



## CI WRITING GUIDE

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## Welcome

“Academic English is nobody’s first language.” --unknown

The *CI Writing Guide* is designed to be a tool for students at CI who want a little more insight on what to expect from writing assignments in their majors. Faculty from twenty different majors at CI have submitted entries to this guide in order to help you learn more about their expectations for writing in their fields of study. Most of you took, or are taking, a first-year composition course. That course serves as an introduction to writing in college; students hopefully leave the course ready to move into academic classes and write for a college audience. However, college writing is a tricky business. We learn to write by writing, and while writing may not be in the title of most of your courses, writing is an essential part of every course you’ll take at CI.

You’ll write in your academic courses as a way to explore topics, to show what you know, and to add your own contributions to the field. Like it or not, you will be assessed on your writing in all of these classes. So, why not know a little more about what’s expected in the courses you take?

CI Faculty across the disciplines agreed about some common beliefs about writing. We believe that writing should be:

- |                      |   |  |
|----------------------|---|--|
| ☉ a thinking process | ☉ clear                                 | ☉ supported                            |
| ☉ logical            | ☉ honest                                | ☉ concise                              |
| ☉ organized          | ☉ cited                                 | ☉ aware of purpose                     |
| ☉ aware of audience  | ☉ reflective of research as appropriate | ☉ proofread and revised as appropriate |

Additionally, in most of your writing assignments, good practice will mean that you need to:

- ☉ synthesize ideas
- ☉ provide analysis
- ☉ show originality
- ☉ distinguish between personal opinion and others’ ideas
- ☉ allow for a range from less formal to more formal writing

Remember, you aren’t alone as writers. Beyond this writing guide, your professors are your first resource, and your classmates are great readers of your work for the class. The [University Writing Center](#) (Broome 2360, 805.437.8409), which includes the [Graduate Writing Studio](#) (El Dorado Hall, Graduate Studies Center, 805.437.3579) is also here for you.

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# Writing in Art Courses

## Introduction

Writing is an important component of expressing your understandings within the Art Program. When you enter the Art Program, we expect that you will already be able to articulate your ideas critically, coherently articulate a specific point of view, and comprehend content and meanings. We also expect that you will be able to demonstrate some facility with written language, grammar, and spelling; develop complete and cohesive thoughts in written form, develop convincing arguments supported by adequate references, and have basic knowledge of MLA and APA formats. You will also be successful if you have the following kinds of knowledge: research methods, summarizing, revising and proofreading, writing to convey ideas, and techniques for making a written argument or critical analysis. Finally, we hope that you understand the specificities of different types of writings: formal and informal (such as notes, emails, texting, etc.) as well as what constitutes original ideas.

By the end of your studies, you will have further developed your writing skills within the discipline of art. Upon graduating from our program, we expect that you will be able to articulate your ideas clearly and thoughtfully. We expect that you will have gained the ability to do the following:

- Write effective research papers and essays, personal statements, and professional letters and résumés.
- Write an articulate description of your work.
- Write and employ creative language in the context of diverse projects.
- Articulate coherent and convincing arguments about art-related issues.
- Compare your work to contemporary and historical examples.
- Develop and express original ideas and points of view.
- Identify the essential elements of an artist's statement.

Additionally, we expect that you will have the ability to do the following with regard to research in the field of art:

- Conduct thorough research, develop new ideas, and present original interpretations.
- Critically analyze and engage both historical and contemporary visual works of art and design.
- Develop new interpretations using critical analysis and newest research findings.
- Effectively utilize proofreading, editing, and revising.
- Formulate personal opinions supported by individual views and meticulous research for art, design media, and art history projects.
- Support your ideas and arguments with references from adequate sources.
- Think and analyze art, design, and art historical issues from a critical and personal perspective.
- Translate detailed research information into your analysis.
- Use writing to think critically, contextualize, and ask and provide answers to “big picture” questions.

## **Types of Writing Assignments**

As a student in the Art Program, you will find the following kinds of writing are expected:

- Research papers, essays, critical reviews and reports.
- Creative writings with art and art historical information.
- Informal in-class and homework writing assignments.
- Personal reflections and statements.
- Writing specific to digital media.
- Business writing in the arts.

### **Descriptions of some of these genres are listed below:**

Art Criticism/Art Reviews: critical writings that combine personal opinions with research and critically reflect on specific works of art, exhibitions, etc.

Art Market Articles: reports, evaluations, and critical analysis/reflections about issues related to this topic.

Artist's Statement/Bio statement: writings that include reflections on creative sources, methods of making art, etc.

Creative Writing: used as a method for engaging students to look at and think about one or more works of art for a sustained period of time.

Critique of exhibitions.

Focused free writing (in class).

In-class writing assignments: responses to works of art, which include criticism, aesthetics, and art history.

Journals: formal and informal writings that include reflections about art, creative processes, etc. They often intertwine visual and textual elements.

Lesson Plans.

Museum/gallery reports: reflections about specific field trips.

Proposals for real and fictional art and art history projects.

Reaction/response papers to specific art events/exhibitions.

Reading reports: reflections and analysis of readings assigned in the course.

Research papers

"Technical writing": developing business letters, résumés, etc.

Writing assignments related to Color Systems.

Writings specific to digital media: blogs, wikis, podcasts, web.

Written Self-Evaluations: In certain courses students are asked to evaluate their own work and that of their peers in written form.

**Advice on Writing in Art:**

*Research and Resources:* You should conduct in-depth research and be able to identify and use valid art and art historical resources.

*Critical Analysis:* You should be able to demonstrate in writing critical analytical skills. This includes written investigations of scholarly works, professional projects, and peer projects, as well as self-reflections on personal work produced in various courses.

*Creative and Interpretative Approaches:* You should be able to use the information acquired in classes to develop creative views and personal interpretations based on visual and textual information. This includes innovative art historical and critical perspectives, descriptions used for hypothetical commercial settings, novel marketing language, and fictional product development.

*Personal Résumé/Bio Development:* You should be prepared to articulate details of specific interests in the creative field in the form of written statements, which include biographical information and personal philosophies.

*New Media Writing:* You should be familiar with the form and content specific to new media narratives/texts.

In addition, all students enrolled in art and art history courses are expected to:

- A. Be familiar with the specific research tools and methods utilized in art writing/art history and be able to use them appropriately in their own papers and presentations.
- B. Produce comprehensive visual presentations about the projects/research papers, which include well-written and researched textual information/documentation.

*Faculty review most of the writings assigned, but some formats/genres include peer review and self-evaluations. Some projects/assignments are reviewed by both faculty and students. Writing projects include individual papers and group projects. The papers/writings are submitted in hard copy and/or electronic format. Some projects combine text and images. Different types/formats of writings may be assigned in the same class. Most formal papers require class presentations.*

**To be better prepared for the writing assignments in the Art Program, plan to:**

- Allow sufficient time to read and revise the paper before submitting it.

- Ask faculty, the writing center, and colleagues to read papers and provide feedback.
- Be informed about appropriate sources and research methods, and where/how to find them.
- Consult faculty and peers in the program and other majors.
- Consult guides and books specifically developed for writing in the arts.
- Consult the library for resources and guidelines related to how to research, prepare the information, and write successful papers.
- Read art/art historical texts including: books, articles, essays, reviews, art-related news stories, and critiques of current work in all areas of the visual arts, with special attention to the language and methods of articulating concepts.
- Read texts written by artists (including books, statements, blogs, etc.)

**Plan to ask professors for help, including the following:**

- Discuss and explain acceptable resources, formats, and the specificity of art/art historical writing.
- Discuss and explain how to write effectively and convincingly about art.
- Discuss/explain basic research methods.
- Provide handouts about how to analyze, interpret and evaluate art.
- Provide help-guides.
- Provide lists of resources for art writings.
- Provide samples of writing assignments done by previous students.

