to understand, and/or many entries are simplistic and/or repetitious.

The majority of the entries are virtually incomprehensible.

In addition to this scale, part of the grade is based on the number of entries and their length. (Walvoord and Anderson, 2010, p. 36)

Rubric for Journals in English Literature General-Education Course: Students' Ability to Connect Literature to Their Own Lives and Values

Trait: Connecting literature to students' own lives and values

1. Journal entry merely summarizes the literature OR merely reflects on the student's own life and values

2. Journal entry summarizes the literature AND reflects on the student's life and values, but makes little or no explicit connection between the two

3. Entry uses the literature in a very simple way to draw lessons to apply to his/her own life

4. Entry makes thoughtful links between the literature and his/her own life and values. It uses the literature as a vehicle for pushing and exploring the student's own life and values. It recognizes the complexity both of the literary work and of life and values. (Walvoord, personal material)

Rubric for Statistical Investigation Course, Used for Departmental Discussion of Students' “Critical Thinking and Quantitative Reasoning”

William Marsh, Raymond Walters College of the University of Cincinnati (two-year, open admissions. From Walvoord and Anderson, Effective Grading, p. 220-221)

Assignment: Conduct a statistical investigation, including identifying a problem, developing an hypothesis, obtaining a random sample, measuring variables, analyzing data, and presenting conclusions. The rating sheet below contains only three of the factors that affect the grade. These factors were separately and carefully analyzed and shared with colleagues, to identify progress on college's gen-ed goal of “critical thinking and quantitative reasoning.”

Methodology

5. Correct statement of problem with accompanying null and alternative hypothesis.

Well-defined population with appropriate random sample.

Data collection is free of bias and contamination
One part of the 5 level is not as high as it should be, and overall the quality of the methodology is just slightly lower than the highest level.

All the necessary parts of the methodology are present, but the quality level is only adequate.

There is a serious deficit in the methodology in the form of poorly performed tasks or some portions simply omitted. The results are compromised and may be unusable.

There is a total failure to understand the task. The results will be invalidated because the methodology is erroneous.

**Data Analysis**

5  Uses appropriate statistical test with correct results
   Provides an interval estimation of the values of the parameter.
   Includes a hypothesis test and gives accompanying $p$-level stating probability of type 1 error.

4  Provides most of level 5, but one of the characteristics is missing or unclear.

3  Uses correct statistical test, but estimation or interpretation is omitted.

2  Uses correct statistical tests, but there are errors in calculation and other work.

1  Incorrect statistical test. Data are erroneous or missing.

**Conclusion**

5  A complete presentation of results with conclusions, estimations, and $p$-levels for type 1 errors. Identifies possible threats to the study and also any areas in need of additional study.

4  As in 5, but one characteristic could be improved.

3  The presentation is only adequate. Conciseness and clarity are lacking.

2  Conclusions are vague and inaccurate. There has been an effort by the student, but there is an obvious lack of understanding and thoroughness.

1  A failure to make the necessary conclusions and implications
Analysis for Mathematics Class

Learning Goal: Solve and demonstrate an understanding of a dual problem and its meaning.

<table>
<thead>
<tr>
<th></th>
<th>Exam #2 Q 14</th>
<th>Exam #2 Q 20</th>
<th>Homework #8</th>
<th>Final Exam Q 7</th>
<th>Mean for Each Individual Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student#1</td>
<td>75</td>
<td>64</td>
<td>63</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>Student#2</td>
<td>64</td>
<td>48</td>
<td>44</td>
<td>74</td>
<td>56</td>
</tr>
<tr>
<td>Student #3</td>
<td>91</td>
<td>79</td>
<td>89</td>
<td>85</td>
<td>86</td>
</tr>
<tr>
<td>And So On</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean for Each</td>
<td>76</td>
<td>64</td>
<td>65</td>
<td>80</td>
<td>71</td>
</tr>
<tr>
<td>Question/Problem</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Rubric for Architecture Senior Studio Project
Cara Carroccia, University of Notre Dame

Program Plan
4 The assigned program is carefully analyzed and developed. The architect has not omitted any portion of the program and has in fact added to the program.
3 The architect provides some insight or depth of understanding of the assigned program. However, the internal logic and character of the work needs to be more clearly established and developed.
2 The development of the program is generalized and lifeless. Mainly surface relationships are provided. The program has not been developed much beyond the level of bubble diagram.
1 The architect communicates no real understanding or development of the assigned program.

