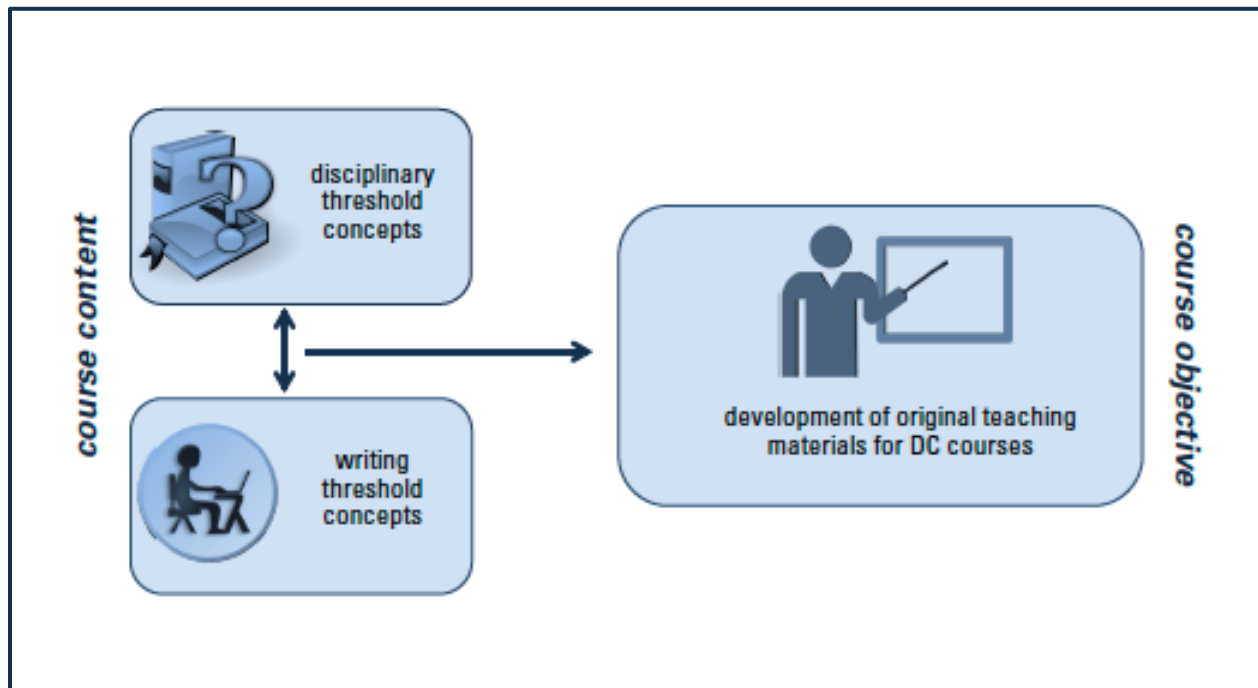


Writing Support for Graduate Students Teaching Disciplinary Communication (DC) Classes

Final DC Grant Report, Fall 201

Dr. Tonya Ritola, Teaching Professor and Assessment Coordinator



The Writing Program

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Writing Support for Graduate Students Teaching Disciplinary Communication (DC) Classes

Grant Overview

The Writing Program was awarded a Disciplinary Communication (DC) Grant to fund a three-unit graduate seminar, **Writing 202: Teaching and Learning Seminar**, in the fall of 2016. This course was designed for graduate students who served or would serve as teaching assistants (TAs) for DC courses. The course was capped at 30 students.

Two factors motivated the grant: (1) no comprehensive, systematic support is offered for DC classes at UCSC; and (2) across campus, TA training is decentralized and varies by academic unit.¹ As a result, the Writing Program created Writing 202 in an effort to centralize at least one component of TA training: preparing graduate students to assist with DC courses in order to support undergraduate students' development of writing proficiencies required for success in DC courses.

More specifically, Writing 202 was designed to address a number of topics many TAs are unfamiliar with, including the following:

- What TAs can expect students have been taught in Writing 2 or a similar community college course;
- How to help students further develop the writing and communication skills they learned in Writing 2 or elsewhere;
- How to work with faculty-created writing assignments in order to effectively mentor students through the writing process;
- How to help students understand and plan responses to assignments, generate material for projects, and revise them;
- How to design shorter, complementary writing assignments and activities to assist students with drafting, revising, and editing their assignments;
- How to teach students strategies for assessing their own work and that of others;
- How to teach students conventions of communication in specific disciplines; and
- How to work with different student subpopulations, specifically English language learners.

Despite recruiting and outreach efforts, only four students enrolled in Writing 202, and one Writing Program faculty audited the course. The following disciplines were represented: social psychology, developmental psychology, sociology, philosophy, and writing studies. Two of these students were responsible for teaching discussion sections (sociology DC and developmental psychology lower-division); one student would be

¹ It is worth noting that, when Writing 202 was offered, the new Center for Innovations in Teaching and Learning (CITL) was in its inaugural year. As a result, TA training efforts have improved tremendously since the fall of 2016. For instance, in the 2017-2018 AY, the CITL created a centralized TA handbook that includes resources on active and collaborative learning and initiated a Graduate Pedagogy Fellows program. In the future, the Writing Program will collaborate with the CITL to develop additional initiatives for TA training.

teaching a DC course the subsequent quarter (philosophy); and two students were responsible for teaching, designing, and assessing a non-DC writing course (social psychology and writing studies).

Regardless of the low enrollment, students' self-reported experiences in Writing 202 were **overwhelmingly positive**, with 100% of students agreeing that Writing 202 should be offered yearly for interested TAs.

The remainder of this report will describe the course structure and student learning outcomes, present the results of student survey responses, articulate the course challenges, and provide recommendations for the future.

Additionally, this report includes the course syllabus and schedule, the major course assignments, and samples of students' final projects. These materials can serve as a model for departments who would like to offer a TA-training course in the future.

Writing 202 Overview and Instructional Methods

This course provided teaching assistants with strategies to help undergraduates become better learners and writers in disciplinary communication (DC) courses. Together, we explored the following questions: What is disciplinary knowledge? What conventions are valued by different disciplines? What pedagogical practices best support undergraduates as they produce discipline-specific writing?

As we explored disciplinary communication, we also addressed topics applicable to good pedagogy in general, including helping students build on prior writing and communication practices learned in Writing 2 or elsewhere, addressing multilingual student concerns, and teaching students strategies to help them assess and revise their own work, as well as that of others.

To set the foundation of the course, we researched and studied threshold concepts related to disciplinarity and writing. **Threshold concepts**, as articulated by Jan H.F. Meyer and Ray Land (2003, 2006), are concepts that students must understand in order to become disciplinary insiders. Such concepts are irreversible: once students have learned them and mastered them, they cannot "unlearn" them. Additionally, they are able to build upon that knowledge in order to continue becoming disciplinary experts.

This framework allowed TAs to articulate the most important concepts in their fields and, consequently, writing in their fields. Once articulated, these concepts set the agenda of students' work in Writing 202: they developed original course materials that were tailored to a major assignment and supported by relevant threshold concepts.

Because of the low course enrollment, I administered a questionnaire at the start of the quarter to learn which topics were most important for students in the course. I used this questionnaire to organize our weekly topics, which included the following: (1) writing threshold concepts, (2) disciplinary threshold concepts, (3) argumentation across the disciplines, (4) genres across the disciplines, (5) organization across the disciplines,

(6) citations across the disciplines, (7) teaching the writing process, (8) teaching English language learners, (9) providing feedback, and (10) student engagement.

I integrated in-class discussions, small-group activities, informal homework assignments, formal writing assignments, formal presentations, drafting, revising, and peer review activities in Writing 202 to model for students the range of learning strategies (including active and collaborative learning) available to them.

Course Learning Outcomes

At the end of the course, students will be able to...

- Demonstrate understanding of the threshold concepts that guide one's discipline;
- Articulate what constitutes disciplinary writing in one's field with regard to rhetorical situation, genre, style, and/or conventions;
- Develop a vocabulary for teaching writing knowledge within one's discipline;
- Practice current pedagogical approaches to the teaching of writing, including teaching for transfer, writing-as-process, and/or multimodality, where applicable; and
- Recognize that writing is a dynamic practice produced within a community of peers in response to various rhetorical situations.

Student Survey Data

At the end of the course, I administered a survey to students to learn more about how well students met the course outcomes. I also asked students to identify the most useful topics and learning activities of the course, as well as the learning activities that might be improved. Finally, I asked students to report whether or not they thought Writing 202 should be offered yearly to graduate students.

Here are the key findings:

1. All students found "teaching writing as a process" and "providing feedback" to be the most helpful course topics. Additionally, 80% of students found "writing threshold concepts" and "organization in your discipline" to be helpful course topics.
2. Across the learning outcomes, 100% of students improved by at least one level from their starting to final abilities.
3. At the end of the course, 100% of students rated their abilities to "explain their teaching philosophy" as "good," "very good," or "excellent."
4. At the end of the course, 80% of students rated their abilities to "scaffold writing assignments," "create activities for peer review," "articulate the overall design of the course they teach/will teach," and "teach transferrable writing practices" as "good," "very good," or "excellent."
5. All students reported that Writing 202 should be offered yearly.

Most Useful Topics

Question: What topics did you find most useful in this course? (Check all that apply)

Topic	Percentage (n=5)
Teaching writing as a process	100%
Providing feedback	100%
Writing threshold concepts	80%
Organization in your discipline	80%
Disciplinary threshold concepts	60%
Teaching student engagement	60%
Working with English language learners	40%
Argumentation in your discipline	40%
Citations in your discipline	20%

Course Learning Outcomes

Questions: (1) Thinking back to the beginning of the course, how would you describe your skills and abilities to do each of the following? (2) Now, at the end of the course, how would you describe your skills and abilities to do each of the following? Students selected from the following options: "very poor," "poor," "fair," "good," "very good," or "excellent."

The table below shows the percentage of students who selected "good," "very good," or "excellent" starting and final abilities. The final column shows the number of students who improved by at least one level from starting to final proficiencies.

Outcomes	Starting ("good," "very good," "excellent")	Final ("good," "very good," "excellent")	Improved (by at least one level)
Define threshold concepts for learning writing	20%	60%	100%
Define threshold concepts for your field	20%	60%	100%
Articulate the overall design of the course you are teaching/will teach	0%	80%	100%
Explain your teaching philosophy	0%	100%	100%
Scaffold writing assignments	20%	80%	100%
Create activities for peer review	20%	80%	100%
Create evaluation criteria for commenting on student writing	20%	60%	80%
Teach transferrable writing practices	20%	80%	100%

Most Helpful Course Activities

Question: Please briefly explain which Writing 202 learning activities (class meetings, readings, discussions, projects, etc.) you found most helpful and why.

- Analyzing sample grading rubrics
- Scaffolded weekly assignments that contributed to the final in-class project
- Theoretical readings that explained valuable key terms for teaching writing
- In-class presentations
- Learning argumentation and organization within the disciplines
- Demystifying the process of course design
- Opportunities to apply the course theories to one's own teaching

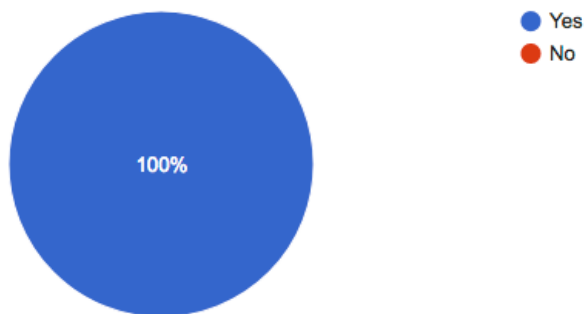
Course Activities to Improve

Question: Please briefly explain which Writing 202 learning activities might be improved for you.