**Expected format:**

- MLA, APA, including format and information/captions for illustrations/use of images, copyrights, etc. Resources/information about these formats can be found online (national art and art history organizations such as CAA, graphic arts and new media associations, major museums, and art, design, and art historical institutions and libraries).
- Formats for new media (blogs, websites, etc.).
- Power-point presentations.

## Writing in Biology

Effective writing and reading skills are integral to becoming a successful biologist. As a student entering the Biology program, you are expected to read and understand simple lab instructions and textbook/online information, follow the examples of scientific writing, and begin to learn how to write professionally. During your coursework, we will expand upon these writing skills, so that by the time you graduate, you should be able to write clear and concise technical documentation according to a prescribed style guide. Common types of documentation include lab reports, research papers, analyses of peer-reviewed literature, and grant proposals. We also expect that you will be able to present clear and concise technical information via posters and PowerPoint presentations. Graduate students are expected to have these skills upon entering the MS Biotech Program, and to complete them at a professional level upon graduation.

### Genres/Assignments

As a student in the Biology Program, you will find the following kinds of writing are expected:

- Lab reports
- Summary and analysis of peer-reviewed literature
- Short-answer and essay homework assignments, exams, and quizzes
- Project reports and research papers
- Grant proposals
- Posters
- Presentations

### Recommended Processes

The biology faculty strongly recommends the following practices so that students can become more proficient at writing in biology:

- Attend symposia and poster presentations.
- Read peer reviewed literature (research articles) on a regular basis.
- Write more than is required, to practice and develop your skills.
- Take courses in the English program for the technical writing certificate.
- Use the University Writing Center for general writing help and the Graduate Writing Studio for help with culminating projects.
- Use peer editors and/or professional editors for your writing.
- Ask instructors to provide writing guidelines and feedback on your written assignments.
- Use technical writing guidelines on format, style, language, reference citing, and professionalism.
- Revise your returned, graded work to correct any problems.



## Formats

In Biology, the American Psychological Association (APA) is the most common format requested by professors and used in scientific literature.

You can access the complete APA manual [here](#).

You can also get helpful style guide sheets in the University Writing Center, on the [OWL Purdue site](#) or on our [library website](#).

## Writing in Business and Economics Courses

Written communication is an essential skill for success in your coursework in the Martin V. Smith School of Business & Economics. In addition, your proficiency in writing has a direct application in the business world. The goal of business and economics writing is to communicate information, ideas, analyses, and arguments to an identified audience in a clear and concise manner. In some cases the audience is internal (employees of the organization) and in other cases external (suppliers, customers, shareholders, potential investors, etc.) Business and economics writing often carries financial consequences. Therefore, your precise use of vocabulary, grammar, spelling, and punctuation is imperative.

### Types of Writing Assignments

Here are some brief descriptions of the types of writing you may encounter in your Business and Economics courses:

- Research Paper
- Business Plan
- Marketing Plan
- Case Study Analysis
- PowerPoint Presentation
- Marketing Copy
- General Business Correspondence

#### Research Paper

Successful students and professionals effectively select, process, connect, and analyze information. In your research papers, it is extremely important to organize and present your thoughts in a way that clearly establishes (1) a hierarchy of primary and secondary arguments, and (2) cause-effect relationships. Good research papers establish the appropriate connections and explain what happened, why it happened, and how it happened. Students should support their facts, analysis, connections, and explanations with theory, charts, graphs, and other appropriate visual models. The main message of the paper should be clear, as well as the hypothesis and arguments that convey the message. Organization and structure are critical.

#### Business Plan

A Business Plan is a written document that outlines the potential for success of a business venture. The document includes the venture's mission, goals, environment, competitors, market potential, and specific plans for finance, marketing, operations, and human resources. A business plan can serve different purposes. For instance, it can be used applying for a loan, persuading potential investors, or seeking government grants. An executive summary (abstract) should specifically address the interests of the intended audience.

#### Marketing Plan

A Marketing Plan is a written document that outlines the marketing strategy and tactics to achieve the overall business goals described in the Business Plan. A Marketing plan describes how you will create your offering (product), how you will price the offering,

how you will communicate your message (promotion) to users of the offering, and how you will get the products into the customer's hands (distribution).

### Case Study Analysis

In a Case Study, students analyze and research a business or some aspect of a business. Professors may provide different frameworks for the analysis: SWOT, PEST, Porter's five forces, etc. Students describe the challenges, risks, and limitations of the parties in the Case Study and propose solutions supported by data.

### PowerPoint Presentation

PowerPoint is a valuable communication tool widely used in business. Excellent presentations are usually defined by the interaction, the clarity, and the enthusiasm of the presenter. Text should be carefully crafted to be clear and concise.

### Marketing Copy

Think of the flyers, posters, and ads that surround you. They all incorporate marketing copy. This writing style is an art in itself. The big difference from the previous business style is that your audience is the end consumer. For this reason, this writing requires a "journalist" mindset. Avoid technicalities and make the language accessible to your audience. Creative, short, and snappy wording characterize this type of writing.

### General Business Correspondence

In your work life, you will communicate with others on a regular basis through emails, text messages, business letters, resumes, and memos. The writing skills you perfect in your course work will be reflected in these communications.

### Effective Writing in Business

Successful business professionals routinely select, process, connect, analyze information, and make cogent recommendations. Developing your skill takes practice. Your business and economics instructors will require you to draft documents used in a typical business setting. Your goal is to communicate factual information to a particular audience with words that express exactly what you intend to communicate and leave little chance for confusion in the mind of the reader. You must distill complicated material into simple, straightforward language. Good business writing is clear, concise, and exact. An effective writer considers the intended audience, and adopts the style and tone most appropriate to the reader. A good writer avoids using unusual words and communicates in a polite manner especially when delivering sensitive or negative news. Writing style and tone can range from formal (research papers) to informal (business correspondence.) A good writer never leaves their message open to interpretation by different readers.

### **Advice on Writing in Business**

People judge us by the quality of our writing. The MVS School of Business & Economics believes that the development of effective written communication skills is a key to your success. Good writing skills result from practice and attention to detail. It is part of the

“job” of being a college student to take advantage of all of the opportunities available at CSU Channel Islands to bring your writing proficiency up to high standards.

Here is some basic writing advice: always make the time to edit and revise your writing; use verbs in the active voice and present tense; use personal nouns; attribute any work that is not yours to its source. You may find it helpful to use the following four (4) steps in producing good writing:

- Pre-Writing: generate ideas and begin to organize your thinking;
- Drafting: turn your ideas into sentences and paragraphs, focusing on content rather than grammar and punctuation;
- Revising: look at your work objectively, organize your thoughts, look at transitions, use clear thinking, and construct logical arguments;
- Proofreading: review your work for typographical, spelling, and miscellaneous errors.

Finally, your work is ready to send, distribute, and/or publish.

### **Citing Sources**

The CSU Channel Islands policy regarding Academic Dishonesty (SP02-01) describes students' responsibilities for citing sources. If you quote, paraphrase, summarize, or otherwise refer to the work of another person, you must cite sources using either parenthetical citations or footnotes. In business and economics courses, students usually use APA (American Psychological Association) style citations; however, your professors may indicate other styles of citation.

## Writing in Chemistry

This document is meant to be a quick reference guide to the types of writing you might encounter in chemistry, some general tips to improve your writing, a writing checklist to help you avoid making common mistakes, and a list of references to further assist your writing. More information on writing in chemistry classes at CSUCI can be found on the chemistry program home page.

Assignments in chemistry will require you to look up definitions, draw chemical structures, practice chemical notation, determine the mechanism behind a reaction and calculating physical quantities. These assignments serve to familiarize you with the complex concepts presented in class and how they work; they teach the mechanics of chemistry.

So why should you be made to complete writing assignments in such a problem based subject? It is not a history class after all.