Clarity of Concept and Design Objectives
4 The architect’s concept is organized and unified and has logical transitions between the urban and intimate scale.
3 The design objective is mainly clear to the viewer because the architect has tried to order his/her objectives. The link between the urban and architectural realms is not fully explained graphically.
2 Although there may be some attempt at presenting design objectives in a thoughtful manner, the work is confused and disjunctive.
1 The project has no discernible concept.

Style
4 The architect demonstrates a quality of imagination and rigor that results in a distinctive project. The work shows a personal exploration.
3 The architect includes refining details, but a portion of the work remains general. The overall composition is pleasing.
2 The architect does not invest himself or herself into the work. The style seems bland, guarded, flat and not very interesting.
1 The architect demonstrated no recognizable individualistic or historic style.
Development of the Small Scale; Detailed Information
4 Character, detail and scale are clearly expressed in plan and section.
3 Some details are thoughtful and vivid. However, the character of the plan and/or section is not developed.
2 Simplistic details are used in a typical way. Repetition of these details distracts from the work. The plan and section together describe a reasonable, believable building, but little information about or attention to detail is developed.
1 Development of the character of the plan and/or section is limited and immature.

Development of the Urban Scale
4 The development of the urban scale shows a confident control of the project and communicates a clear parti. The work reads smoothly from urban scale to the intimate scale. Coherent development at this level makes the project clear and easy to understand.
3 The architect shows some control in the development of an urban parti, and has only a few elements at the urban scale that are awkward or perfunctory.
2 The architect has definite problems with parti: in simplistic terms, the big idea. Most of the urban plan is simplistic in conception, and immature in its development.
1 There is no discernable urban idea. All is perfunctory.

Knowledge of Construction
4 There are not obvious errors in construction. The architect shows he/she is familiar with the building materials and their appropriate use.
3 A few errors in construction practices appear in the project, showing the architect is still learning about the building materials that were chosen. These errors do not substantially detract from the overall impression of the work.
2 Errors or omissions in the use of the chosen building materials are so numerous that they are distracting to the viewer.
1 Errors or omissions in standard building practices are serious enough and frequent enough to interfere with meaning.

Graphic Presentation
4 The project is presented in a complete and compelling manner.
3 The project is compelling but incomplete.
2 Required drawings are missing, and the presented work is not legible due to the lightness of the drawings or the haphazard method of presentation.
1 Little effort was invested in the graphic communication of the assigned project.
Rubric for Scientific Experiment in Biology Capstone Course, by Virginia Johnson Anderson, Towson University, Towson, MD

Assignment: Semester-long assignment to design an original experiment, carry it out, and write it up in scientific report format. Students are to determine which of two brands of a commercial product (e.g. two brands of popcorn) are best. They must base their judgment on at least four experimental factors (e.g. % of kernels popped is an experimental factor. Price is not, because it is written on the package).

**Title**

5 - Is appropriate in tone and structure to science journal; contains necessary descriptors, brand names, and allows reader to anticipate design.

4 - Is appropriate in tone and structure to science journal; most descriptors present; identifies function of experimentation, suggests design, but lacks brand names.

3 - Identifies function, brand name, but does not allow reader to anticipate design.

2 - Identifies function or brand name, but not both; lacks design information or is misleading

1 - Is patterned after another discipline or missing.

**Introduction**

5 - Clearly identifies the purpose of the research; identifies interested audiences(s); adopts an appropriate tone.

4 - Clearly identifies the purpose of the research; identifies interested audience(s).

3 - Clearly identifies the purpose of the research.

2 - Purpose present in Introduction, but must be identified by reader.

1 - Fails to identify the purpose of the research.

**Scientific Format Demands**

5 - All material placed in the correct sections; organized logically within each section; runs parallel among different sections.

4 - All material placed in correct sections; organized logically within sections, but may lack parallelism among sections.

3 - Material place is right sections but not well organized within the sections; disregards parallelism.

2 - Some materials are placed in the wrong sections or are not adequately organized wherever they are placed.

1 - Material placed in wrong sections or not sectioned; poorly organized wherever placed.

