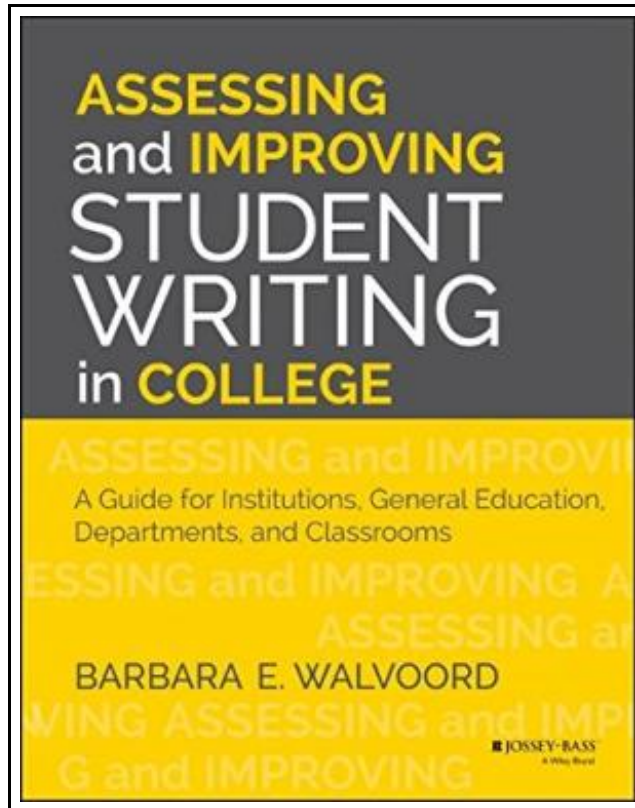


## Assessing and Improving Student Writing in College: A Guide for Institutions, General Education, Departments, and Classrooms



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### ***Reviews***

*This type of publication is almost everything and helped me looking forward and much more. I am quite late in start reading this one, but better then never. You wont really feel monotony at whenever you want of your own time (that's what catalogs are for relating to if you ask me).*

*(Prof. Buddy Leuschke)*

## **ASSESSING AND IMPROVING STUDENT WRITING IN COLLEGE: A GUIDE FOR INSTITUTIONS, GENERAL EDUCATION, DEPARTMENTS, AND CLASSROOMS**



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John Wiley & Sons Inc. Paperback. Book Condition: new. BRAND NEW, *Assessing and Improving Student Writing in College: A Guide for Institutions, General Education, Departments, and Classrooms*, Barbara E. Walvoord, Step-by-step guidance for shaping better writers while keeping faculty workloads manageable Effective communication is a critical skill for many academic disciplines and careers, and so colleges and universities and their faculty members are rightfully committed to improving student writing across the curriculum. Guiding and assessing student writing in classrooms, general education, and departments takes knowledge, planning, and persistence, but it can be done effectively and efficiently. Written in the concise, accessible style Barbara Walvoord is known for, *Assessing and Improving Student Writing in College: A Guide for Institutions, General Education, Departments, and Classrooms* offers administrators, program chairs, general education leaders, and classroom instructors the guidance they need. The book provides concrete suggestions for how to:

- \* Articulate goals for student writing
- \* Measure student writing
- \* Improve student writing
- \* Document that improvement

The book begins by addressing four basic concepts: what we mean by writing, what we mean by "good" writing, how students learn to write, and the purposes of assessment. Next, Walvoord explains the various approaches and methods for assessing writing, urging a combination of them adapted to the institution's purposes and political context. After this introduction, successive chapters offer realistic, practical advice to institution-wide and general education leaders, department members, and classroom instructors. Walvoord addresses issues such as how to engage faculty, how to use rubrics, how to aggregate assessment information at the department and institutional levels, and how to report assessment information to accreditors. The chapter for classroom instructors offers practical suggestions: how to add more writing to a course without substantially increasing the grading load; how to construct writing assignments, how to make grading and responding more effective and...



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