Writing assignments in chemistry serve two main purposes. Firstly, they require you to interpret the mechanical concepts learned while working problems. This allows you to demonstrate your understanding of how those concepts fit together to explain more complex ideas. Unlike a math based problem where an equation can be manipulated until it yields answer in the back of the book, expressing ideas in your own words helps you to explore your understanding of a subject and allows your instructors to evaluate your progress and correct misunderstandings.

Secondly, chemistry is a vast experimental science that has only been made possible by many individuals and small groups of scientists recording and transmitting their findings in precise and efficient writing to other scientists. This process requires a methodical and consistent style of writing that may be very different to other writing you may have encountered. The vocabulary, style, and organization of writing in general is a product of the culture that creates it and this holds as true for chemistry as it does for ancient Egyptian. As chemical knowledge grew so did the need to be able to describe subtle differences in complex chemical structures and the interpretation of data to be able to decipher the underlying principles of the subject. Chemical writing reflects this need for precision and acknowledges the need to convey information as efficiently as possible. Good chemical writing should be clear, precise, detailed, efficient, well organized, and present statements that are well supported by evidence.

### Types of writing you can expect to do in chemistry at CI

#### Short answer and essay questions

These questions require a sentence, or more, to answer and are designed to evaluate your ability to translate the ideas from class into your own words. It is very likely that these questions will want you to explain why something is the way it is or how you know a fact to be true. "Why" and "how" questions ask you to create a logical argument (a chain of reasoning, not yelling) to support your answer.

*Example:*

Question: Why does a balloon filled with air at room temperature (25 °C) shrink when placed into liquid nitrogen (-196 °C)?

Answer 1: "The balloon shrinks because the volume of air at a given pressure is proportional to temperature, as given by the ideal gas law:  $PV = nRT$ . This means that when the temperature is decreased so does the volume".

Answer 2: "When the balloon gets colder the air takes up less space."

Answer 1 is better because it supports its answer with evidence, whereas, Answer 2 restates the fact that the balloon changes size but does explain the logic behind the answer.

Lab reports

The style and function of lab reports changes depending on the level and topic of the course. Below is a list of components that might be required in a lab report (not a lab notebook).

- *Abstract*

This should be a concise summary of the entire report (a good reason why it should be the last section you write) including the techniques used, results, and statistical information such as the uncertainty in a measurement. Abstracts are usually expected in upper division labs which model the report format on scientific journal articles. This will be the first thing your instructor will look at when grading to see if your results were acceptable and if you understood the lab.

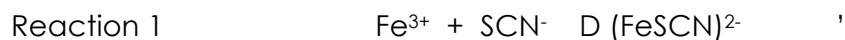
- *Introduction*

Lower division lab:

The introduction should be a brief (2-3 complete sentences) statement of what you will accomplish in lab and how you will do it. Think of this as the thesis statement of the lab.

*Example*

"The equilibrium constant of reaction 1 will be calculated by measuring the peak visible absorbance of the product. The absorbance will be translated into concentration by the use of a calibration curve that was created by measuring the absorbance samples of known concentration. The calculated equilibrium constant will be compared to the literature value.



The procedure in the manual gives you all of the steps to complete the experiment; the introduction is your chance to demonstrate you understand how those steps create the overall purpose of the lab.

Upper division lab:

The introduction should give sufficient background to give your data context. This should not be the full history of the subject or technique. It should state the purpose of experiment, give the rationale for the experimental design, and

explain how the resulting data will provide sufficient evidence to support the purpose of the experiment or to find the result of interest. Include any key equations. If the point of the lab is to replicate a known value, state the literature value and reference your source.

### Summary

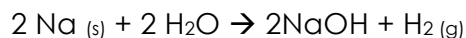
You may take a lot of data in a lab or have many important results from your calculations. A summary section is a useful overview of key information that will directly be used to support the conclusions of the report. It is not a place to restate every calculation.

### Results and Discussion

These are the sections of a report where you analyze your data and show you understand what was found during the lab, how it was found and how you know you found it. From your data and calculations you will have a set of results that will need to be explained and solid support given for those explanations. It is hard to give concrete examples of what will make a good discussion for all labs, but the following example shows how to use data and observations to support a result.

#### *Example*

"This lab qualitatively tested the hypothesis that the reaction of sodium metal and water creates sodium hydroxide and hydrogen gas.



Production of a gaseous product was confirmed by the bubbles observed during the reaction. The collected gas was found to be flammable when exposed to flame, lending support for the evolution of hydrogen. The presence of hydroxide was confirmed by testing the pH of the solution with phenolphthalein. When the indicator was added to the reaction solution it turned pink confirming an elevated pH. A sample of the water used in the experiment was also pH tested to confirm the change in pH was due to the reaction."

### Lab notebooks

A lab notebook is the most important document that an experimental researcher creates and maintains. It provides a record of what was measured and observed during the experiment and how the procedure was performed. Notebooks are a crucial tool when troubleshooting experiments and give proof that genuine data was collected in a certain way at a recorded point in time. They must be detailed and well organized to the point that another researcher (sometimes years later) could reproduce your work. To help train you to keep these important documents you will be asked to keep a notebook in all lab classes.

Each notebook should have:

- 1-3 pages set aside for a detailed table of contents
- Bound and sequentially numbered pages that cannot be removed from the notebook

Each entry should have:

- The full title of the experiment, your name, lab partner's name and the date
- A brief introduction stating the purpose of the experiment including what will be found or created, and the methods used. Do not restate the specific details of the procedure (2 mL of HCl were added...), unless the information contributes to the analysis.
- Labeled and well organized data
- Data and observations written directly into the notebook

### Research papers

It may be helpful to first explain how a research paper is not used in chemistry courses. It is not an article of original research that you would send to a scientific journal for publication. If you do research with an advisor they will help you with that project. It is also not simply a review or summary of research done by others, like a review article or a large book report. Research papers do one of two things, they either attempt to objectively answer a question by presenting factual information, or they present an argument well supported by research.

#### *Example*

Analytical (answers a question or compare and contrast)

“What is the most cost effective testing method for the accurate determination of lead ions in tap water currently available to municipal water processing facilities?”

Argumentative (a clearly stated and well supported statement)

“Current tests for lead in tap water must be improved due to the low fidelity and high cost of sulfate precipitation methods.”

[The Purdue Online Writing Lab](#) (OWL)<sup>1</sup> has a very good section on research papers. If you have to choose a topic or are conducting research, *The Craft of Research* by Booth, Williams and Colomb available from the library as an e-book<sup>2</sup>.

### Presentations

Computer and poster presentations are visual ways to present your finding. They are not just a large version of a paper. In many ways the rules to make a good presentation are very similar to those of a good book for young children. There should be some text, but only enough to carry your audience through the story. The text should stick to the story but should not dominate the page, or be in



a small font. The images should be inviting, well constructed, and be the focus of the slide or poster. Everything on the slide or poster should be clear and easy to read or see (that is why you have never seen a story book printed with only neon green text on a white background).

[Colin Purrington](#) is an excellent and funny resource that walks you through the steps to create posters and slideshows of your work in a visually organized manner. <sup>5</sup>

## How to prepare to write and improving writing

As you will already know, writing and improving your writing are processes that take time. Here are several tips and strategies that will help with those processes.