- More peer review activities
- More in-class, hands-on activities in place of group discussions
- More opportunities for students to bring in samples of disciplinary writing from their own subfields for analysis
- More discussion about developing a teaching philosophy
- More facilitation of in-class discussion to prevent one student from speaking too often in class

Continue Offering Writing 202

Question: Do you think Writing 202 should be offered yearly as a regular TA course offering?



Additional Feedback

Question: Do you have any other comments or concerns you'd like to share about Writing 202? [Specific comments about my effectiveness as a teacher have been omitted]

- This course has given me skills and confidence to be a better TA/ instructor of record. Having a "safe space" to share my thoughts, experiences and frustrations was amazing. Hearing the perspectives of other graduate students is a valuable experience. I am so glad I enrolled in this course. I will recommend this course to other graduate students (if it is offered in the future). We desperately need more preparation for teaching. TA's are vastly unprepared and in many situations are told to "learn on the job" after receiving little or no training. Writing 202 helped me in so many ways. [...]

- Would be great to find a way to work in an opportunity for TAs to take what they've learned in this course and bring it back to their respective departments to share with other TAs who have not had very much training.
- We need to spread the word about this course and 203. We need these courses as teachers.
- I would love to see this become a two quarter series--there is too much of interest to cover in one quarter. I imagine something like this: Fall - Theory of writing pedagogy and disciplinary communication Winter - Disciplinary communication course development Also, for my purposes at least, I would have enjoyed a shift of focus from 'personal teaching portfolio' to a 'course portfolio'. This would potentially be a more concrete goal for students. If I'm able to effectively design and present a course and its elements (syllabus, handouts, activities, pedagogical justification, etc.), my 'personal teaching philosophy' is implicit. [...] We have already discussed ways to better scaffold the final writing assignment in order to give feedback without overburdening the TA's. Most importantly, I'm in a much better position to give explicit guidance about writing. [...]
- Overall, I greatly appreciated the class. I think it was structured well and addressed important concepts and practical skills related to teaching and TAing. A class like this is incredibly important to helping grad students develop as TAs and teachers, especially since not a lot of training (if any) is offered in this area. Not only does it increase the quality of your TAs and teachers, which in turn benefits undergraduate students directly, but I think it would also help graduate students feel more competent and confident in those roles. [...]

Challenges

The most obvious challenge of this course was **recruitment**. While I announced the course to all graduate advisors and department chairs and sent follow-up reminders, very few students enrolled in the course. If this course is offered again, I will advertise the course more rigorously, beginning in the spring quarter and extending through the summer.

I will note, however, that since the course has been taught, I have received numerous student emails asking when the course will be offered again, which suggests that, in the very least, word of mouth advertising has already begun.

An additional challenge was **designing the course for various TA experiences**: some graduate students were teaching discussion sections for DC courses, some were instructors of record, and one student had yet to teach a class at UCSC. In future offerings, I will take this variety into account from the onset of course development.

Recommendations

Based on student survey results, I have the following recommendations:

1. Writing 202 should be offered every year for TAs who teach in a DC context. Student responses demonstrate that the course filled a missing gap in students' learning. They are hungry for additional training in the teaching of writing.
2. In collaboration, the Division of Undergraduate Education, the Committee on Educational Policy, the Committee on Planning and Budget, and the Graduate Council should find a centralized source of funding to offer this class yearly.

3. The course itself should be modified to include additional opportunities for students to examine disciplinary writing in their subfields to help them translate disciplinary conventions to undergraduate students.
4. The course should include more hands-on learning activities to promote an active learning environment, rather than relying too heavily on in-class discussion about the course readings.
5. While the course included one week focused exclusively on working with English language learners, only 40% of students found this topic helpful. In future iterations, this course topic should be extended to include first-generation college students and students with disabilities. That way, students will be equipped to work with a variety of subpopulations that will invariably enroll in their courses.
6. The Writing Program should continue its efforts to collaborate with the CITL on developing TA training opportunities such as pedagogy workshops.

Writing 202 Course Syllabus, Fall 2016

Dr. Tonya Ritola, Teaching Professor, Writing Program

Office: Crown 124 / Phone: 459-7024 / Office Hours: Tues. 10-11 or by appt.

Course Description

The course provides teaching assistants with strategies to help undergraduates become better learners and writers in disciplinary communication (DC) courses. Together, we will explore the following questions: What is disciplinary knowledge? What conventions are valued by different disciplines? What pedagogical practices best support undergraduates as they produce discipline-specific writing?

As we explore disciplinary communication, we will also address topics applicable to good pedagogy in general, including helping students build on prior writing and communication practices learned in Writing 2 or elsewhere, addressing multilingual student concerns, and teaching students strategies to help them assess and revise their own work, as well as that of others.

Course Outcomes

At the end of the course, students will be able to...

- Demonstrate understanding of the threshold concepts that guide one's discipline;
- Articulate what constitutes disciplinary writing in one's field with regard to rhetorical situation, genre, style, and/or conventions;
- Develop a vocabulary for teaching writing knowledge within one's discipline;
- Practice current pedagogical approaches to the teaching of writing, including teaching for transfer, writing-as-process, and/or multimodality, where applicable; and
- Recognize that writing is a dynamic practice produced within a community of peers in response to various rhetorical situations.

Course Texts

Books

1. Linda Adler-Kassner and Elizabeth Wardle, *Naming What We Know: Threshold Concepts of Writing Studies* (2015)
2. Jan H.F. Meyer and Ray Land (editors), *Overcoming Barriers to Student Understanding* (2006)
3. National Research Council, *How People Learn* (2000)

Articles and Book Chapters

1. Linda Flower and John R. Hayes, "A Cognitive Process Theory of Writing"; *College Composition and Communication* (1981)
2. Nancy Sommers, "Responding to Student Writing"; *College Composition and Communication* (1982)
3. Paul Heilker and Peter Vandenberg, "Process"; *Keywords in Composition Studies* (1996)
4. ESL Writing"; *Teaching ESL Composition: Purpose, Process, and Practice* (2005)

5. Christopher R. Wolfe, "Argumentation across the Curriculum"; *Written Communication* (2011)
6. Dana R. Ferris and John S. Hedgcock, "Theoretical and Practical Issues in
7. John Bean, "Using Rubrics to Develop and Apply Grading Criteria; *Engaging Ideas* (2011)
8. Shaun R. Harper and Stephen John Quaye, "Making Engagement Equitable for Students in U.S. Higher Education"; *Student Engagement in Higher Education* (2014)
9. Tricia Serviss, "Using Citation Analysis Heuristics to Prepare TAs across the Disciplines as Teachers and Writers"; *Across the Disciplines* (2016)
10. Asao Inoue, "Foreward: On Antiracist Agendas"; *Performing Antiracist Pedagogy in Rhetoric, Writing, and Communication* (2017)

Course Approach

To support your work as TAs, we will engage in a variety of instructional activities including small-group and large-group discussions, in-class writing, low-stakes and high-stakes writing, individual conferences, peer review, group projects, and formal presentations.

Late Work Policy

Please submit all assignments on time, except under extraordinary circumstances.

Attendance Policy

Regular attendance and participation in each class meeting is expected, except under extraordinary circumstances.

Google Drive

Course assignments, additional readings, and other documents are stored in Google Drive. You will submit all coursework to an assigned folder on Drive. After the first day of class, you will receive an email invitation to our shared class folder and your individual folder.

Naming Files

Because all of your assignments will be uploaded to Drive, we will use a standard naming format for individual and group assignments. You will complete a total of two formal writing assignments (WA) and roughly six homework assignments (HW). Please name them in this format and place them in your individual folders, unless otherwise specified:

Individual Work → Last Name_Assignment & Number

Example → Ritola_WA 1

Example → Ritola_HW 1

Conferences

Two times during the quarter, you will meet with me for conferences. We will sign up for these conferences the week before they start. At these conferences, we will discuss your writing, course progress, and additional concerns or comments you may have.

Technology Use

In general, our time together should be about writing instead of personal commitments or personal communications. We prefer that your cell phones and computers be put away during our class discussions, except if there is an emergency and/or we are using computers for our class projects.

Academic Integrity

Students taking Writing 202 are expected to follow UCSC's Academic Integrity Code. Please take the time to read this code, as the penalties for plagiarism are severe. You can familiarize yourself with the code by visiting this site:
<http://www2.ucsc.edu/judicial/handbook.shtml>.

Accommodations for Students with Disabilities

This institution is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act. Those seeking accommodations based on a substantially limiting disability should contact and register with the Disability Resource Center (DRC). You can reach the DRC at 459-2089 or visit <http://drc.ucsc.edu> for more information. Once registration is complete, we can make reasonable accommodations to ensure your success in class.

Writing 202 Course Schedule, Fall 2016

Week	Date	Topics and Readings	Assignments
.5	9/22	→ Course Overview and Syllabus	N/A
1	9/27	→ Developing Institutional Literacy <ul style="list-style-type: none"> Bring the following course items with you to class: your syllabus, course assignments, and the program/major description that appears on the department's website and/or Undergraduate Catalog 	→ Complete the Writing 202 TA Survey
	9/29	→ Understanding How Learning Works <ul style="list-style-type: none"> <i>How People Learn</i>, Chapters 2-3 	→ HW #1
2	10/4	→ Understanding and Defining Disciplinary Threshold Concepts <ul style="list-style-type: none"> Meyer and Land, Ch. 1-2 	
	10/6	→ Translating Disciplinary Threshold Concepts to Genres and Sites of Practice	→ HW #2
3	10/11	→ Threshold Concepts for Writing <ul style="list-style-type: none"> <i>Naming What We Know</i>: Introduction and Concepts #1.6, 1.9, 4.1, 4.2, 4.3, 4.4 	
	10/13	→ Threshold Concepts for Writing <ul style="list-style-type: none"> <i>Naming What We Know</i>: Concepts #2.0 2.2, 2.3, 2.6, 3.4, 5.4 	→ HW #3
4	10/18	→ Teaching the Writing Process <ul style="list-style-type: none"> "A Cognitive Process Theory of Writing" "Process" 	
	10/20	→ Teaching Time Management + Addressing Writer's Block	→ HW #4
5	10/25	→ Teaching Genres: Argument <ul style="list-style-type: none"> "Argumentation Across the Curriculum" 	
	10/27	→ Teaching Genres: Organization <ul style="list-style-type: none"> In class, we will go over different documents that talk about "organization" in your disciplines. Please bring access to a device. 	→ HW #5

Week	Date	Topics and Readings	Assignments
6	11/1	→ Teaching Multilingual Students • <i>Teaching ESL Composition</i> , Chapter 1	
	11/3	→ Teaching Multilingual Students, cont.	
7	11/8	→ Giving Feedback to Writers: General • Sommers, "Responding to Student Writing" • Inoue, "Foreward: On Antiracist Agendas"	
	11/10	→ Giving Feedback to Writers: Rubrics • Bean, "Using Rubrics"	→ HW #6
8	11/15	→ Teaching Citations + Feedback (20min) • Serviss, "Using Citation Analysis Heuristics to Prepare TAs across Disciplines" • Please bring in a piece of your own scholarly writing in your discipline	
	11/17	→ Teaching Student Engagement + Feedback • Harper and Quaye, "Making Engagement Equitable"	
9	11/22	→ Final Project Feedback • Bring in a draft of your final project	→ HW #7
	11/24	No class. Thanksgiving Break.	
10	11/29	→ Final Project + In-class Presentations	
	12/1	→ Final Project + In-class Presentations	
EXAM	12/6	→ Final Project Due	

Writing 202 Course Assignments, Fall 2016

Homework Assignments

Throughout the quarter, you will complete a series of low-stakes assignments that ask you to make explicit connections between our course theories and your work as TAs in Disciplinary Communication (DC) courses. The purpose of these assignments is to hone your ability to translate your theories about writing and knowledge into pedagogical practices that support them. This kind of translation work is an essential component of teaching writing in DC courses.

Specific instructions for each assignment are listed below, including the due dates. These assignments should be uploaded to Google Drive by the time class starts on the assigned day. Please remember to name your homework assignments following our protocol.