**Materials and Methods Section**

5 - Contains effective, quantifiable, concisely-organized information that allows the experiment to be replicated; is written so that all information inherent to the document can be related back to this section; identifies sources of all data to be collected; identifies sequential information in an appropriate chronology; does not contain unnecessary, wordy descriptions of procedures.

4 - As above, but contains unnecessary information, and/or wordy descriptions within the section.
3 - Presents an experiment that is definitely replicable; all information in document may be related to this section; however, fails to identify some sources of data and/or presents sequential information in a disorganized, difficult pattern.

2 - Presents an experiment that is marginally replicable; parts of the basic design must be inferred by the reader; procedures not quantitatively described; some information in Results or Conclusions cannot be anticipated by reading the Methods and Materials section.

1 - Describes the experiment so poorly or in such a nonscientific way that is cannot be replicated.

**Non-experimental Information**

5 - Student researches and includes price and other non-experimental information that would be expected to be significant to the audience in determining the better product, or specifically states non-experimental factors excluded by design; interjects these at appropriate positions in text and/or develops a weighted rating scale; integrates non-experimental information in the Conclusions.

4 - Student acts as above, but is somewhat less effective in developing the significance of the non-experimental information.

3 - Student introduces price and other non-experimental information, but does not integrate them into Conclusions.

2 - Student researches and includes price effectively; does not include or specifically exclude other non-experimental information.

1 - Student considers price and/or other non-experimental variables as research variables; fails to identify the significance of these factors to the research.

**Designing an Experiment**

5 - Student selects experimental factors that are appropriate to the research purpose and audience; measures adequate aspects of these selected factors; establishes discrete subgroups for which data significance may vary; student demonstrates an ability to eliminate bias from the design and bias-ridden statements from the research; student selects appropriate sample size, equivalent groups, and statistics; student designs a superior experiment.

4 - As above, but student designs an adequate experiment.

3 - Student selects experimental factors that are appropriate to the research purpose and audience; measures adequate aspects of these selected factors; establishes discrete subgroups for which data significance may vary; research is weakened by bias OR by sample size of less than 10.

2 - As above, but research is weakened by bias AND inappropriate sample size

1 - Student designs a poor experiment.

**Defining Operationally**

5 - Student constructs a stated comprehensive operational definition and well-developed specific operational definitions.

4 - Student constructs an implied comprehensive operational definition and well-developed specific operational definitions.

3 - Student constructs an implied comprehensive operational definition (possible less clear) and some specific operational definitions.
2 - Student constructs specific operational definitions, but fails to construct a comprehensive definition.
1 - Student lacks understanding of operation definition.

**Controlling Variables**

5 - Student demonstrates, by written statement, the ability to control variables by experimental control and by randomization; student makes reference to, or implies, factors to be disregarded by reference to pilot or experience; superior overall control of variables.
4 - As above, but student demonstrates an adequate control of variables.
3 - Student demonstrates the ability to control important variables experimentally; Methods and Materials section does not indicate knowledge of randomization and/or selected disregard of variables.
2 - Student demonstrates the ability to control some, but not all, of the important variables experimentally.
1 - Student demonstrates a lack of understanding about controlling variables.

**Collecting Data and Communicating Results**

5 - Student selects quantifiable experimental factors and/or defines and establishes quantitative units of comparison; measures the quantifiable factors and/or units in appropriate quantities or intervals; student selects appropriate statistical information to be utilized in the results; when effective, student displays results in graphs with correctly labeled axes; data are presented to the reader in text as well as graphic forms; tables or graphs have self-contained headings.
4 - As 5 above, but the student did not prepare self-contained headings for tables or graphs.
3 - As 4 above, but data reported in graphs or tables contain materials that are irrelevant and/or not statistically appropriate.
2 - Student selects quantifiable experimental factors and/or defines and establishes quantitative units of comparison; fails to select appropriate quantities or intervals and/or fails to display information graphically when appropriate.
1 - Student does not select, collect, and/or communicate quantifiable results.