### Long term strategies

- Reading  
Writing in any subject is about clearly communicating ideas. One way to begin developing a clear writing style of your own is to evaluate the writing of others. You may have favorite books or have come across a text book you have found truly horrible. To build on these initial judgments, try to evaluate what it is that you do and do not like about the writing specifically. Separate the content and subject matter from the style of the writing. Next, look at how the authors communicate information: are they vague, concise, unnecessarily wordy? Is the information too complex? Have they gone mad with the thesaurus? This active evaluation will help identify aspects of effective writing that will help you evaluate your own writing.
- Reading in the Subject  
Evaluating all forms of writing is useful to develop the general ability to clearly communicate information. However, each subject has its own unique style that had been adopted by its community. In the sciences and other technical fields, the way the information is organized tends to be presented in a more modular way that in writing in the humanities, but the basics of clear and well organized communication are the same. When actively evaluating chemical literature, pay particular attention to points listed below that highlight the style of the field.
  - Vocabulary used in chemical context  
There are terms with specific meaning in chemistry that differ from their more common usage. For example, the word “plating” means one thing on the food network, but means the deposition of metal with current in electrochemistry or the process to grow bacteria in biochemistry. The vocabulary of chemistry also allows for efficient description of complex tasks, such as titration, to be conveyed in a single word rather than paragraph-long description. Pay attention to the way key words and phrases are used as a way to express an idea and the way it is treated grammatically in a sentence.

- Formulaic organization to find information  
Writing about a chemical experiment or presenting findings requires detailed and precise information and explanation. Chemical writing relies on a formulaic organization to help guide the reader through the logic of the experiment or to the information of interest. This structure also helps authors outline their work and expedite the writing process. The specifics of a document may change but many follow the same basic progression:
  - An introduction that places the work in context and gives the reader a brief background as to why the work presented is important and what its purpose is.
  - A methods section that describes and justifies the tools used to do the analysis. This is different from a technical procedure that gives the specifics of the equipment and the samples, which is a separate section.
  - The processed data that give evidence to support the claims of the paper or that demonstrate the findings of the work.
  - A results and discussion section puts forward your supported interpretation of the findings from the data.
- The purpose of the writing  
Good technical writing is efficient and every sentence contributes to the goal of the work. As you read more chemical literature and become more comfortable with the concepts of the work, practice evaluating the function of the individual sentences. Do they provide description or analysis? How do they use evidence to support the claims of the work? Are they objective or someone's opinion?

### Getting through the Semester

Completing larger writing assignments successfully requires time and planning. To avoid feeling overwhelmed and panicked near a due date, break up the assignment into small sections and schedule time to complete them as soon as possible. To help you stick to your schedule set appointments with the writing center or a friend to hold yourself accountable to your schedule. The following list provides a useful outline and tips of common subtasks for larger assignments.

- List requirements.  
Make a list of the goals and technical information of the assignment, such as the due date, assignment type, the scope of the assignment, the word count or length, and any required components of the assignment (graphs, figures, bibliography, multiple drafts, and required trips to the library or writing tutor). This list will guide the division of the assignment and be a check list to make sure you have completed all of the requirements.
- Collect materials for the assignment.

This may mean looking up a section in your text book, or a single journal article, or information about the chemical principles behind the three main treatments of a genetic disorder. Keep your text hunting in proportion and on topic. If the assignment is to report on how x-ray diffraction is used by pharmaceutical companies to patent new drugs, writing twenty percent of your paper on how x-ray diffraction was discovered will not impress your instructor.

- **Active reading and note taking.**  
Once you have found the references, you need to schedule time to read what you found. Take the time to read actively by taking notes and writing summaries of what you have read. If you have several sources make a list and write a brief summary or highlights for each source. When dealing with longer works, writing a summary of each section or each paragraph can help simplify complicated ideas. The paragraph summaries also create an outline of how the information is used to achieve the goal of the work. Breaking down a completed work to see how it is put together is a useful practice because it is essentially writing a paper in reverse.
- **Data processing.**  
Many assignments will require the analysis of data, either collected in a lab class or from findings of other scientists. Raw data should never be included in the final draft of an assignment unless requested. Even in general chemistry lab reports you will be asked to find an average value or to give the equation of best fit on a plot. A common method of evaluation of an experiment or technique is to compare data sets. To ensure the validity of comparison it is vital that the data sets are consistent (the experiment measured the same variables and values are reported with the same units, etc.). This process is particularly important when comparing data from multiple sources. After processing the data into a useful format, take the time to interpret the data properly. If possible, present a copy of your processed data and a summary of your analysis to your instructor to verify that both the data and analysis are correct before writing the analysis section.
- **Prewriting**  
Clear ideas in your head rarely, if ever, translate to complete works on paper; this is what makes prewriting so important. Prewriting collects and organizes all of the information collected of the assignment; it also is very effective at highlighting the gaps in information or analysis. Several helpful prewriting tools are brainstorming, outlining and drafting.
- **Brainstorming** is the process of bringing all of the collected information together and evaluating that information. This stage connects the basic ideas of the work into a rough form. It should also be the stage where you can construct a draft thesis, or goal, for the assignment.
- **Outlining** takes the rough ideas from brainstorming and connects them with more detailed information and analysis. This structure should be directed by the thesis of the work. A detailed outline will include all of the points covered in the

work and ordered in a logical progression. Having a good working thesis streamlines the outlining process by providing a check; if the information does not support or relate to the thesis it should not be included. If the final work will have figures or graphs, include them in the outline. A detailed outline is a great tool for your instructor to quickly check that your logic and analysis are correct. Adding or rearranging bullet points is easier than rewriting paragraphs.

- Drafts allow you to focus on the actual language of assignment. Plan to have at least two drafts before the finished assignment. If you have difficulty finding the right word or phrasing use the first draft as a very rough connection through all of the points you want to make in the assignment. Then use subsequent drafts to perfect the language. Ideally, allow yourself enough time to set the draft aside for a day or two before editing.
  - Editing

Always include time to edit when planning written assignments. Even small mistakes in spelling, usage, grammar, and tone can change the meaning of your writing and greatly impact the way your assignment is perceived. Here are a few tips to keep in mind when planning the editing process.

    - When editing it may be helpful to focus on one thing at a time and work from single word issues such as spelling or usage (their, there or they're) through to grammar, punctuation and tone.
    - To find mistakes in the flow or phrasing read the work aloud.
    - If you would like help correcting the text of your work schedule to meet with a writing tutor in the University Writing Center (Broome Library 2360).
    - Make sure physical values are reported with appropriate units.
    - Numbers should be reported with the correct number of significant figures. Numbers smaller than one and reported in decimal form should have a zero before the decimal point (0.2 not .2).
    - Use superscript and subscript in chemical formulas in ( $\text{SO}_4^{2-}$  not  $\text{SO}_42^-$ )
  - Formatting

Make sure your final work looks professional.

    - Double check the assignment guidelines for font, line spacing, and margin requirements.
    - If guidelines are not given, use a standard font such as Times New Roman, Helvetica or Calibri; a 10-12 point font for body text; and 1" margins on all sides.

- Do not include a title page unless requested.
  - Include your name, the date, the class and section, and a title. Do not double space the information lines.
  - Use the print preview function to check that text and figures are formatted correctly.
  - Print text in black ink.
  - Use page numbers to keep pages in the correct order.
  - Neatly staple the ordered pages in the upper left-hand corner of the document.
- Citing sources
- Citation is a critical tool in all sciences; it credits those with new ideas and allows other researchers to use the work of others as evidence to support their own work. Here are a few guidelines for when to use citations. Once an idea becomes integral to the general understanding of science it no longer has to be cited as an original idea by the author. However, if a specific fact is used it should be cited.
- Invoking a scientific law does not need a citation.  
*Example 1:* A salt water solution has a lower freezing point than pure water under the same pressure.
  - Unless you have experimentally found a value you should cite it.  
*Example 2:* Water has a freezing point depression constant of 1.86 K mol/kg.

All other ideas or facts that you have used in your work should be cited, even if you have changed the phrasing. Insufficient citation is considered plagiarism. Chemists use the American Chemical Society (ACS) standard to report citations. *The ACS Style Guide* can be found in the library<sup>4</sup> or the citation section can be found on various academic website such as the [Williams College Libraries website](#)<sup>5</sup>.

#### Last minute pointers

- Read the assignment guidelines and make sure you have attempted all of the requirements.
- Cite all sources used in the assignment.
- Proofread your work.
- Follow the editing and formatting steps (above) as much as possible.