As you craft these responses, please be sure that you are thorough and well organized. You should also ensure plenty of time to complete these assignments, as some are more involved than others.

HW Activity 1	Due: 9/29
<p>At this point, you have evaluated the undergraduate writing curriculum, located course materials, and read a selection from <i>How People Learn</i>. If we are to take seriously the notion that knowledge transfer is key to students' development in upper-division courses, then we have to ask ourselves honestly what we expect students to transfer into DC courses. To that end, please write a reflection on the following:</p> <p>By the time students enter the DC course, they should be able to transfer what specifically with regard to...</p> <ul style="list-style-type: none">• Disciplinary concepts in the field• Writing concepts (general or in the field)? <p>In other words, what knowledge and practice do you expect students to bring with them to the DC course for which you are a TA?</p>	
HW Activity 2	Due: 10/6
<p>To complete this HW assignment, you will need to have read the excerpt from <i>Overcoming barriers to student understanding: Threshold concepts and troublesome knowledge</i> (Meyer & Land).</p> <p>Write a response in which you (i) explain the the value of threshold concepts as a teaching tool and (ii) describe or articulate the disciplinary threshold concepts you think are MOST important for students to learn in the DC course.</p> <p>Your goal in this response is to start thinking about the concepts that you would like to put into practice and to reflect on how threshold concepts help us understand student learning in the context of DC courses.</p>	

HW Activity 3	Due: 10/13
<p>You have read a number of threshold concepts for specifically related to writing studies--concepts that supplement our understanding of disciplinary threshold concepts. In this activity, I want you to do one of the following activities:</p> <ol style="list-style-type: none"> 1. Create a writing assignment that you will teach to students in your current course or in a future course. After you create this assignment, annotate it (using the comment feature in Drive) and explain which disciplinary and writing threshold concepts this assignment attempts to teach students. Further, explain your choices for selecting those specific threshold concepts. 2. Use an existing assignment created by the professor in the course you teach. Annotate the assignment and reflect on the disciplinary and threshold concepts that the assignment teaches students. Further, explain how students will learn the threshold concepts. 	
HW Activity 4	Due: 10/20
<p>Now that you've developed and/or analyzed an assignment for your course, we will take an opportunity to reflect on how you will administer the assignment so that you allow students to complete the project in a series of drafts. Please do the following:</p> <ol style="list-style-type: none"> 1. Reflect on our course readings about writing processes. How can you teach students to develop a successful writing process in your course? What specific activities, lectures, or other might you include in your course to teach this concept? 2. Looking at your assignment, how can you stage or scaffold the assignment so that students complete the assignment in chunks? In other words, how will you, through the administration of the assignment, build in time for students to develop a writing process? 3. Thinking ahead, how will you assess students' process work in your course? Will you respond to first drafts? Final drafts only? Will you assign credit for students' process? 	
HW Activity 5	Due: 10/27
<p>Taking stock: We are ending Week 5, and we've spent a great deal of this quarter thinking through ways we can translate both the disciplinary and writing concepts we'd like students to understand as they leave our courses. You've also completed a variety of activities that are setting you up to put together a selection of materials that you can use in your future courses.</p> <p>Please take this time to reflect on our course learning so far, including the specific theories we've read and the in-class discussions we've had. What has been working for you? What has not been working? What would you like to see more of as we spend the last five weeks together? What would you like to see less of? What else should I know so that I can facilitate an optimal learning experience for the rest of the quarter?</p>	

HW Activity 6	Due: 11/10
<p>Review the assignment that you uploaded for Homework #3. Taking into account the readings for this week on giving feedback, please use this entry to create one of the following in preparation for your final project:</p> <ol style="list-style-type: none"> 1. A rubric to accompany the assignment (OR, an annotated rubric that explains why you have identified the criteria, why you think the rubric is valuable, and how you think the rubric can teach students about the assignment standards) 2. A grading protocol handout that outlines, in as much detail as you can, the grading processes you will take to comment on students' writing, from early drafts to late drafts. 	
HW Activity 7	Due: 11/17
<p>Please review your previous homework activities, and transform them into a Working Draft of your final project. In class, we will engage in a peer review activity for your project.</p>	

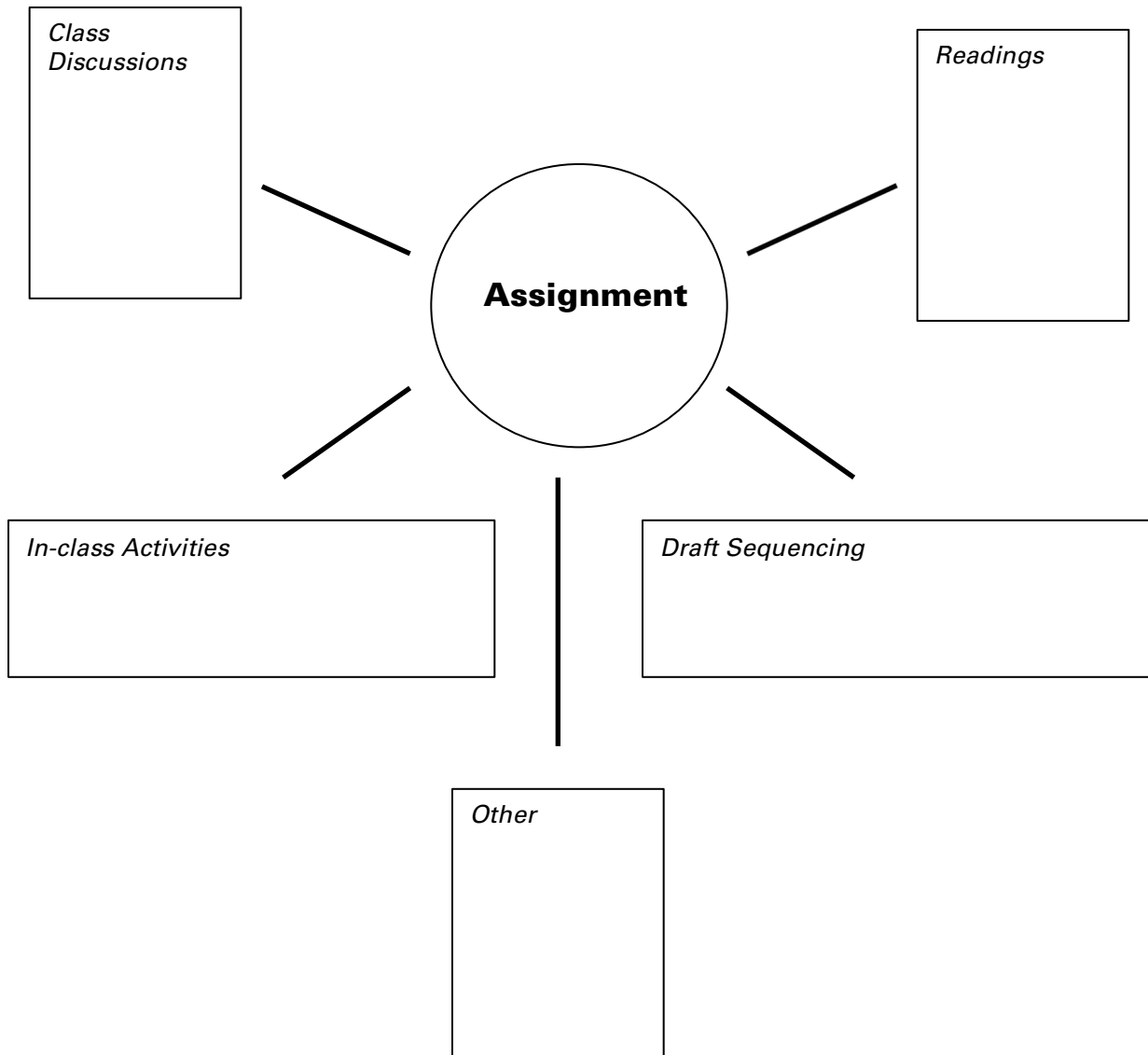
Major Assignment

The purpose of this final assignment is to give you a chance to showcase your ability to develop a cohesive approach to teaching writing in your course/potential course. To that end, we've spent time throughout the quarter assembling various artifacts, including an assignment with associated writing and disciplinary threshold concepts. Looking forward, we will also develop protocols for giving feedback, teaching organization and argument, and providing students with peer review activities.

Our goal, then, is to put together a deliberate, focused set of materials around one particular assignment, from start to finish. In doing so, you will be developing a mini version of a teaching portfolio, one that you can submit for TA applications, future academic jobs, and/or teaching fellowships. These materials will also be accompanied by a framing document, where you describe the teaching philosophy surrounding your assignment, as well as the threshold concepts guiding your assignment design and choices. You will also provide a reflective piece that articulates how you think your pedagogical approach will benefit students as they (1) complete the assignment in your course, (2) move to other writing in your course, and (3) attempt to write in contexts beyond your course.

Writing Assignment	Due: 12/6 by 3pm
<p>In this final project, you will submit the following:</p> <ol style="list-style-type: none"> 1. A framing document that explains your teaching philosophy, as it relates to the teaching of writing. Here, you will draw on our course theories and readings, and you should explain how your set of materials is supported by disciplinary and writing threshold concepts. Finally, you should also explain how you organized your mini portfolio by explaining the contents/documents provided. 2. The presentation of your assignment, including the assignment goals, outcomes, and draft sequencing. 3. Associated activities, including lesson plans, in-class workshops, protocols for feedback (e.g., a rubric). 4. A closing reflection that explains how the completion of this assignment prepares students to become “disciplinary insiders” and what writing knowledge and practice you think students will transfer beyond the context of your assignment. Here, you are also “looking ahead” to uncover how students will transfer writing knowledge and practice to other assignments in your course and to writing beyond your course. 	
In-Class Presentation	Due: 11/29 + 12/1
<p>In this presentation, you will transform your teaching materials into a 20-minute presentation during which you share your pedagogical philosophy, the way you have designed your assignment, and how you plan to sequence/stage that assignment in your course. You will also show us how you plan to guide students through the process of completing the assignment, from start to finish. As you plan this presentation, you can feel free to rely on the heuristic (see below) we completed early in our course. Overall, your presentation will include a bit of “show and tell,” which is expected because we are working to create a collaborative environment in this course, and we do want to share resources where possible.</p> <p>When you deliver your presentation, please make use of visual aids, either by creating a digital presentation or by designing handouts. That way, your classmates will be able to “see” your work, in addition to hearing you discuss it.</p>	

Heuristic for Assignment Design



Sample Student Projects

I am including two sample student projects, one from **Sociology 105A** (a DC course) and one from **Social Psychology** (an assignment and materials for n er ra ate researchers participating in the Live Oak Participatory Action Research Project).

Each project presents a unit plan for a major assignment created by the disciplinary faculty with whom the TA collaborated. As you will note, TAs created a framing document for how they will teach the assignment in their discussion sections, and they also developed relevant in-class activities, peer review workshops, and grading rubrics. While they did not create the original assignment, they did create a range of pedagogical materials to support students' completion of the assignment.

These projects showcase each student's ability to create a cohesive curricular design for teaching one major project in their sections. I have included these samples with students' permission and have removed identifying information from the documents.

Soc 105A: Classical Social Theory

Disciplinary Communication Writing Unit Plan

Framing document

This set of instructional materials is a reflection of my teaching philosophy and commitment to critical engagement with foundational texts and disciplinary expectations in the field of sociology. This course is made up of equal parts social theory and writing development, and I believe this pairing serves to foster significant, meaningful student development that might not otherwise occur if either were introduced as isolated units. By presenting theoretical texts and thesis-driven writing in this way, I hope to introduce students to the values of theoretical engagement and argument-based writing both in the context of this course and in the broad discipline of sociology.