**Interpreting Data: Drawing Conclusions/Implications**

5 - Student summarizes the purpose and findings of the research; student draws inferences that are consistent with the data and scientific reasoning and relates these to interested audiences; student explains expected results and offers explanations and/or suggestions for further research for unexpected results; student presents data honestly, distinguishes between fact and implication, and avoids overgeneralizing; student organizes non-experimental information to support conclusion; student accepts or rejects the hypothesis.
4 - As 5 above, but student does not accept or reject the hypothesis.
3 - As 4 above, but the student overgeneralizes and/or fails to organize non-experimental information to support conclusions.
2 - Student summarizes the purpose and findings of the research; student explains expected results, but ignores unexpected results.
1 - Student may or may not summarize the results, but fails to interpret their significance to interested audiences.
Student Scores for Science Reports, Before and After Anderson Made Pedagogical Changes

<table>
<thead>
<tr>
<th>Trait</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>2.95</td>
<td>3.22</td>
</tr>
<tr>
<td>Introduction</td>
<td>3.18</td>
<td>3.64</td>
</tr>
<tr>
<td>Scientific Format</td>
<td>3.09</td>
<td>3.32</td>
</tr>
<tr>
<td>Methods and Materials</td>
<td>3.00</td>
<td>3.55</td>
</tr>
<tr>
<td>Non-Experimental Info</td>
<td>3.18</td>
<td>3.50</td>
</tr>
<tr>
<td>Designing the Experiment</td>
<td>2.68</td>
<td>3.32</td>
</tr>
<tr>
<td>Defining Operationally</td>
<td>2.68</td>
<td>3.50</td>
</tr>
<tr>
<td>Controlling Variables</td>
<td>2.73</td>
<td>3.18</td>
</tr>
<tr>
<td>Collecting Data</td>
<td>2.86</td>
<td>3.36</td>
</tr>
<tr>
<td>Interpreting Data</td>
<td>2.90</td>
<td>3.59</td>
</tr>
<tr>
<td>Overall</td>
<td>2.93</td>
<td>3.42</td>
</tr>
</tbody>
</table>
Rubric for Student Literary-Critical Essays

Note: such a rubric may be developed for use by all faculty teaching the gen-ed literature course, or faculty may be free to develop their own rubrics, perhaps using this as a guideline, or faculty may be asked to incorporate one or two common items into their own rubric.

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis:</strong></td>
<td>The thesis of the paper is clear, complex, and challenging. It does not merely state the obvious or exactly repeat others' viewpoints, but creatively and thoughtfully opens up our thinking about the work.</td>
<td>The thesis is both clear and reasonably complex.</td>
<td>The thesis of the paper is clear. It takes a stand on a debatable issue, though the thesis may be unimaginative, largely a recapitulation of readings and class discussion, and/or fairly obvious.</td>
<td>Thesis is relevant to the assignment. It is discernible, but the reader has to work to understand it.</td>
<td>Thesis is irrelevant to the assignment and/or not discernible.</td>
</tr>
<tr>
<td><strong>Complexity and Originality:</strong></td>
<td>The essay is unusually thoughtful, deep, creative, and far-reaching in its analysis. The writer explores the subject from various points of view, acknowledges alternative interpretations, and recognizes the complexity of issues in literature and in life. Other works we have read and ideas we have discussed are integrated as relevant. The essay shows a curious mind at work.</td>
<td>The essay is thoughtful and extensive in its analysis. It acknowledges alternative interpretations and recognizes complexity in literature and in life. Some other works are integrated as relevant.</td>
<td>The writer goes somewhat beyond merely paraphrasing someone else's point of view or repeating what was discussed in class. AND/OR the essay does not integrate other relevant works we have read.</td>
<td>Writer moves only marginally beyond merely paraphrasing someone else's point of view or repeats what was discussed in class.</td>
<td>The paper is mere paraphrase or repetition.</td>
</tr>
<tr>
<td><strong>Organization and Coherence:</strong></td>
<td>The reader feels that the writer is in control of the direction and organization</td>
<td>As for “5” but sub-points may not be fashioned to open up the topic in the manner intended.</td>
<td>The reader feels that the writer is in control of the direction and</td>
<td>The essay has some discernible main points.</td>
<td>The essay has no discernible plan of</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>of the essay. The essay follows a logical line of reasoning to support its thesis and to deal with counter-evidence and alternative viewpoints. Sub-points are fashioned so as to open up the topic in the most effective way.</td>
<td>most effective way.</td>
<td>organization of the essay most of the time. The essay generally follows a logical line of reasoning to support its thesis.</td>
<td>organization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence, Support:</strong> The writer's claims and interpretations are richly supported with evidence from the works we have read, secondary sources, and sensible reasoning. The writer assumes the reader has read the work and does not need the plot repeated, but the writer refers richly and often to the events and words of the literature to support points.</td>
<td>As for “5” but the writer may briefly drop into mere plot summary</td>
<td>The writer’s claims and interpretations about the works are generally backed with at least some evidence from the works. The writer may briefly drop into mere plot summary</td>
<td>The writer’s claims are sometimes backed with evidence and/or the paper drops often into mere plot summary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Style:</strong> The language is clear, precise, and elegant. It achieves a scholarly tone without sounding pompous. It is the authentic voice of a curious mind at work, talking to other readers of the literary work.</td>
<td>The language is clear and precise.</td>
<td>The language is understandable throughout.</td>
<td>The language is often confusing. Sentences do not track.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sources:</strong> The essay integrates secondary sources smoothly. It quotes when the exact words of another author are important, and otherwise paraphrases. It does not just string together secondary sources, but uses them to</td>
<td>As for “5” but sources may occasionally be quoted with no contextual explanation AND/OR writer may use direct</td>
<td>The essay does not just string together secondary sources, but uses them to support the writer’s own thinking.</td>
<td>There is no use of secondary sources.</td>
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</tr>
<tr>
<td>support the writer’s own thinking. Each source is identified in the text, with some statement about its author; there are no quotes just stuck into the text without explanation.</td>
<td>quotation and paraphrase in less than optimal ways.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grammar, Punctuation:**
There are no discernible departures from Standard Edited Written English (ESWE)