#### **References in ACS Format**

1. The Purdue Online Writing Lab. <http://owl.english.purdue.edu> (accessed July 31,2012).

2. Booth, W.C., Gregory G. Colomb, G. G., Williams, J. M. *The Craft of Research*, 3rd ed.; University of Chicago Press: Chicago, 2008.
3. Colin Purrington. Designing conference posters.  
<http://colinpurrington.com/tips/academic/posterdesign> (accessed July 31,2012).
4. Coghill, A.M., Garson, L.R. *The ACS Style Guide: Effective Communication of Scientific Information*, 3rd ed.; American Chemical Society: Washington, DC., 2006.
5. Williams College Libraries. ACS Style Guide.  
<http://library.williams.edu/citing/styles/acs.php#reference> (accessed July 31,2012).
6. Kanare, H. M. *Writing the lab notebook*, The American Chemical Society: Washington, DC., 1985.
7. Hofman, A. *Scientific Writing and Communication: Papers, Proposals and Presentations*, Oxford University Press: Oxford, 2009

## Writing in Chicana/o Studies

“Why am I compelled to write?... Because the world I create in the writing compensates for what the real world does not give me. By writing I put order in the world, give it a handle so I can grasp it. I write because life does not appease my appetites and anger...To become more intimate with myself and you. To discover myself, to preserve myself, to make myself, to achieve self-autonomy. To dispel the myths that I am a mad prophet or a poor suffering soul. To convince myself that I am worthy and that what I have to say is not a pile of shit... Finally I write because I'm scared of writing, but I'm more scared of not writing.” -- [Gloria E. Anzaldúa](#)

Students in Chicana/o Studies (CHS) courses will be compelled to write, because as cultural theorist Gloria Anzaldúa points out, writing allows us to come to terms with the self, gain self-confidence and courage, and to imagine a better world not yet born. Some will be scared and will hesitate to write, but even more frightening is remaining silent and accepting a world that is not quite right.

Chicano/a Studies focuses on the people of Mexican and Latin American descent within the Western Hemisphere, in particular within the United States and the wider diaspora. Thus, it is important to understand the sociolinguistic diversity of this population. Some may have grown up without speaking Spanish because it was prohibited in schools, others may have spoken Spanish at home, English at school, and may have learned “Spanglish” as a third language, and still others enrolled in bilingual programs or dual-language programs thus became fluent in both languages, and finally there those who are Spanish dominant and learning English as a second language.

### Writing Expectations in Chicano/a Studies

Faculty in Chicano/a Studies expect that entering students will come with some foundational writing skills, including the ability to write a clear, concise and complete sentence, to write a topic sentence, compose a thesis statement, and compose an introduction and conclusion. We also expect students to use multiple pre-writing strategies, understand your target audience, have familiarity with one citation format, revise written work, and of course respond to essay questions.

By the time you complete your coursework, you will have further developed your writing skills. We expect that upon graduation from Chicano/a Studies, you will have become familiar with different types of writing assignments (i.e., Counterstories). You should be able to use critical reading strategies (see the Critical Reading Guide that follows for assistance), revise and edit written work and resubmit to an instructor, and provide good feedback about writing and research to your colleagues. We expect that you'll meet with instructors for help with writing assignments.

By graduation, you should be able to complete an original 8-10 page research paper that includes formulated research questions and a developed thesis, an argument built with evidence and data, original conclusions, and a response to the “so what” question which refers to the implications of your topic. You should also be able to write a

community engagement reflection paper and incorporate interdisciplinary perspectives into your writing assignments. You will be expected to cite sources appropriately using different citation formats. Finally, you should be able to present your research findings to class and campus audiences.

## Types of Writing Assignments

As a multidisciplinary and interdisciplinary field of academic inquiry, Chicana/o Studies contributes to all fields in the humanities and social sciences, including professional programs such as education, business, nursing, and health sciences. CHS does not have one standard citation format but uses a wide variety of formats. For this reason, students will find a wide variety of writing assignments in Chicana/o Studies courses:

- |                              |  |
|------------------------------|--|
| -Identity Reflection Papers  | -Collaborative Writing                   |
| - <i>Testimonios</i>         | -Book reviews                            |
| -Counterstories              | -Lesson plans                            |
| -Comparative Analysis papers | -Community Study Papers                  |
| -Journal                     | -Neighborhood Radius Assessment Profiles |
| -Photo Essays                | -Creative Writing                        |
| -Research Paper              | -Journal Article Critiques               |
| -PowerPoint Presentations    | -Community Engagement Reflection         |
| -Literature Reviews          | -Position Papers                         |
| -Research Proposals          | -Daily Writing                           |
| -Abstracts                   | -Response Papers                         |
| -Film Reviews                | -Summaries                               |

## Student Resources

CI offers tutoring (both drop-in and appointment-based) at the University Writing Center located in the 2<sup>nd</sup> Floor of Broome Library.

To begin a research paper, begin by browsing the [Chicano/a Studies Research Guide](#) in the library website.

Check out [UC Berkeley's Writing Resource Guide](#)

Check out [Purdue's Online Writing Lab](#)

Check out [UNC's Online Writing Center](#) for handouts

## Faculty Resources:

Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza*. (San Francisco: Spinsters/Aunt Lute, 1987)

Gutierrez Jones, Carl, ed. *Rebellious Reading: The Dynamics of Chicano/a Literacy* (UCSB Center for Chicano/a Studies, 2004).



Ybarra, Raul, *Learning to Write as a Hostile Act for Latino Students* (New York: Peter Lang Publishing, 2004).

Harklau, Linda and Kay Losey, Meryl Siegal, eds. *Generation 1.5 Meets College Composition: Issues in the Teaching of Writing to US Educated Learners of ESL* (Mahwah, NJ: Lawrence Erlbaum, 1999)

Kalmar, Tomas Mario, *Illegal Alphabets and Adult Biliiteracy: Latino Migrants Crossing the Linguistic Border* ( New York: Routledge, 2000)

Kells, Michelle Hall, Victor Villanueva, Valerie Balester, eds. *Latino/a Discourses: On Language, Identity, and Literacy Educatio* (Porstmouth, NH: Boyton/Cook, 2004)

Kirklighter, Cristina, Diana Cardenas, Susan Wolff Murphy, eds. *Teaching Writing with Latino/a Students: Lessons Learned at Hispanic-Serving Institution* (State University of New York Press, 2007)

Villanueva, Victor and Geneva Smitherman, eds. *Language Diversity in the Classroom*(Southern Illinois University Press; 1st edition 2003)

## Critical Reading Guide

By Prof. Jose Alamillo

**1) What is the study about?** A critical evaluation of book cover & introduction.

-Does the book's content adequately reflect the book title? Was there a content bias towards certain groups, locations and time periods?

-Analysis of the image(s) and text in the front and back cover? Which audiences is the book targeting and why?

-Do you agree with the author's main argument in the introduction.

-Why does the author organize the book in a particular way?

**2) How Does the Study fit into what is already known?** A critical review of the existing literature (in the Introduction) situates the book within an academic context and introduces major theoretical concepts. (Usually located in the first chapter)

-How does the study fit into what is already known about the subject matter?

-How does this study fill in the gaps in previous studies?

-Which books or articles are most closely related to this study?

-Explain whether the author identifies the main problem(s) that remain unresolved and how the book attempts to resolve it.

**3) How was the Study Done?** A critical evaluation of theory and methodology.

A brief section (at the beginning or end of a book) that explains whether quantitative or qualitative methods were used.

-Explain the author's rationale for choosing the methods.

-Explain how the author's disciplinary background in relation to the methods used.

-Why did the author choose certain individuals or groups to study?

-Identify and explain which theoretical approach(es) were more effective.

- Identify and explain which theoretical approach(es) were less effective.