My presentation of theoretical texts is guided by the belief that grand theories (e.g. conflict theory, Marxism, functionalism, etc.) can serve as valuable cognitive maps for making sense of the world. By extending this metaphor, one can know foundational theories as maps that offer unique simplifications, perspectives, and serve explanatory purposes. Sociologists can utilize these maps to learn their way around and make inferences about the world. Relatedly, they can understand grand theories as reflexive tools that lead to action, that then changes the world and requires new changes be made to the theories themselves. Finally, the understanding of theoretical frameworks as maps is useful for critically analyzing the value of each map in our contemporary moment. They allow sociologists to imagine the criteria for a useful map and connect this to critical engagement with foundational texts and current social conditions in order to create arguments about the continued relevance (or irrelevance) of foundational works. By teaching theory in this way, the organizational and structural elements of maps and mapmaking (theory and theorizing) can then be connected to the organizational and structural elements of writing critical response and thesis-driven argumentation in the discipline of sociology.

In following the thread of theory as map, my teaching philosophy emphasizes the organizational and structural functions of thesis-driven writing in sociology. I understand writing as a cognitive process that does not necessarily develop in any sequential order and instead I aim to maintain an instructional separation between writing as process and writing as final product. In working towards a final thesis-driven analytical paper, I believe scaffolded homework assignments focused on particular elements of writing can be most beneficial. By emphasizing important thematic elements of sociological writing like slow-

reading, connection to contemporary examples, slow-writing etc., I intend to give students space to develop their own writing practices while learning the constitutive elements of thesis-driven writing. Following these homework assignments, the final paper assignment is meant to incorporate structure and organization to already-developing analytical skills. The first draft and final paper are two separate assignments that are intended to support students in distinguishing between writing application and writing analysis. The revisions between the two drafts are also meant to teach students how to structure and organize their ideas in relation to a contemporary example. In this sense, students are learning to construct their own cognitive maps for making sense of their chosen examples. They are asked to critically analyze the value of these foundational theories in order to assess the extent to which these theories do or do not help make sense of the contemporary moment.

In sum, I aim to teach social theory and analytical writing in a way that supports students in learning to read and understand existing theoretical maps. My teaching philosophy also values the empowerment of students and intends to foster the development of fundamental skills necessary for students to become cartographers of the social world. With this in mind, the relevance of the skills gained in this course extend far beyond the classroom.

Socy 105A: Classical Social Theory

Disciplinary Communication Writing Unit Plan

Course Textbooks

- Craig Calhoun, et al., eds., *Classical Sociological Theory*. London: Wiley Blackwell; 3rd edition, 2012.
- Max Weber, *The Protestant Ethic and the Spirit of Capitalism*, (Translated by Talcott Parsons, Forward by R.H. Tawney) Mineola, NY: Dover Publications, Inc., 2003.

Course Objectives

Through the close reading and analysis of key texts in sociology, this course initiates students into the core ideas and debates that have helped define the discipline of sociology, and continue to inform contemporary ways of understanding the world. Mastery of concepts, the ability to make meaningful comparisons among individual theories and draw out their implications, and the development of an appreciation for what is most distinctive about a sociological perspective will be important objectives for students in this course.

With its new designation as a disciplinary communication course, Classical Social Theory will also serve as an engaged practice for students developing skills in the sociological genre of thesis-drive, analytical argumentation. By drawing connections between course texts and contemporary, real-life examples, students will both develop their understanding of theoretical frameworks and their contemporary relevance, and develop fundamental disciplinary writing skills. Through scaffolded homework assignments and a final 6-7 page thesis-driven analytical paper, students will learn to write concisely and engage analytically with course texts. Through the completion of the final paper assignment, students will be able to effectively distinguish between application and analysis, revise and edit drafts, and provide meaningful comments and feedback on fellow students' writing. These course objectives constitute the cornerstones for sociological thought and communication, and students who complete the course will have developed fundamental skills necessary for successful advancement in the discipline.

Major Writing Project: 6-7 page thesis-driven analytical paper

Assignment Overview

Students will be asked to write a 6-7 page thesis driven analytical paper that engages with the ideas of at least two theorists covered in the course to analyze a contemporary issue. One must be Max Weber; they will mobilize Weber's ideas in comparison to the ideas of either Karl Marx or Emile Durkheim. The first draft and the final paper are two different assignments that will be graded separately. Four separate homework assignments will precede the final paper and ask students to develop skills necessary for the completion of the paper, i.e. slow-reading, application of theoretical concepts to contemporary examples, comparison between individual theorists, and analytical writing.

See attached for full assignment guidelines.

Threshold Concepts

Sociologists **understand the genre of grand theory as a set of cognitive maps** that serve as models for explaining human society and how it operates.

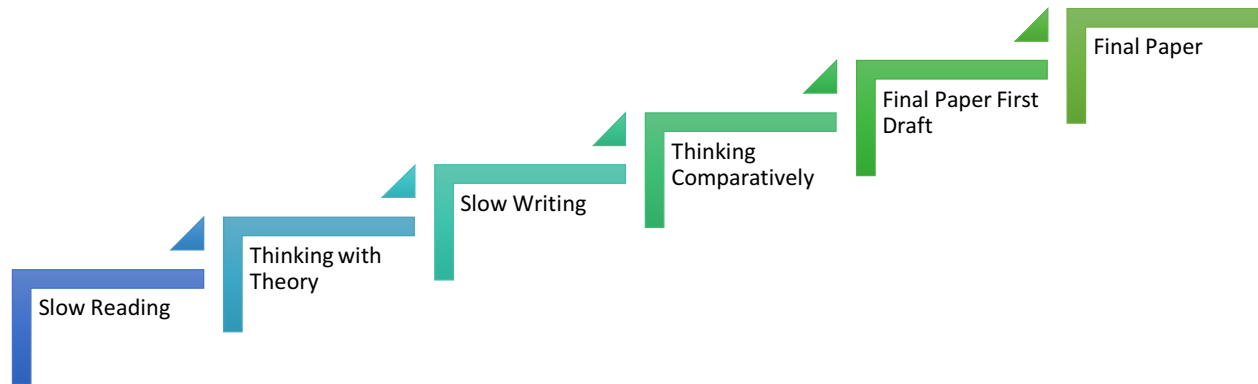
Sociologists **understand theoretical frameworks as unique lenses** for examining how the world remains the same and transforms itself.

Sociologists **create extended arguments, guided by concepts** contained within specific theoretical frameworks.

Sociologists **establish meaningful links between theory and contemporary social conditions** in order to better know the strengths and limits of foundational sociological texts.

Sociologists **engage with grand theory as a reflexive tool**; theories lead to social action that changes the world, which then requires the theories themselves to change.

Scaffolded Homework Activities



These homework activities will be assigned to all students in lecture on Fridays. Students will be required to submit their assignments for credit in section.

HW #1: “Slow reading”

Instruct students to spend about an **hour** reading Marx's Preface to A Contribution to the Critique of Political Economy, “On the history of his opinions,” in the following manner:

- Print out the text and get a pad of paper and pencil or pen - Find a comfortable, well-lit place to read
- Turn off your phone and close your computer
- Begin to read: Skim the entire text. Try to get a sense of its outline, structure, and whole. What elements does it contain? What is its overall purpose and style? Jot down any thoughts. (5 minutes)
- Now read through the entire text slowly, annotating it (underlining, highlighting, making question marks next to places you don't understand, or exclamation points or squiggles next to parts you like), taking notes, and writing down points you think you understand, or questions you have. (20-30 minutes)
- Go through your notes and your annotations and return to the parts of the text that seem densest and/or important, or that you understood the least. Read these paragraphs and/or sentences slowly, trying to tease apart their probable meaning and restate them in your own words. (20-30 minutes)

- Review your notes and write a one paragraph summary of the text describing what it's about overall, its main points/the points you found most interesting, and any remaining questions you may have. (5 minutes)
- Write a second paragraph reflecting on the "slow reading" process. What did you observe?

Significance: This assignment asks students to recognize that reading dense theoretical texts requires different reading skills and strategies. By instructing students to slow down, limit distractions, take notes, ask questions, and read passages multiple times, this assignment serves to develop analytical reading skills that will be important for the development of critical thinking and analytical practices that will be required for the completion of later course assignments. Sociological texts are often dense and highly theoretical, and these "slow reading" skills will remain useful for students as they progress through the major. This homework assignment will be preceded by an in-class activity where the instructor shows one paragraph of a text in order to model the kind of deliberation necessary for completing this assignment.

HW #2: "Thinking with theory"

Bring to section a contemporary example of Marx's theories in action. This can be a newspaper article, current event, music video, commercial, film clip, advertisement that illustrates one of the concepts we've been learning about or that can be usefully analyzed through a Marxian theoretical "lens." First, reflect on the concept or aspect of Marx's theory it illustrates and write down some key points or quotations from the relevant reading(s). Second, write down how your example illustrates or reflects each of these key points. Only after you have completed steps one and two, you may also note any shortcomings. What aspects of the theory or concept are not a good fit with your example? What aspects of the example are not addressed by the theory?

Significance: This assignment initiates students into the practice of applying theoretical frameworks and concepts to contemporary, real-life examples. It asks students to think critically about the world around them, and the ways that the course texts can be applied in order to give structure and organization to complex social realities. This assignment is a miniature version of the final paper, and teaches students to integrate social theory into their everyday lives and the ways that they make sense of the world.

HW #3: "Slow writing"

The purpose of this week's homework is to allow students to practice writing about theory and developing their ideas – skills that will be important for both the midterm and the final paper. Students are asked to pick ONE reading

question (excluded for brevity) and write ONE paragraph answering it. Then, they are asked to pick their favorite point, quote, or sentence from that paragraph and write a SECOND paragraph developing ONLY that idea in their own words.

Significance: This assignment asks students to practice developing their ideas and pushing their analyses further than they otherwise might. It also allows students to practice writing using different levels of detail; the first paragraph is relatively broad, while the second asks them to continue developing a single point. This skill of expanding on important ideas is relevant for the development of a successful final paper. Students will be required to bring depth to their analysis of a contemporary example in relation to two theorists, and this exercise presents an opportunity to develop skills related to detailed writing and argumentation.

HW#4: "Thinking comparatively"

This week's homework is designed to help students begin to develop ideas for their final paper. They are instructed to choose one reading question from the list below (excluded for brevity) and answer it in one paragraph. Then, are to write a second paragraph outlining how Marx or Durkheim would answer or rebut or respond to the statement and position outlined in the first paragraph (e.g., Weber thinks ideal types are important for xyz reasons; Durkheim would/would not think ideal types are necessary for xyz other reasons).

Significance: This assignment prepares students for the final paper by asking them to think comparatively and to distinguish relationships between theoretical frameworks and concepts. It gives students an opportunity to practice comparative analysis and pushes them to think beyond summary and application.

First draft Overview: The draft is designed to get students to begin to develop their ideas for the final paper. For the draft, students are asked to choose their paper topic and write a three-part essay that explains it using the ideas and texts of Weber and either Durkheim or Marx. The draft should summarize each theorists' main arguments in light of this case with the help of key quotes, and clearly explain how they relate to the example you have chosen. It should follow this format, and total at least 4 pages:

1. Present topic, case, or example (succinctly explain the film, news event, etc.) you are analyzing (1-2 paragraphs; ~.5 page)
2. Apply theorist 1 to this event using at least one of texts read during class. How would they explain it sociologically? What concepts or dynamics does it illustrate? Is there anything they can not explain? Use

representative quotes from the text(s) to help summarize and characterize their arguments. (3-4 paragraphs; ~1.5 pages)

3. Apply theorist 2 to this event using at least one of texts read during class, as above. (3-4 paragraphs; ~1.5 pages)

4. Based on the three sections you have just written, include a final paragraph or outline in which you (a) explain what your thesis statement/driving argument is going to be for the final paper, and (b) sketch out how you're going to develop and organize your ideas for the final paper. (~1 page)

Significance: This assignment has been intentionally designed to require students to make substantial changes between the first draft and final product. It asks students to construct the foundation upon which they will later develop their analysis by requiring them to summarize their example and apply each theorist to their specific case. In asking students to make substantial changes between drafts, this assignment requires them to think intentionally about the elements and structure of a thesis-driven analytical paper. It also instructs students on the distinctions between summary, application, and analysis; all important aspects of writing in the discipline of sociology.