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are a few departures from ESWE</td>
<td>There are no more than an average of 2 departures from ESWE per page in the critical areas listed below.</td>
<td>There are more than 2.</td>
<td></td>
<td>Some portion of the essay is impossible to read because of departures from ESWE.</td>
</tr>
</tbody>
</table>

**Critical Areas:**
- Spelling or typo
- Sentence boundary punctuation (run-ons, comma splices, fused sentences, fragments)
- Use of apostrophe, -s, and -es
- Pronoun forms
- Pronoun agreement, and providing antecedents for pronouns
- Verb forms and subject-verb agreement
- Use of gender-neutral language
- Capitalization of proper nouns and of first words in the sentence

(Walvoord, 2011, pp. 346-347)
Student Self-Report on Discussion in Literature Class

Note: These self-reports are used to determine part of the grade for the course (based on percentage of class sessions for which the student has received credit)

Name____________________________________  Date____________

To receive credit for this class session, you must honestly check all of the following:

___ 1. I made every effort to come to class on time (lateness that was not your fault is Excused, e.g. the previous professor held the class overtime. Oversleeping is NOT excused)
___ 2. I had read all the assigned works carefully before I came
___ 3. I brought to class my written notes on the works we read
___ 4. I had prepared for class by being well-rested, well-nourished, alert, and mentally ready
___ 5. I contributed at least once to class discussion today
___ 6. I did not too heavily dominate the class, but gave others a chance to contribute
___ 7. I listened actively to others at all times, and I showed by my face and body posture that I was listening
___ 8. My goal was to contribute effectively to the high quality of the GROUP’s discussion and learning, rather than just to demonstrate my own excellence. As in team sports, I played for the well-being of the team
___ 9. My contributions tended to do the following:
   • Start the group on a rich, productive track by posing a question or position that is not too obvious, but richly debatable, dealing with a significant question or aspect of the work
   • Respond to others’ contributions by:
     o Asking for clarification or evidence
     o Helping to support the point by contributing evidence and examples
     o Linking the point creatively to other readings or issues
     o Pointing out unspoken assumptions behind the other person’s point
     o Raising a problem or complication for the other person’s point
     o Synthesizing or pulling together the discussion so far
     o Stating a different point of view and backing it up
     o Talking about how this literature has helped develop my own thoughts
___ 10. When I had a genuine question that seemed stupid or simple, I asked it anyway

The following questions do not count for credit, but they help me to assess how well the discussions are going and how we can improve:

11. I thought the discussion today went
   ___ extremely well   ___ very well   ___ quite well   ___ not at all well
   Why did you answer as you did?

12. What could the professor have done to make the discussion more successful?
13. What could I, the student, have done to make the discussion more successful?
   (Walvoord and Anderson, 2010, p. 68)
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