**4) What Was Found?** A critical evaluation of main findings.

- Explain the main findings in relation to the main argument of the book.
- Do you think the findings support the author's main argument?
- Which data presented (numbers, graphs, tables, interview excerpts, field notes, observations, and photographs) is more effective in supporting the main argument.
- Explain an additional finding that the author overlooked.
- What is missing in the book's findings?

**5) So What?** What do the book's findings really mean?

This section is the conclusion with the author's commentary about what lessons have been learned.

- Who cares? Why is this important? Why is this not important? What does it matter? Will it ever matter?
- Explains the social, economic, and political implications of the study?
- How will the subjects benefit from this study?
- Would you recommend this book? Why or why not?

**6) Now What?** How can we implement the book's findings?

- What do we do NEXT? What future research is needed on this subject matter?
- What kind of game plan do we need? Do we need a game plan?
- How we take what we learned from this book and convert it into action in the community we're working in?
- How can the general public be more informed regarding the book's content.
- What is the plan of action for communicating the book's findings to the general public?

## Writing in Communication

If you are a Communication major or minor, or just if you are taking communication courses, there are a certain set of expectations that Communication professors have for their students in terms of what they are expected to learn here at CI. These learning outcomes include demonstrating effective collaboration skills with others in one-on-one and small/large group settings and with audiences of diverse memberships; identifying optimal means to communicate depending upon the audience, situation and by understanding the relevance, limitations and effectiveness of different communication technologies and medium; analyzing messages critically for content, purpose, organization, argument, style and meaning; and demonstrating proficiency in written and oral communication (see [Communication Program learning outcomes](#)). We professors believe that, as a whole, Communication students are very good at communicating orally, but we also believe that they could be better writers.

This Writing Guide is a compilation of thoughts from your professors on what constitutes good writing. We hope it is helpful to you as you take Communication courses at CSUCI in determining what we look for in your writing and what expectations we (and employers!) have as you progress to graduation.

### Types of Writing in Communication

As in so many other disciplines, Communication courses require myriad types of writing assignments. Some include homework essays, term papers, personal reflections, primary research, outlines, persuasive arguments, filed notes, portfolios, literature reviews, abstracts, and a host of other assignments. Each of these assignments requires thoughtful consideration and preparation. Writing in a stream of consciousness looks unfocused, and writing like you were texting a friend looks unprofessional (especially when emailing professors!). Solid academic writing takes time and effort, as well as a good grasp of Standard English – both the language and its grammar rules.

### Advice on Writing in Communication

All too often, Communication professors and professors in other disciplines are frustrated by students' poor writing and their lack of attention to detail when it comes to grammar and punctuation. Some of these frustrations include plagiarism, a lack of argument/thesis, a lack/resistance to revision, a lack of attention to detail, poor integration of sources/lack of support for the argument, not getting to the point/lack of clarity, no effort to learn/apply [APA](#), poor grammar/proof reading, lack of distinction between opinion and fact, and other issues.

This Writing Guide is an attempt to address these issues and frustrations. It is an attempt to increase your awareness of variety of kinds of writing, how to address various audiences, and to explain how your professors often see, and want you to see, a purpose beyond any one writing assignment. Just as we enjoy watching you grow and develop as people, we enjoy watching you grow and develop as scholars because you are the future leaders of this country.

The [CI Writing Center](#) is very helpful. There are many people, both students and staff, who are willing and able to help you with your writing, but don't wait until the last

minute! See them early and often. Even professional writers make use of editors to check the author's work for clarity and consistency. The better you write the better your grades and the more willing professors are to write you references and letters of recommendation!

Another thing – do not use the same paper for multiple classes. More and more, professors are using programs such as “Turnitin.” These programs compare your writing to millions of words of text and are very good at finding plagiarized material, including papers you've already written for other classes! Using one paper for multiple classes is academically dishonest and is plagiarism (unless you put the entire second paper in quote marks!).

### Plagiarism

According to our University library's [plagiarism guide](#), plagiarism is “[u]sing other people's words and ideas without clearly acknowledging the source of the information.” It is one of the worst things you can do academically (see [CSUCI's policy on academic dishonesty](#)) and could result in your expulsion from the university. If you use a quote or an idea from someone else, simply cite them. It is the right—and professional—thing to do!

### Punctuation, grammar and sentence structure

By the time a student has reached a university, she or he is expected to know when and where to use commas, periods, semi-colons and colons. He or she is expected to know proper grammar rules and to not write page-long paragraphs (only Dickens seemed to get away with that, but he was paid by the word!). Well-written material illustrates that you not only know the material, but also that you have given the assignment proper reflection and did not just dash something off at the last minute. It is the mark of a professional. On the CI website, you can find all sorts of [resources](#). For example, when doing research papers in Communication, put quotation marks around a direct quote (remember, the punctuation, a period or comma, for example goes inside the quote), unless the citation is at the end of the passage. For example, according to Smith (2012), “Yeats was the finest poet since Homer.” Or you could write “Yeats was the finest poet since Homer” (Smith, 2012).

### **Writing and Documenting Research Papers: APA Style**

Finding academic sources is imperative for doing solid research writing. Using on-line dictionaries or Wikipedia is okay to get ideas of how to proceed, but do not cite them because they are not considered academic sources. To define terms or concepts, find references in the academic literature. To document the facts and ideas that you find and use in your research, create a reference list of sources of information cited and a series of references that indicate which facts and ideas came from which source. The American Psychological Association (APA) style of documentation is used in Communication. What follows are examples of the most common types of citations. For more detailed explanations or for more unusual types of citations, please see the [Publication Manual](#) of the American Psychological Association (6th Edition).

## Reference List Basics

The tables below show the information you need and the format to use for each type of resource on the left. A specific example for that type of resource is on the right. You will also need to know the following as you create your reference list: Double space all lines within and between entries. Examples provided on this handout are single spaced to save space.

- Indent one-half inch (5 spaces) before the second and all subsequent lines in the citation.
- Arrange the completed reference list in one alphabetical list.
- Give only the first city of publication; use official two-letter U.S. Postal Service abbreviations for states.
- Each reference cited in your text must appear in the reference list, and each resource on the reference list must be cited in the text.
- Only the first word of a title or subtitle and proper nouns are capitalized in book titles and magazine, journal, and newspaper article titles and subtitles.
- Use n.d. (no date) when there is no publication date.

## Formats and Examples for Print Resources

### Books

#### Basic Format of Citation

##### Single Author

Last name of author, Initial(s) of author.  
(Date). *Title of book*. City of Publication:  
Publisher.

##### Multiple Authors

Last name of 1st author, Initial(s) of author  
& Last name, Initials of 2nd author. (Date).  
*Title of book*. City of Publication: Publisher.

##### Editor

Last name of editor, Initial(s) of editor.  
(Ed.). (Date). *Title of book*. City of  
Publication: Publisher.

##### Chapter in An Edited Book

Last name of article chapter author,  
Initial(s) of author. (Date). Chapter title. In  
Book editor initial(s) and last name (Ed.).  
*Title of book*. (pp. page numbers of  
chapter). City of Publication: Publisher.

##### Government Publication

Name of Government Agency. (Date).  
*Title of publication*. City of Publication:  
Publisher.

#### Sample Citation

Howell, G. (2006). *Gertrude Bell: Queen of the desert, shaper of nations*. New York: Farrar.

Torrey, E. F. & Knable, M. B. (2005). *Surviving manic depression*. New York: Basic Books. [Note: For more than 6 authors, substitute the phrase "et al." for all subsequent authors after the sixth one.]  
Robertson, G. L. IV (Ed.). (2006). *Not in my family: AIDS in the African-American community*. Chicago: Agate.

Johnson, C. & Bulik, C. (2007). Genetics play a significant role in eating disorders. In V. Wagner, (Ed.), *Eating disorders* (pp. 70-76). Detroit: Thomson Gale.

United States Census Bureau. (2006). *Statistical abstract of the United States: 2007*. Washington, DC: GPO.