Draft Grading

The draft will be graded on the following:

- Clarity and appropriateness of topic
- Clear introduction and presentation of course texts using paraphrasing, summary, and direct quotations in relation to case for both theorists
- Presentation of a reasoned, plausible thesis for the final paper and a possible outline

See attached (Appendix Two) for the first draft grading guide and the final grading rubric. The final rubric will be presented to students along with the final paper assignment so that they have a clearer understanding of the expectations for the final paper. When grading the first drafts, the final rubric will serve as a visual guide to help steer students toward making meaningful improvements to their drafts.

Final paper overview

The assignment for the final paper is to transform the draft into a 6-7 page thesis-driven, analytical comparison of two theorists using the case you have chosen. The final paper should move beyond summarizing each theorists' argument in the context of a case and the three-part essay format that you used in the draft. It should:

- Begin with an introductory paragraph with a clear thesis statement (argument) that you then develop throughout the paper
- Be logically organized based on the idea(s) you are developing rather than simply presenting author A followed by author B
- Include paragraphs in which you move beyond the texts to compare and contrast theorists based on their bigger-picture viewpoints and perspectives
- Reflect original thinking and produce new insights about the theorists or topic.

See attached: Appendix One.

Formatting requirements for draft and final paper

- 12-point font, double spaced, with one inch margins. •
- A bibliography must be included. Please use the American Sociological Association (ASA) style for in-text citations and bibliography:
<https://owl.english.purdue.edu/owl/resource/583/02/> •

In-text citations in ASA style look like this (Angelo 2016, pg #); works cited page looks something like this:

Angelo, Hillary. 2016. How to cite a book. Publishing location: Publisher.

---. 2015. "How to cite an article." Journal it comes from, volume/issue of journal: page numbers.

---. 2014. "How to cite a book chapter." Page numbers, Book it comes from, edited by Karl Marx and Max Weber. Publishing location: publisher.

Final Grading

See attached rubric: Appendix Three.

Associated lectures/workshops

Writing revision – guest lecture (see accompanied PowerPoint)

This presentation is meant to be presented to students in between the completion of their first draft and final paper. In this case, it will take place on the day that students receive their returned drafts (with feedback), and will precede an associated peer-review workshop in section.

This lecture is intended to guide students through the revision process and the completion of a successful final draft. The lecture aims to:

- Discuss fundamental skills of a successful sociological writer
- Distinguish which aspects of the first draft can be carried over into the final
- Define and illustrate differences between summary, application, and analysis
- Discuss the steps for formulating a thesis statement
- Show examples of successful thesis statements and paragraph structures
- Illustrate the purpose of a thesis statement and following paragraphs
- Discuss the necessary elements of a conclusion

Peer Review Workshop – section activity

See attached worksheet: Appendix Four

This activity will be presented to students in section during the week following the revision lecture; student's will have just received their returned drafts with comments from their TAs. This workshop is intended for students to receive additional feedback on their first draft writing. Having students read one another's papers will help them continue honing their writing for organization and clarity. The workshop also gives students the opportunity to respond to their reviewer's feedback on a second worksheet. Doing so will give students an opportunity to practice responding to feedback in a non-confrontational manner. It will also ask them to reflect on what they have learned through the process and require them to establish a plan and strategies for further revision.

Conclusion

Through the completion of this course and these assignments, students will develop critical thinking and writing skills that will continue to be relevant throughout their undergraduate coursework and life beyond. By learning to think about theories as maps for making sense of complex social landscapes, students will emerge better equipped to make sense of, and explain multifaceted social phenomenon. By learning new skills for reading and digesting dense texts, students will have developed a new understanding that different texts call for different reading and thinking strategies, and that they must adjust accordingly. By practicing application of grand theories to contemporary examples, students will have learned the practice of assessing connections (and their limits) in order to gauge the extent to which historically

situated theories are (or are not) still relevant tools for making sense of our current moment.

By learning the fundamentals of thesis-driven argumentation, students will have learned how to build organization and structure into their already developing critical thinking and analytical skills. Having learned analytical writing techniques, students will be better equipped to communicate their ideas and offer nuanced analyses of their social worlds. Being able to clearly communicate and defend one's ideas is a fundamental skill in the discipline of sociology, and this course will help build a foundation of important skills on which students in sociology can grow as cartographers of social worlds.

SOCY 105A – Classical Social Theory
Draft and Final Paper Assignments
Fall 2016

The final assignment for this class is a thesis-driven, analytical 6-7 page paper (double spaced, 12 pt font, not including bibliography) to be handed in during the time of the final exam. You will use the ideas of at least two theorists covered in the course to analyze a contemporary issue. One must be Max Weber; you will mobilize Weber's ideas in comparison to either Marx or Durkheim. If you believe you have good reason to add a third major theorist or later course readings *in addition* to these two central authors, you may do so with permission from your TA.

You may choose an example discussed in lecture or the section competitions for your analysis, or another event/book/film/media of your choosing. Select something substantial—a movie or a contentious news event—rather than a very short film clip, to give yourself enough material to analyze. If you choose to write on one of the class films (*Modern Times*, *Baraka*), you must watch and analyze the entire film, not just the clips viewed in class.

DRAFT PAPER ASSIGNMENT (15% of final grade, due November 14)

The draft and the final paper are two different assignments that will be graded separately. The draft is designed to get you to begin to develop your ideas for the final paper. For the draft, choose your paper topic and write a three-part essay that explains it using the ideas and texts of Weber and either Durkheim or Marx. The draft should summarize each theorist's main arguments in light of this case with the help of key quotes, and clearly explain how they relate to the example you have chosen. It should follow this format, and total at least 4 pages:

1. Present topic, case, or example (succinctly explain the film, news event, etc.) you are analyzing (1-2 paragraphs; ~.5 page)
2. Apply theorist 1 to this event using at least one of texts read during class. How would they explain it sociologically? What concepts or dynamics does it illustrate? Is there anything they can not explain? Use representative quotes from the text(s) to help summarize and characterize their arguments. (3-4 paragraphs; ~1.5 pages)
3. Apply theorist 2 to this event using at least one of texts read during class, as above. (3-4 paragraphs; ~1.5 pages)
4. Based on the three sections you have just written, include a final paragraph or outline in which you (a) explain what your thesis statement/driving argument is going to be for the final paper, and (b) sketch out how you're going to develop and organize your ideas for the final paper. (~1 page)

THE DRAFT WILL BE GRADED ON:

- Clarity and appropriateness of topic;
- Clear introduction and presentation of course texts using paraphrasing, summary, and direct quotations in relation to case for both theorists;
- Presentation of a reasoned, plausible thesis for the final paper and a possible outline.
- See rubric section on "Use and Understanding of Course Texts" for more information.

FINAL PAPER ASSIGNMENT (25% of final grade, due December 8 between 8 and 11am)

The assignment for the final paper is to transform the draft into a 6-7 page thesis-driven, analytical comparison of two theorists using the case you have chosen. The final paper should move beyond summarizing each theorists' argument in the context of a case and the three-part essay format that you used in the draft. It should:

- Begin with an introductory paragraph with a clear thesis statement (argument) that you then develop throughout the paper;
- Be logically organized based on the idea(s) you are developing rather than simply presenting author A followed by author B;
- Include paragraphs in which you move beyond the texts to compare and contrast theorists based on their bigger-picture viewpoints and perspectives;
- Reflect original thinking and produce new insights about the theorists or topic.
- See rubric for more information.

FORMATTING REQUIREMENTS FOR DRAFT AND FINAL PAPERS

- 12-point font, double spaced, with one inch margins.
- A bibliography must be included. Please use the American Sociological Association (ASA) style for in-text citations and bibliography:
<https://owl.english.purdue.edu/owl/resource/583/02/>
- In-text citations in ASA style look like this (Angelo 2016, pg #); works cited page looks something like this:

Angelo, Hillary. 2016. *How to cite a book*. Publishing location: Publisher.

---. 2015. "How to cite an article." *Journal it comes from*, volume/issue of journal: page numbers.

---. 2014. "How to cite a book chapter." Page numbers, *Book it comes from*, edited by Karl Marx and Max Weber. Publishing location: publisher.

105A Draft paper – 150 points

1. Present topic, case, or example (succinctly explain the film, news event, etc.) you are analyzing (1-2 paragraphs; ~.5 page) **25 points**
2. Apply theorist 1 to this event using at least one of texts read during class. How would they explain it sociologically? What concepts or dynamics does it illustrate? Is there anything they can not explain? Use representative quotes from the text(s) to help summarize and characterize their arguments. (3-4 paragraphs; ~1.5 pages) **45 points:**
 - 5 points for just having the section
 - 20 points – Understanding of course texts: understands theories we read and has selected appropriate concepts/arguments, is making relevant points
 - 20 points – Use of course texts: has used relevant quotations from relevant texts, explained them clearly, and connected them to the topic or example in a way that makes sense
3. Apply theorist 2 to this event using at least one of texts read during class, as above. (3-4 paragraphs; ~1.5 pages) **45 points, same as above**
4. Based on the three sections you have just written, include a final paragraph or outline in which you (a) explain what your thesis statement/driving argument is going to be for the final paper, and (b) sketch out how you're going to develop and organize your ideas for the final paper. (~1 page) **25 points**

Correct citations and bibliography 10 points

THE DRAFT WILL BE GRADED ON:

- Clarity and appropriateness of topic;
- Clear introduction and presentation of course texts using paraphrasing, summary, and direct quotations in relation to case for both theorists;
- Presentation of a reasoned, plausible thesis for the final paper and a possible outline.
- See rubric section on “Use and Understanding of Course Texts” for more information.

FROM RUBRIC— Use and understanding of course texts	<ul style="list-style-type: none">• Demonstrates clear understanding of authors' arguments.• Effectively quotes, summarizes, and paraphrases from the texts.	<ul style="list-style-type: none">• Offers explanations of appropriate quotations and concepts.• One or more attempts to engage with texts are superficial or unclear.	<ul style="list-style-type: none">• Poor management of sources. Over or under-reliance on course texts, inadequate explanations.• Superficial/incorrect understanding of overall arguments.	<ul style="list-style-type: none">• Does not refer to other texts.• Main points are unclear and/or left unexplained.
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Comments should be focused on critical thinking, structure, and analysis (see rubric's other sections)

SOCY 105A FINAL PAPER GRADING RUBRIC
FALL 2016

(adapted from Analytic Rubric for First-Year Composition by Tonya Ritola and Anna Sher, 2014-2015)

