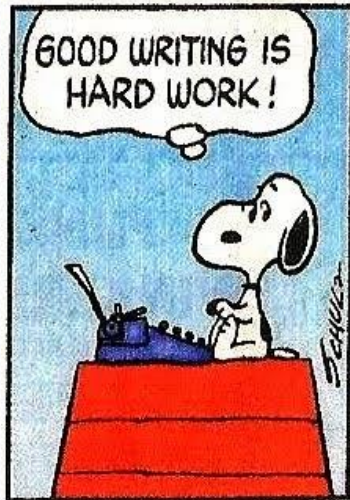


Improving Disciplinary Writing



Old Dominion University's Quality Enhancement Plan (QEP): *Improving Disciplinary Writing* is intended to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue.





Develop effective writing assignments by linking:

Course learning objectives

+

**Low-stakes activities
(scaffolding)**

+

Useful, timely feedback

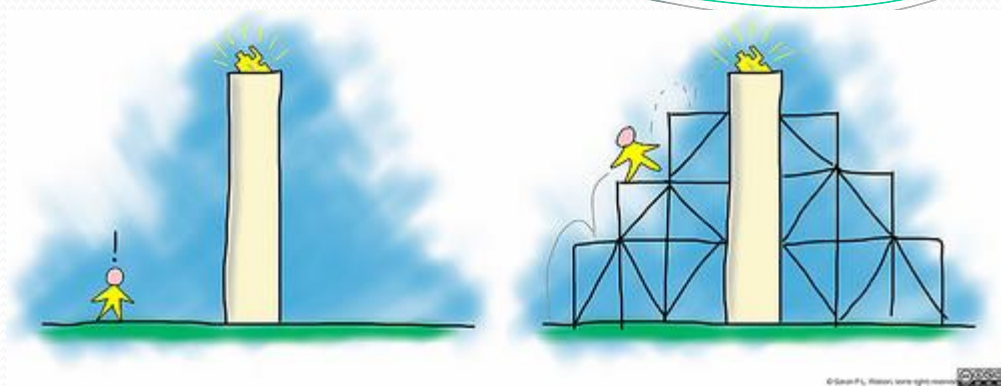
COURSE OBJECTIVES



Course Objectives describe what learners will be able to do at the end of instruction and provide clear reasons for teaching. When writing objectives, be sure to describe the intended result of instruction rather than the process of instruction itself.

- How do we begin thinking about **creative assignments that address the course objectives**?
 - Doesn't have to be just one assignment to cover all objectives

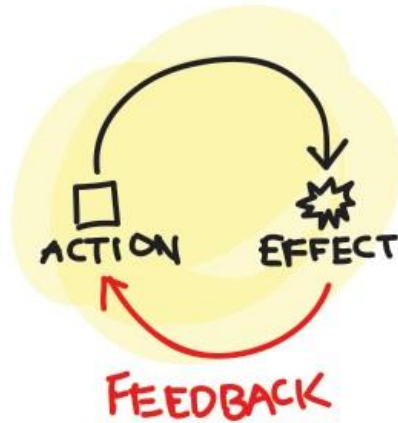
ACTIVITY: Look at the objectives on your sample syllabus. Think about which ones are appropriate for (or can be linked to) a writing assignment. Give a brief overview of what the writing assignment might be (or what components it might have).



Low-stakes Writing – short (often ungraded) exercises used to gauge learning and give students the opportunity to engage in enhanced learning activities. **Scaffolding** – activities that lead up to or culminate in a major writing assignment or course project.

- Why is **breaking a writing assignment into pieces** important?

ACTIVITY: Review the [IDW Weekly Writing Tips](#) (low-stakes writing activities broken down into various learning objectives). Think about how they might be adapted and used in your writing assignment. Outline how one of these activities can help students generate ideas for (or write pieces of) their major writing assignment.



Formative Feedback that helps promote student learning must be **clear, timely** and should lead to student **use** and/or **reflection**.

- How can you build in assignment feedback that is:
1.) useful and 2.) timely?
- How can we assure (by means of assignment design) that students use and respond to feedback?
 - Reflections
 - Revisions/Corrections
 - Peer Review

ACTIVITY: How do plan to shift your assignment design to build in feedback and have students use it?



For more information on ODU's
Improving Disciplinary Writing
initiatives, please visit our
ePortfolio:

improvingwriting.wix.com/oduqep

or contact the Director of Writing
and Faculty Development,
Remica Bingham-Risher, at
rbingham@odu.edu.