**Encyclopedia Article**

Last name of article author, Initial(s). (Date). Title of article. In Encyclopedia editor initial(s) and last name (Ed.). *Encyclopedia title*. Volume number (pp. page number(s) of article). City of Publication: Publisher.

**Magazines, Journals, and Newspapers Magazine**

Last name of author, Initial(s). (Date in year, month day format). Title of article. *Magazine title*, Page(s).

**Journal**

Last name of author, Initial(s). (Date). Title of article. *Journal Title*, Volume number (Issue number) Page(s).

Stoiber, K.C. (2000). Academic intervention. In A.E. Kazdin (Ed.), *Encyclopedia of psychology*. Vol. 1 (pp. 14-17). New York: Oxford University Press.

Cannon, A. (2004, August 9). Overcrowding, violence, and abuse—state juvenile justice systems are in a shockingly chaotic state: Now finally the Feds are stepping in. *U.S. News & World Report*, 28-32.

Leon, C. S. (2007). Should courts solve problems? Connecting theory and practice. *Criminal Law Bulletin*, 43(6) 879-899.

As you can see, we professors have huge expectations for your writing. Even so, we truly believe that Communication students have the ability to be excellent writers, and we will do everything we can to ensure your continued growth and success as writers. We are always available to answer your questions and to help you succeed in any way we can.

## Writing in English

The English Program offers a bachelor's degree in English with optional emphases in multicultural literature, creative writing, and English education. We also offer writing intensive courses to students from across the campus, including first year composition, upper division interdisciplinary courses, a minor in English, and a technical writing certificate—all open to students in any discipline.

Students completing coursework in English will find that writing in this program is intensive, emphasizing analytical reading and critical thinking, drafting and revision, collaboration, analysis and synthesis of scholarly research, student engagement, attention to detail, and awareness of purpose and audience. Additionally, we have found that the most successful students are those who cultivate an openness to diverse perspectives and teaching methods among faculty, display a sense of humor and willingness to take risks as a writer and thinker, and develop a sense of intellectual curiosity and willingness to investigate coursework beyond the material presented by the instructor.

## Types of Writing

While there are a variety of writing genres assigned in the English program, here are several that you are likely to encounter:

**Literary Analysis** – A literary analysis essay is your interpretation written in the form of an argument that you make about one or more original text(s), author(s), theories, and/or historical or political context(s). In this kind of writing, you typically avoid extensive summary (assume the reader has read the work and just needs a reminder of particulars). Also avoid offering extensive personal comments on what you liked or didn't like. Instead, *analyze* and *interpret* what you see, and connect where relevant to other texts, authors, or theories. Consider other voices you have read that might offer a different perspective on your interpretation. As you go along, offer evidence, direct or paraphrased, for your points. Use your conclusion to consider why your argument matters.

**Research Paper** -- A research paper is typically the product of a larger process in which you identify a topic of interest; narrow or expand the topic appropriately; locate, evaluate, and select appropriate sources; read the sources carefully; and compose an analysis in which you present what you have learned about your topic from your sources. Your choice of topic and sources are integral to the success of your paper, like using good ingredients in a recipe. So, while you might use Wikipedia and Google to gather information about your topic, avoid using them as your final sources. Instead, look for peer-reviewed articles, books, and quality websites. Remember to think critically about your sources – you are not simply summarizing what they all say, but rather analyzing the information to develop an understanding or flesh out an argument. Citation formats are especially critical here, so make sure that you allow enough time to cite properly. See below for help with citation formats.

**Group (Collaborative) Projects or Presentations** – Group projects mimic real world writing situations, in which teams work together to produce complete documents. These tend to be among the most popular and most feared assignments, because they require students to rely on other people to complete a final product. We have found

that communication and time management are critical to successful group projects. Choose your group carefully—often, the more successful group may not include your close friends—and make sure you are providing helpful input into group decisions. Often it helps a group to have someone make a list or table of ideas on the white board or a piece of paper. Communicate back to your professor as needed, and especially when problems come up. Keep track of the tasks everyone is assigned to do, and schedule more meetings than you think you will need; collaborative papers almost always take more time than individual ones. Ask for a CI Learn space to “meet” electronically so that you can begin writing early and posting your ideas for one another.

**Creative Fiction or Non-Fiction** – Fictional or non-fictional narratives provide students with the opportunity to use dialogue, description, plot, point of view, characterization, language, and imagery in the service of telling a story. Even if you are new to this genre, we encourage you to try your hand at it. You will have many resources available to you as you write and revise this work, including coursework and peer and professor feedback. Asking questions of your readers and listening carefully to their feedback will help you significantly. Be prepared for most of the “work” of writing narrative to happen during the revision process—consequently, most of your learning will happen there too.

**Journal Responses** – Professors in English may assign journal responses as a way to encourage students to engage with the course material. Rather than passively reading, journaling encourages you to question, problematize, connect, summarize—to prepare for class assignments and discussions. Because there are many different kinds of journals, make sure you ask questions to understand how your professor is using yours. For example, some journals are completed on CI Learn and will be made public to others in your class. Try to schedule time for your journaling on a regular basis; waiting until the last minute to fill in pages and pages of entries is frustrating and counterproductive to learning. Also, keep it academic in tone; most journals are not intended to be diaries or daily records. Make sure to put a heading and date on each page so your professor can grade it easily.

**Oral Presentations** – In English classes you may be asked to present material to the class orally. The purpose is both to expose students in the class to more readings and points of view than they could absorb on their own, and to enable students to practice public speaking. For both reasons, in oral presentations it's especially important to clearly and accurately convey the main points of the piece(s) you have read—or whatever material you've been asked to present. When problems occur, they are often in the areas of organization and time management. Outlining your points ahead of time and practicing in front of friends or family will significantly improve the quality of your talk. Make sure to proofread your handouts and/or PowerPoint slides carefully so that they look professional. Some suggestions for effective PowerPoint presentations are available [here](#); be sure to look at the additional recommended sites at the bottom of the page for more pointers.

**Poster Presentations** – Although English courses do not tend to use posters as often as in some other disciplines, they may come up—especially in Capstone courses—as a way to display your learning for an audience. Your professor will help you consider expectations for your poster. The library has a helpful [site](#) for poster development.



**Technical writing** - Most writing in the professional context (email, memos, proposals, marketing brochures, user manuals, etc) falls under the umbrella of technical writing. At heart, it is translation work: you must take specialized source material (engineering specs, for example), and present this appropriately to the audience (a business client without an engineering background). This requires dexterity in both technical expertise and the written language. To be successful, students will need to work together to produce writing that is easily and quickly understood by the target audience.

## Format

Students will discover that all college-level English courses move well **beyond the five-paragraph essay** format they may have been taught in high school.

While grammar, spelling, and syntax are important elements of successful writing, college-level English courses are concerned first and foremost with higher-level matters such as organization, development, and support.

All writing in English is expected to be **professional and readable**, conveying attention to and respect for the reader (including the instructor and fellow students). Students will learn that decisions about **document design** (including font selection and size, margins, font color, and so forth) play a role in how the texts they generate are received by their readers.

Becoming a good editor of your own work is essential in this program and beyond. This [site](#) has some good suggestions for how to do so.

Students will also learn that citation and documentation formats are determined by each writing task. Regardless of which **citation format** is being used (MLA, APA, etc.), it is essential that you use it **consistently**. Haphazard and/or inconsistent formatting often conveys a lack of attention to other aspects of a writing assignment; close attention to detail is essential to a successful paper.

## Suggested Resources

**University Writing Center:** The Writing Center supports students at any stage of the writing process, including interpreting an assignment sheet or writing prompt; brainstorming, organizing and developing ideas; drafting, editing, and polishing an essay; and integrating and documenting sources. Call or email to schedule an appointment: [writing.tutors@csuci.edu](mailto:writing.tutors@csuci.edu) or (805) 437-8409. Additional resources can be found on the [website](#).