	Exceeds expectations	Meets expectations	Does not meet expectations (failed attempt)	Does not meet expectations (no attempt)
Thesis (argument)	<ul style="list-style-type: none"> Paper effectively mobilizes theories to develop a clear, easily followed argument based on a well-explained, appropriate paper topic. 	<ul style="list-style-type: none"> Paper correctly applies theories to a topic, and mostly adheres to this focus throughout. Argument is based on an appropriate paper topic. 	<ul style="list-style-type: none"> Identifies thesis but veers away from, or might only superficially address/expand that thesis. Paper topic may be inappropriate/irrelevant. 	<ul style="list-style-type: none"> Develops no clear argument or focus; makes only disconnected points.
Structure (organization)	<ul style="list-style-type: none"> The paper has a clear and logical structure, with well-developed body paragraphs, introduction, and conclusion. All paragraphs advance main argument. 	<ul style="list-style-type: none"> The structure may be unclear at points, but logically advances thesis and can be followed by reader. Occasional lapses in organization. 	<ul style="list-style-type: none"> Some paragraphs tangential Certain parts may be over or underdeveloped or absent (e.g., no conclusion) Argument is hard to follow 	<ul style="list-style-type: none"> Paper has no apparent logic, advances no main argument, and/or lacks more than one section.
Use and understanding of course texts	<ul style="list-style-type: none"> Demonstrates clear understanding of authors' arguments. Effectively quotes, summarizes, and paraphrases from the texts. 	<ul style="list-style-type: none"> Offers explanations of appropriate quotations and concepts. One or more attempts to engage with texts are superficial or unclear. 	<ul style="list-style-type: none"> Poor management of sources. Over or under-reliance on course texts, inadequate explanations. Superficial/incorrect understanding of overall arguments. 	<ul style="list-style-type: none"> Does not refer to other texts. Main points are unclear and/or left unexplained.
Critical thinking and analysis	<ul style="list-style-type: none"> Demonstrates clear and nuanced understanding of texts; makes strong connections between topic and texts; produces new insights. Anticipates and addresses blind spots or shortcomings in theories or argument. 	<ul style="list-style-type: none"> Demonstrates clear understanding of texts and successfully makes connections between topic and texts. Thoughtful analysis, though may not produce new insights. 	<ul style="list-style-type: none"> Demonstrates superficial or rudimentary understanding of texts. Paper offers mostly summaries and very little analysis. 	<ul style="list-style-type: none"> Presents no analysis. Is unable to move beyond summary or make connections between texts' perspectives.
Style, clarity, citation, and attribution	<ul style="list-style-type: none"> The writing is clear, strong, accessible, easy to read, and free of grammar and punctuation errors. All in-text sources are cited; a correctly formatted bibliography is included. 	<ul style="list-style-type: none"> Most of the writing is clear; writer's errors do not distract from the ideas. Bibliography and in-text citations have only few/minor errors. 	<ul style="list-style-type: none"> The writing includes unclear language, typos, and/or errors that make it difficult to read. Bibliography or in-text citations are partial or incorrect. 	<ul style="list-style-type: none"> The writing is unclear and/or incomprehensible. The paper demonstrates a lack of care, needs revision, has many typos and errors. Many uncited sources, no bibliography.

Writer's Name: _____

Reviewer's Name: _____

Socy105a: Peer Review Worksheet

Instructions: Read your partner's essay through, making notes about content. You can also make marks on the draft itself. Begin by noticing the larger features of the paper and work toward smaller scale issues. Be ready to explain your concerns about the paper directly to its author. You don't need to do any proofreading since the draft you are reading is subject to change (IGNORE GRAMMATICAL ERRORS).

Your thesis is:

Your major supporting points are:

Strengths I saw in your paper:

Things I didn't understand, logic I didn't follow, parts you should think about revising for clarity or reader comprehension:

Something new I learned from your paper:

Writer's Response to Reviewer's Comments

Which of your reader's comments are most important? Consider the large scale issues of your paper: argument, logic, coherence, organization, persuasiveness, interest.

Which comments may have some value, but you're not sure about them?

Which comments do you disagree with? Why?

What did you learn about your writing or about this particular paper? Strengths? Tendencies to watch out for?

What discrete steps will you take next to revise your paper? When will you work on each step?

Make a concrete plan to follow for your revision process.

Issue 1)

Issue 2)

Issue 3)

Issue 4)

Writing in Sociology

The thesis-driven paper
Socy 105a, Fall 2016

UCSC Department of Sociology

PhD Student

Office Hours: M 2:30-3:30, Café Iveta

Artwork by Margaret Fransee



A successful writer in sociology...

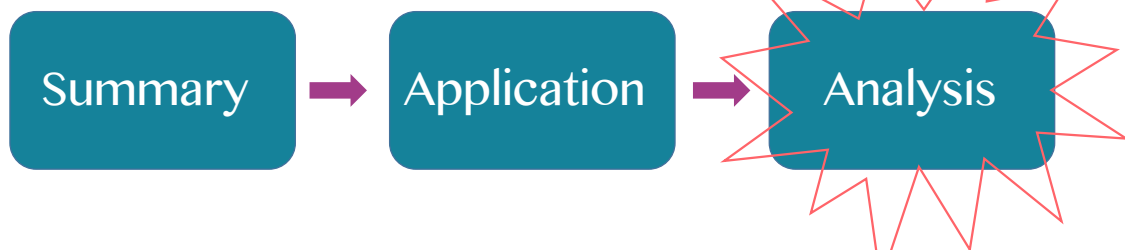
- **Is strategic.** She knows how to assess a “writing situation,” realizing that different writing situations have different purposes that call writers to engage with different writing strategies.
- **Is genre-aware.** She knows her audience and the social existence of her writing. She examines models of the genre in which she writes.
- **Communicates effectively.** Her writing develops new understandings and engages with social theory as a lens and an organizational tool for making sense of complex social realities.
- **Understands and continually modifies her own process.** She learns what works for producing a successful document and continually hones this process.
- **Is resourceful.** She knows when to ask for support and how to find the best and most appropriate resources.

Assignment Overview

Write a thesis-driven, analytical 6-7 page paper that engages with the ideas of at least two theorists covered in the course to analyze a contemporary issue. One must be Max Weber; you will mobilize Weber's ideas in comparison to the ideas of either Karl Marx or Emile Durkheim. The draft and the final paper are two different assignments that will be graded separately.

First Draft

- The first draft assignment was designed to get you to begin to develop your ideas for the final paper. For the draft, you chose a paper topic and wrote a three-part essay that explained it using the ideas and texts of Weber and either Durkheim or Marx.
- The draft should have **summarized** each theorists' main arguments and **applied** them to your case by clearly explaining how they relate to the example you have chosen.





Analysis

“Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles involved.”

– Bloom's Taxonomy

Artwork by Margaret Fransee



Analysis...

- Is the process of asking “what something means” (2)
- Is “a form of detective work that typically pursues something puzzling, something you are seeking to understand rather than something you believe you already have the answers to” (2-3)
- Asks us to think about the **importance** or **significance** of theoretical frameworks and concepts in relation to our examples
- Allows us to address how theories give organizational or structural shape to our specific cases
- Makes theory useful as a lens for developing new understandings of our topics

Source: David Rosenwasser and Jill Stephen's *Writing Analytically*, 7th edition, 2015.

Artwork by Margaret Fransee

From 1st draft to final paper

- The 1st draft asked you to both **summarize** your example and theoretical concepts, and **apply** the concepts as a way of explaining your particular case.
- By doing so, you constructed the foundation on which you will further develop your **analytical thesis** and **argument**
- Much of the writing from your 1st draft will be carried over into the final paper and will substantially reorganized in order to provide the context necessary for building your analysis
- The analytical portion will constitute the bulk of your final paper

The thesis statement...

- Clearly states an **argument**
- Is more than a statement of fact; it is both “**debatable**, and **narrow** enough to be successfully supported by evidence”

Source: UC Berkeley, *Writing for Sociology* (2011)

Artwork by Margaret Fransee



Developing a thesis statement

1. Choose a topic and two theorists from the course
2. Select one key concept from each theorist that you can draw connections between (e.g. Marx's theory of capital and Weber's rationalization)
3. Develop a question; the answer to this question will be your thesis
4. Start to answer your question; compare and contrast the ways each theorist would approach explaining your specific topic or example
5. Look to the course texts for passages that support your thesis, or do not support it. Reformulate your argument if necessary.

Source: UC Berkeley, *Writing for Sociology* (2011)

A successful thesis statement...

- **Makes a claim.** It takes an interesting perspective that can be supported and defended while leaving space for alternative points of view.
- **Controls the entire argument.** It determines what is said in your paper. Every paragraph functions to support the overall thesis.
- **Provides a structure for your argument.** It expresses what your argument is as well as how your argument will be presented. Your thesis signals to readers what is to come.

Source: UC Berkeley, *Writing for Sociology* (2011)

Student Model #1

Setting up
example



"On the eve of its thirtieth year, the Burning Man festival has come to represent a religious pilgrimage of sorts. The architecture, dress, moral beliefs, and rules of the festival are rich with symbolism and ceremony. In many ways, the festival is a vibrant and useful device for the exploration of Durkheim's work on social cohesion and the role of religion in society. His later work includes a formulation of his theory on religion as it relates to the emergence of the division of labor and changing forms of social solidarity. He presents a paradox in which he upholds the ultimate importance of religion in society despite his observance of a decline in religious attitudes. He navigates this contradiction by arguing that rather than withering away, religious force is changing shape and will give rise to secular, civil religions and the cult of the individual. An exploration of the essential qualities of the Burning Man festival both animates the key concepts in Durkheim's theory of religion and affirms his hypotheses about the future of religious behavior."

Thesis (Claim + "so what")



Student Model #2

The claim



"In its David and Goliath-esque portrayal of one newspaper's assault on the Roman Catholic Church, the film "Spotlight" serves as a valuable tool for the exploration of Weber's essay on bureaucracy. First, the two institutions central to the film stand as frameworks for understanding the fundamental components of bureaucratic agencies. The challenges faced by the reporters in working to uncover the story animate Weber's conclusions regarding the more negative aspects of bureaucracy and the possibilities for secrecy and corruption. Second, the characterization of the catholic church clearly engages with Weber's notion of the impersonal and dehumanizing nature of bureaucracy and the ways that widespread sexual abuse of children was systematically hidden. Finally, in looking beyond the conclusion of the film and into the current moment, it is possible to address the recent reinvention of the catholic church and the appointment of a liberal, widely adored pope in the context of a systematic project aimed at reestablishing the legitimacy of the church in the eyes of the public."

The "so what"



Visual representation of an example paragraph

Topic Sentence / Claim

Paraphrase of theoretical concept/framework

Quotation from theoretical text

Explanation of quote

Analysis of text + example

Concluding sentence

Student Example Paragraph

Topic Sentence Paraphrasing
Quotation Explanation Analysis
Conclusion

Throughout Durkheim's work he is fascinated by the role of religion in shaping peoples lives, and he seeks to both discover its origins and delineate its essential qualities. In *The Elementary Forms of Religious Life* (1954), Durkheim defines religion as a unified system of beliefs and practices, and makes the case that religion is not divinely inspired but is instead an idea born of society. He argues that,

Society is not an empirical fact, definite and observable; it is a fancy, a dream with which men have lightened their sufferings; but in which they have never really lived. It is merely an idea which comes to express our more or less obscure aspirations towards the good, the beautiful, and the ideal. Now these aspirations have their roots in us; they come from the very depths of our being; then there is nothing outside of us which can account for them. Moreover, they are already religious in themselves; thus it would seem that the ideal society presupposes religion, far from being able to explain it. (Durkheim, 1954, p.250).

Durkheim is essentially asserting that just as the notion of society is an ideal born of the imagination of a collective of individuals, religion is an imagined higher world born of society. This notion of society as the soul of religion is evident in the fabric of Burning Man. Far from being divinely inspired, the notion of creating an alternative society rose from the collective force of a group of individuals in the mid-1980s. The event originated on the beach in San Francisco as a burning of effigies as a collective act of "radical self expression". Both the philosophical framework and the material event evolved with each year and incorporated a greater and greater number of individual contributors. The imagining of a new city where the good, the beautiful and the ideal reigned supreme was at its root a collective project.

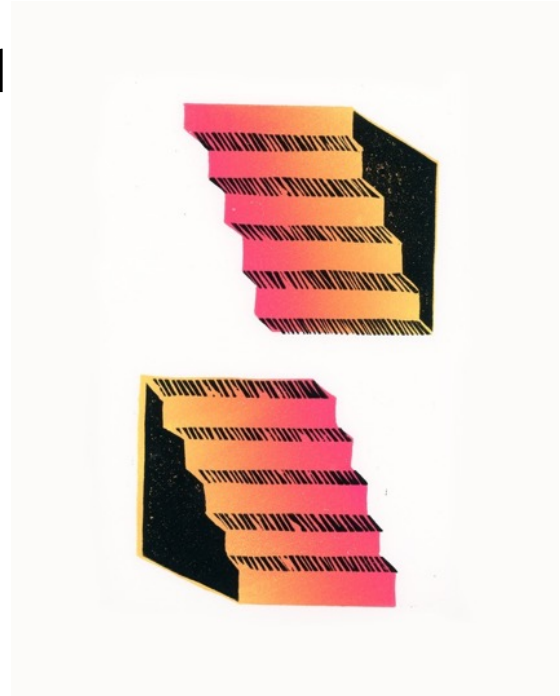
Signal phrases and sign posts...

- Guide the reader through your paper and help them follow your overall argument
- Let the reader know that you are including summary in order to provide context for your analysis
- Example: "In order to understand the religious qualities of Burning Man, it is first important to first summarize Durkheim's theory of religion..."
- Differentiate between your voice and the voice of other writers

Other examples

- Durkheim goes on to argue that...
- Weber concludes...
- Marx argues...
- In contrast, Weber...
- Similarly, Marx understands...

Artwork by Margaret Fransee



A successful conclusion...

- Includes a brief summary of the main points of your analysis/argument
- Restates the purpose of your paper
- Answers the "so what" question
 - What new understanding(s) has the reader come to through reading your paper, and why does it matter?
 - What might this new knowledge mean for future action?



HELP?!?!

Office Hours

Professor – Tuesday 2:00-5:00, RCC Room 209

TUTOR – Tuesday 11:00-12:00, Humanities 1 Room 434

TUTOR – Monday 2:30-3:30, RCC Lounge

TA – Monday 2:30-3:30, Café Iveta

TUTOR – 1:30-2:30, RCC Cafe

UC Berkeley Writing Guide

[UCSC Drop-in Writing Tutoring](#)

Artwork by Margaret Fransee

Attendance Quiz

Write your name, section, and TA's name at the top of a sheet of paper and complete the following:

- Write **two** things that you have learned about thesis-driven writing and/or revision
- Write **one** thing that you plan to focus on when revising your draft
- Write **one** question about any aspect of writing or revising that is still confusing or unclear to you

Your TAs will use these questions to tailor your discussions in section this week

Student Sample 2

Writing Fieldnotes

Final Project
12/6/2016

SYMBOL KEY



Instructions



Discussion



Handout



Note to the instructor



Preexisting activity or handout

OUTLINE

CONTENT	FORMAT
1. Introduction to Fieldnotes	
2. Threshold Concepts	
3. Assignment Guidelines for Writing Fieldnotes	
4. Activities for Developing Fieldnotes	
5. Rubric	
6. Assessment Protocol & Grading	
7. Conclusion	

FRAMING DOCUMENT

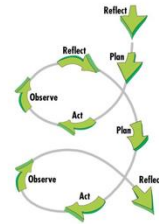
Teaching Philosophy

My teaching philosophy for the Live Oak Participatory Action Research Team (LOPAR) course is based on the scaffolding of knowledge, practice and reflection, collaborative work, and multimodal learning opportunities.

Scaffolding of knowledge



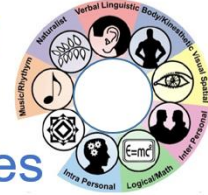
Practice and reflection



Collaborative work



Multimodal learning opportunities



The main writing assignment for the LOPAR course is to write fieldnotes throughout the school year. By laying out information in a thoughtful order, I can scaffold the skills and knowledge needed for completing this assignment. I first need to orient students to the fieldnotes assignment and locate their efforts within their larger research contributions. This orientation helps ground the meaningfulness of their fieldnotes and gives them a sense of who their audience is. It also provides motivation by describing what concepts students already know that they can apply toward this work, and what concepts they will be learning that might prepare them for future jobs inside and outside of academia.

To continue with scaffolding knowledge, I will also embark on engaging students in 10 in-class activities throughout the year. These activities relate specifically to developing different threshold concepts for writing fieldnotes. They are mostly interactive and involve a range of multimodal learning experiences like discussions, role play, reflection, and writing. To ensure that students have the opportunity to learn collaboratively, many of the activities involve collaborative and interactive work.

Students have the assignment of writing fieldnotes on a biweekly basis which gives them the opportunity to practice and reflect on their fieldnote writing regularly. After completing each fieldnote, students receive written comments within 24 hours and are required to make revisions within the following 24 hours. Practice comes through the repetition of doing this assignment every other week for the duration of the academic school year. To encourage reflection, I have created a rubric which clearly lays out the components required for writing quality fieldnotes. Students can use this rubric to assess their progress as they write fieldnotes every other week. I will also have collaborative-reflection and self-reflection meetings with each student. We will use the rubric as a guide for discussion. For the collaborative-reflection meeting, we will mark the rubric together. For the self-reflection meeting, we will separately mark a rubric evaluating their progress before we meet, so that we can compare and discuss our assessments after having done some individual reflection.

This method of assessment which incorporates both discussion and the use of a written tool (the rubric) is one example of how I practice multimodal learning. Throughout the course I will regularly provide printed handouts for some of the key documents like a descriptive list of threshold concepts and assignment guidelines for writing fieldnotes. These handouts, along with other course information, is stored on our online Google Drive for students to access at any time, and is reviewed verbally during our classes. All the handouts will be discussed so that students can process the information auditorily and ask questions. The use of different teaching modalities can engage students in different forms of learning, providing multiple avenues to process and integrate the information.

Threshold Concepts Outline

The course materials in this packet outline activities, handouts, and heuristics to help students develop their understanding of the following threshold concepts. Objective language is observant and free from conclusions or judgment. Thick description is so full of detail about the setting and the people in the setting, that you can almost see what happened without having been there. Content captures what was happening in the setting, while process details how things were happening.

Objective language is the ability to describe what you see as observantly as possible, free from conclusions and judgement. It is a concept that students need to utilize in every fieldnote as they record people's interactions and emotional expressions. As research assistants who engage in the research setting being studied, students inevitably impact the data being recorded; however, using objective language helps them to minimize their own interpretations and projections on the data.

Thick description also plays an important role in fieldnotes. Descriptive writing has a "lush" quality in how it describes the setting, people and interactions. Since the fieldnotes will be used for future research studies by researchers who were not present in the setting, the notes need to be descriptive enough for researchers to make meaningful interpretations out of them. Students therefore need to provide great detail about what they are observing and noticing.

Lastly, students need to learn the concept of process versus content so that they can include both details in the fieldnotes. The content is *what* is being said or done and the process is *how* it is being said or carried out. For example, someone could be discussing the concept of race, but how they are talking about race makes a significant difference. Does their tone of voice denote that they are joking or being serious? Or perhaps they are expressing emotion that signifies a certain narrative with the construct. Capturing both content and process in the fieldnotes helps to paint a more thorough picture for future analysis.

These threshold concepts are key to successfully completing the assignment of writing quality fieldnotes and are detailed further in the packet. The activities support students in learning these threshold concepts both through writing, discussion, and interaction. The methods I have chosen for teaching this assignment and its supporting threshold concepts are based on my experiences of teaching in multiple realms to multiple ages. I have come to believe that learning needs to be interactive and engaging. It is often not enough to explain something and expect someone to know how to do it. Instead it is important to build on conceptual ideas piece by piece, and then practice that learning so that students develop a greater familiarity. Reflection helps students identify their areas of growth and what still requires more time and practice, and motivates them by pointing out their progress. The way in which information is scaffolded, practiced, and reflected upon is also important. By having students collaborate and providing multimodal learning opportunities, they can engage with the information and the learning process more deeply and hopefully have fun doing so.

THRESHOLD CONCEPTS

Basic formatting: We do not use APA formatting for our fieldnotes, but we do have a specific set of guidelines that we require students use. Students need to have experience following formatting guidelines before entering the course so that they can quickly adapt and adhere to ours.

Basic writing skills: Fieldnotes need to be well-written and easy to interpret as they might later be analyzed by other research personnel. It is helpful when students already know basic sentence structure, grammar, punctuation, proper syntax, how to transition, and how to maintain consistent verb tense.

Editing: Students submit their fieldnotes for comments and then need to make revisions based on those comments. Therefore, students need to know how to review their own work before submitting it, and how to make revisions based on the feedback they receive.

Objective language: The ability to describe what you see as observantly as possible, free from conclusions and judgement. It is a concept that students need to utilize in every fieldnote as they record people's interactions and emotional expressions. As research assistants who engage in the research setting being study, students inevitably impact the data being recorded; however, using objective language helps them to minimize their own conclusive interpretations and projections on the data.

Thick Description: Although fieldnote descriptions must remain objective, they still should be lush and observant of details. In fact, not having the use of adjectives that denote subjectivity or being able to write conclusive statements requires students to be very thoughtful in how they describe what they notice. Since the fieldnotes will be used for future research studies by researchers who were not present in the setting, the notes need to be descriptive enough for researchers to make meaningful interpretations out of them. Students therefore need to provide great detail about what they are observing and noticing.

Process vs Content: Lastly, students need to learn the concept of process versus content so that they can include both details in the fieldnotes. The content is *what* is being said or done and the process is *how* it is being said or carried out. For example, someone could be discussing the concept of race, but how they are talking about race makes a significant difference. Does their tone of voice denote that they are joking or being serious? Or perhaps they are expressing emotion that signifies a certain narrative with the construct. Capturing both content and process in the fieldnotes helps to paint a more thorough picture for future analysis.

ASSIGNMENT GUIDELINES FOR WRITING FIELDNOTES

Header: the header of each page should have “LOES yPAR Fieldnotes” in the left corner, and the quarter, year, and page number in the right corner

e.g.

LOES yPAR Fieldnotes

Fall 2016 [1]

Format: Times New Roman, 12pt. font, single-space, left-align, one line of blank space between paragraphs.

- At the top of each field note, include your name, the date you observed, the date you wrote your fieldnotes down, and the project you are working on:

e.g.

David Gordon

Date of contact: June 2nd, 2015

Notes date: June 3rd, 2015

LOES yPAR - “Change 4 Good” After-School Program

- In the first line or two include who was present:

e.g.

“Present: David, Stephanie, Courtney, Azucena, Mariela, Judy, Mrs. K, and AL, JD, JR.”

- Include the time you started and finished taking notes during observation. Write the start time at the beginning of your notes and the end time at the end of your notes:

e.g.

Time: 2:33 PM

Labeling Notes:

- Label your initial notes with the date and your initials (ex: 04.14.16_DG)
- The notes you receive back will be labeled "w comments" (ex: 04.14.16_DG_w comments)
- Label your edited notes by adding "edits" (ex: 04.14.16_DG edits)

Physical setting:

- Your first time in the setting, or if the room is different from before, you can include details about how the room looked, and your overall impressions. This might entail a description of how the desks were arranged, whether the room looked messy or tidy, the size of the room, the lighting, the noise level, who was in the room when you entered and where they were positioned, whether it was unusually warm or cold, etc. It isn't necessary to be so specific that you are describing every object in the room and where it was placed, but general details are important.
- How many and which kids were present? How were the kids sitting? When they walked in did they happen to sit with all the boys together on one side and all the girls

together on another? Were there obvious (or not so obvious) gender dynamics? Were the boys only talking to each other and girls only to each other or was there interaction?

Describing people:

- When you talk about someone for the first time it might be helpful to describe that person. This can include a physical description, including race/ethnicity, gender, identifying characteristics (e.g. they wear glasses or have long hair), etc., as relevant. For example, it might be important to note that in a group of almost all Latino kids only the white kids are talking. This might not be obvious if you don't point it out.
- Teachers, principal, custodians, and everyone else at the school is part of the setting as well, so be sure to note their involvement, what they do/say, when and if they enter or leave the room, how they participate, etc. Only include information about them if their involvement happens during programming time.
- If the kids arrive before the program starts, include your interactions with them in your field notes.

Support statements with “objective” evidence:

- It might be obvious to you that the kids are having fun, bored, or restless, but none of these adjectives really tell the reader anything because these could look different depending on the individual student. Instead, say how you came to this conclusion. For example, instead of saying “JT was getting frustrated so I told him to calm down,” say something like, “It looked like JT was getting frustrated because he was frowning, crossing his arms over his chest, and saying that he would rather do something else, so I asked him to calm down by taking a deep breath.”
- Another example. Maybe you are explaining something to the students and they aren't getting it. Instead of saying, “the kids were confused about how to fill out the evaluation forms,” you could say, “some of the kids (you might even include which kids) seemed confused about how to fill out the evaluations, as they sat quietly staring at them without filling them out.”
- When you talk about an activity try to add some detail about how the kids and adults responded to it. For example, you might describe an icebreaker game, but also say how the kids reacted. Did they laugh and seem to enjoy themselves? Were they very quiet and withdrawn? Were the adults yawning and not paying attention? Etc.
- Include details that you think may not be flattering, even about David, Stephanie, or Gina (we will just edit it out later—just kidding!). Maybe David is clearly ignoring something one of the kids says or even says something rude to someone. You can and should include this in your field notes. Remember to try to be an observer of everything and try not to pick and choose what you include – everything is relevant.

- Remember that 5 years from now when we are (hopefully) long gone someone might be interested in analyzing these fieldnotes. There should be an adequate amount of detail to allow this to happen.
- **Include personal thoughts, ideas, interpretations, or comments in [brackets].** Fieldnotes are *not* journal entries and should not sound like a page from your personal diary.
- **Use direct quotes whenever you can, but ONLY when you are certain that it is exactly what was actually said.** Otherwise, you can paraphrase what was said. For example, you can write, “I explained the game to the kids by saying that we start out by standing in a circle. Then I told them that they each had to take turns saying their favorite color...” If a student tells you they feel ill you could either write, “NH frowned, held her stomach, and told me that she felt sick.” OR if you remember exactly how she said it (which is even better), you could write, “NH frowned, held her stomach, and said, ‘David, I don’t feel good, I feel like I’m sick.’”
- **Process vs. Content:** The content is what was actually said/done in an interaction and the process is how it was said (that’s a very simplified description). So a kid might say, “wow, this is really fun,” while putting his head in his hands, yawning, or doing something that is obviously completely disengaged from what we’re actually doing. This is important to note. Also, you may be engaged in a pretty productive discussion with the kids, but you constantly have to motion for them to stay focused, such as asking individual students direct questions, or pointing to the activity sheet, etc. Include process details as well as content.

Do not use proper names that might violate the confidentiality of the participants. For individual students we only use their first and last initials. For others in the school you can identify them by their initials if you know them, or by their role.

- For the teacher who works with us you can identify her as “Mrs. K” or “the teacher”
- For the principal, you can identify him as Mr. S or “the principal”
- With others in the setting who appear less you can identify them by their role since we do not have pseudonyms for them: “the male fourth grade teacher,” “the ASES supervisor,” “the custodian,” etc.
- The pseudonym for Live Oak is “Maplewood”
- Live Oak Elementary is Maplewood Elementary
- Santa Cruz is “Surf City”

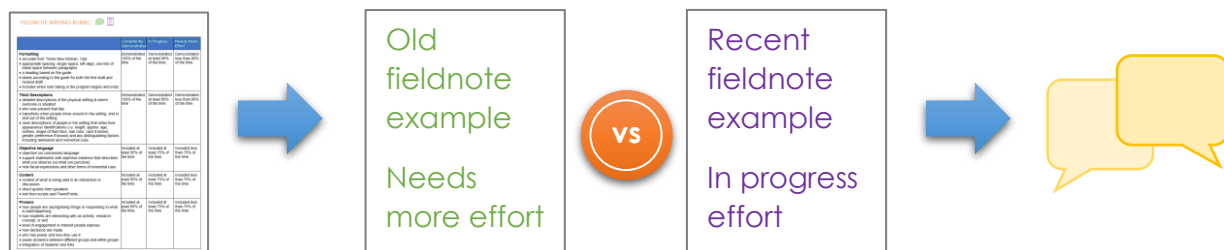
*If you have questions about how to identify people and places in your fieldnotes, please ask.

Proofread before sending to David and Stephanie, please. ☺

ASSESSMENT PROTOCOL & GRADING

Initial Learning

The rubric should be presented at the beginning of the quarter. Time should be set aside during class to read through the rubric and then do an activity where students assess previous fieldnotes from other RAs based on the rubric. They should be given 2 fieldnotes to assess (one that mostly demonstrates the requirements outlined in the rubric with some areas still in progress, and a set of fieldnotes that is still in progress with areas that need more effort). It would be nice if both sets of fieldnotes were written by the same RA, perhaps when they first began writing fieldnotes, and then later in their fieldnote writing experience when they had made more improvements, so that students could see how people progress overtime with practice and effort. Afterward, a group discussion about what students found in both sets of fieldnotes could act as a check to see what concepts students are grasping and what concepts they are struggling with. A group discussion might also help solidify their learning.



Written Feedback

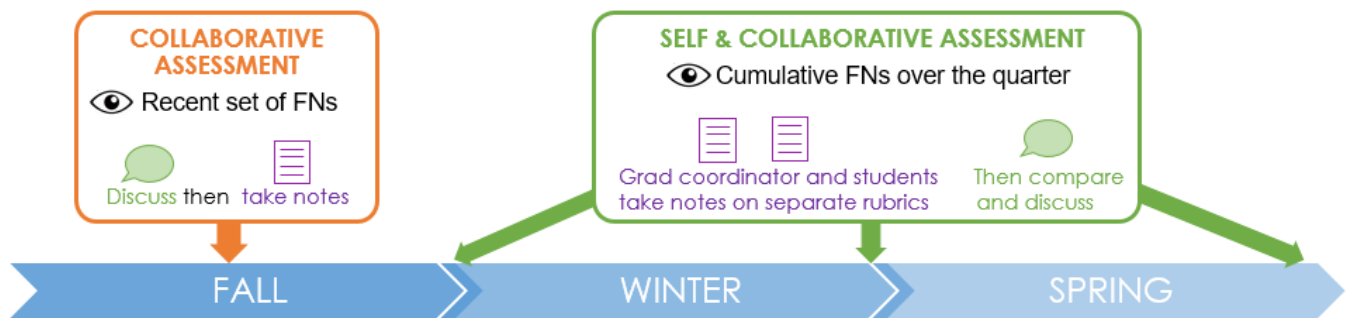
Students receive comments on every first draft of fieldnotes (and more on future drafts if needed and appropriate given their learning trajectory). Feedback is provided using the “comments” and “track changes” function in Word or “suggesting” function in Google Docs. After receiving feedback, students are required to submit their edits within the following 24 hours.

Collaborative Assessment

Half way through the first quarter, students will meet individually with a graduate coordinator to go over their latest set of fieldnotes and the rubric. Together they will discuss where the student’s work might be for different sections of the rubric, along with ideas on how to improve their fieldnote writing. This is also a time when students can get questions answered through verbal processing, versus written feedback. This meeting begins with collaborative discussion, versus self reflection and then discussion, because the students are still becoming familiar with the assignment and its expectations. During this meeting, we will take notes on the rubric as we discuss, so that the students can refer to the rubric later on. It is important to note that this initial assessment focuses on a recent set of fieldnotes, whereas the following assessment focuses on the student’s cumulative work over the quarter.

Self & Collaborative Assessment

At the end of each quarter, students will fill out the rubric to self assess where they think their fieldnotes fall based on their cumulative work for the quarter. For the very first quarter, they might base this assessment on their most recent work. Graduate coordinators will also do an assessment of each student based on their cumulative work for the quarter with greater attention to recent work for the first quarter. Students and graduate coordinators will meet at the beginning of each quarter to compare assessments, note improvements, and discuss any discrepancies within assessments. For the final quarter, students and graduate coordinators will meet at the end of the quarter to do this assessment comparison meeting.



Grading

In terms of assessment and grading, we take a number of components into consideration aside from students' work on fieldnotes. Currently, and I do not think this will change, we do not give students grades or scores when we return their fieldnotes to them. Instead, they are full of feedback that notes their previous growth and provides ideas for new growth. I try to focus on identifying a couple of concepts for a student to work on for each fieldnote they submit and give them specific feedback on that. The next time I receive a fieldnote submission from that student, I sometimes look to see if they have incorporated those concepts into their fieldnotes. If not, I remind them to do so and give them more examples of what that looks like. If they have incorporated the changes, I acknowledge their efforts and point out a new set of concepts to work on. At the end of the quarter, we grade their writing based on equity versus equality. If a student originally produced lower quality fieldnotes in the beginning of the quarter but put clear effort into improving their fieldnotes consistently throughout the quarter, they would earn an adequate grade for their writing if they meet a certain level. That level might not be as high as other students can demonstrate in our class, but if it is sufficient enough and there has been consistent improvement, then they're good to go. In contrast, if another student started off with a higher level of writing and their improvements, although present, were therefore less drastic, they would also receive a good grade at the end of the quarter for their fieldnotes as long as they continued to show some improvements and turned in high quality work. Again, their writing would be taken into consideration with other components of the program.



	Consistently Demonstrates	In Progress	Needs More Effort
Formatting <ul style="list-style-type: none"> • accurate font: Times New Roman, 12pt • appropriate spacing: single-space, left-align, one line of blank space between paragraphs • a heading based on the guide • labels according to the guide for both the first draft and revised draft • includes when note taking in the program begins and ends 	Demonstrated 100% of the time	Demonstrated at least 80% of the time	Demonstrated less than 80% of the time
Thick Descriptions <ul style="list-style-type: none"> • detailed descriptions of the physical setting & where everyone is situated • who was present that day • transitions when people move around in the setting, and in and out of the setting • clear descriptions of people in the setting that notes their appearance/ identifications (i.e. height, approx. age, clothes, shape of their face, hair color, race if known, gender preference if known) and any distinguishing factors including demeanor and nonverbal cues 	Demonstrated 100% of the time	Demonstrated at least 80% of the time	Demonstrated less than 80% of the time
Objective language <ul style="list-style-type: none"> • objective (vs conclusive) language • support statements with objective evidence that describes what you observe (vs what you perceive) • note facial expressions and other forms of nonverbal cues 	Included at least 95% of the time	Included at least 75% of the time	Included less than 75% of the time
Content <ul style="list-style-type: none"> • content of what is being said in an interaction or discussion • direct quotes from speakers • text from scripts and PowerPoints 	Included at least 95% of the time	Included at least 75% of the time	Included less than 75% of the time
Process <ul style="list-style-type: none"> • how people are saying/doing things or responding to what is said/happening • how students are interacting with an activity, research concept, or text • level of engagement or interest people express • how decisions are made • who has power and how they use it • power dynamics between different groups and within groups • integration of students and RAs 	Included at least 95% of the time:	Included at least 75% of the time	Included less than 75% of the time

	Consistently Demonstrates	In Progress	Needs More Effort
Readability <ul style="list-style-type: none"> • logical, coherent, sequential flow of sentences & paragraphs • complete sentences (not run on or fragmented sentences) • consistent verb tense • accurate use of brackets & parenthesis • accurate formatting of quotes • accurate use of proper nouns 	Included at least 90% of the time	Included at least 70% of the time	Included less than 70% of the time
Confidentiality <ul style="list-style-type: none"> • password protect all of your fieldnotes • mask actual names of participants, visitors, and locations with pseudonyms 	Demonstrated 100% of the time	Demonstrated at least 80% of the time	Demonstrated less than 80% of the time
Proofreading Self-check for errors around: <ul style="list-style-type: none"> • punctuation • spelling • spacing • capitalizations • repeated words or phrases within a sentence 	Minimal errors (3-5) per fieldnote	Semi-frequent errors (6-10) per fieldnote	Frequent errors (more than 10) per fieldnote