**Broome Library:** our campus library offers an array of services and resources that can help students succeed in English courses. Students can visit the library [website](#) or consult the reference desk to learn more.

**[The Purdue Online Writing Lab \(OWL\)](#)**: this digital writing center offers a variety of student-friendly materials on research and documentation, common writing assignments, grammar, mechanics, and so forth.

## Advice about successful writing within the English Program at CI:

### *Composition Program*

Students in the **Composition Program** will not typically write about literature (novels, poetry, drama, etc.). Rather, the primary focus in composition courses is on expository, analytical, reflective, and research-based writing. To fulfill their **First Year Writing Requirement**, students can choose between the two-semester **Stretch-Composition** sequence (ENGL 102-103) or the intensive, one-semester writing course, **Composition and Rhetoric I** (ENGL 105).

**If you need help in deciding which composition course to take, see the [Directed Self Placement](#) area on the [Composition Website](#).**

### *What to expect in the Composition Program*

In the **Composition Program**, all student writing is **portfolio-based**. Students have the entire semester to draft, revise, edit, and receive extensive feedback from peers, their instructor, and Writing Center tutors. At the end of the semester, students submit their strongest essays in a portfolio that is **scored holistically** by the composition faculty. A classroom teacher does not score his or her students portfolios. Rather, all portfolios are blind-scored by other members of the composition team. All portfolios are assessed using the same scoring criteria.

Because student writing in the Composition Program is not graded until the end of the semester, students are expected to follow **strict deadlines** for submitting drafts over the course of the term. **Consistent attendance** is crucial in making sure students give and receive the feedback they need to revise and edit their work. Instructor feedback will come in the form of face-to-face conferences (both during and outside of class) rather than in written remarks on a student paper. **Oral feedback** is not only more effective and productive for students but also helps them become critical readers of their own writing.

Composition courses emphasize **collaborative learning** and often include collaborative research and writing as well. Students in composition classes learn as much from their peers as they do from their instructor. Students are expected to read and respond to one another's work with a thoughtful, critical, and respectful eye. Each composition classroom becomes its own **learning community** and is thus dependent on the active and full engagement of each member of that community.

Students in composition courses learn methods to help them **read like writers**. This includes learning effective strategies for approaching scholarly articles. Students will also learn how to use academic databases for finding scholarly (peer-reviewed) articles on a given research topic.

Additionally, students will be taught practical methods for analyzing and evaluating difficult texts and for integrating those texts into their own writing.

Upon successful completion of composition coursework at CI, students

will achieve the following **learning outcomes**:

- **Critical Thinking:** an ability to analyze written work, to frame conclusions from a range of information, and to predict outcomes based on known information.
- **Research Skills:** a familiarity with CI library resources and major databases; a proficiency in basic computing skills; and an ability to discern valid research conclusions and to design, conduct and defend a research project.

*For additional information on the Composition Program, visit our Facebook page at [JVVVcc 'Vta #7 -BGD](#), follow our Twitter feed at [twitter.com/CIDSP](#), or contact the Composition Coordinator, Dr. Stacey Anderson, at [stacey.anderson@csuci.edu](mailto:stacey.anderson@csuci.edu).*

### **What to Expect in the English B.A. Program**

Students in the English BA Program should keep electronic versions of all their work in a safe place. The semester prior to graduation, students submit a portfolio that demonstrates that they have met the outcomes for the program. Faculty members use your portfolio to gauge how ready you are for Capstone, to help you begin thinking of topics for your Capstone project, and to help us assess the program. Requirements and deadlines for the portfolio are available on the [English B.A. Program](#).

When we assess our program, we look to see if students have met our learning goals, all of which include writing:

#### **English program graduates will be able to:**

- Express themselves effectively in writing and speech, including appropriate use of English grammar and usage conventions.
- Examine texts, issues, or problems in the disciplines from multiple perspectives (multicultural, interdisciplinary, international, experiential, theoretical and/or educational).
- Effectively use current scholarship in the field.
- Analyze a range of texts, representative genre(s), periods, ethnicities and genders.
- Articulate an understanding of relationships between the field of English and other disciplines.
- Reflect substantively on their growth over time with an accurate perception of their performance in the program.

## Writing in ESRM

The Environmental Science and Resource Management (ESRM) Program places great emphasis upon effective and elegant communication. Our ESRM faculty consider being able to communicate technical material an essential skill set. Along with proficiency in collecting, analyzing, interpreting, and presenting quantitative data both in the field and laboratory, and being able to understand the interdisciplinary context of environmental challenges, technical writing is a core skill set you must master to succeed both here at CSUCI and after graduation. While few of us begin our journey as great writers, our ESRM curriculum is designed to develop your potential and ultimately grow you into a strong professional writer by the time you graduate. To ease this transition, we offer the following guidelines and expectations for work produced in ESRM courses here at CSUCI.

When you first enroll in the ESRM Program, you are expected to be proficient writers of English with a strong command of basic spelling and grammar rules and traditions. We also expect that you will:

- Have a strong working knowledge of Microsoft Word. While use of alternative word processing software is acceptable, all students will be expected to be proficient users of Word.
- Have a strong working knowledge of Microsoft Excel.
- Seek out assistance from Program faculty and university-wide writing support resources (particularly the Writing Center) whenever you have questions or uncertainty with regards to writing.
- Show a commitment to growing your writing skills and constantly strive to improve your abilities, regardless of your level of proficiency.
- Communicate with your instructors and colleagues in a professional manner at all times.

By the time you graduate from the ESRM Program, we expect that you will be strong writers, familiar with all the conventions of technical writing. We also expect you to:

- Be experienced users of Microsoft Word, Excel, PowerPoint, and ArcGIS.
- Be experienced users of bibliographic software and graphing software.
- Be able to author technical work in a range of genres, particularly technical reports, oral presentations, and posters.
- Have authored at least one major scholarly work on a topic of your choosing (*i.e.* a senior capstone report).
- Have authored at least one major scholarly poster on a topic of your choosing (*i.e.* a senior capstone poster)
- Have extensive experience revising and editing technical writing.
- Be proficient summarizers of technical work.

## How to use our guide

This guide comprises our default expectations for writing and related activities in our ESRM program. While individual professors may have somewhat different expectations for individual assignments or even a particular course, unless your instructor specifically

gives you instructions to the contrary, these are the guidelines you should adhere to for all ESRM courses at CSUCI.

## General Expectations

### Types of ESRM Writing

As a student in the ESRM Program, you will be exposed to most or all of the following types of writing during your course of study here at CSUCI:

- Thesis Statements
- Reading Summaries
- Lab Reports/Write-Ups
- Technical Reports/Term Papers
- Persuasive Writing
- Senior Theses
- Slideware-based Oral Presentations
- Posters
- Annotated Bibliographies
- Professional Letters
- Resumes

### Learning by reading

In addition to containing much information about the particular subject at hand, frequent reading and analyses of other writers' work (particularly peer-reviewed work) will greatly enhance your own writing skills and improve your ability to spot common errors and edit. To be a good writer you must first be a good reader. In that vein, we offer below some suggestions for reading the genre of writing students describe as the most difficult to read and comprehend; technical research papers in peer-reviewed journals.

Realize that, in the context of our courses (and science in general for that matter), the word "criticism" does not have a strictly negative connotation. You should be thinking both about the strengths of the work as well as its weaknesses. As you are taking notes or responding to these works, try and avoid one-word or one-sentence assessments. If you liked something the authors did, think about *why* their statement or approach was effective. If you didn't like or were confused by something in the paper, *describe* the problem as you see it and reread the section. An excellent habit to adopt is for you to summarize/comment briefly upon each paper you read. If you are new to reading technical papers, briefly commenting on the strengths and weaknesses of each section will really help your progress down the technical writing road.

### Sections of ESRM Papers

Here is a brief breakdown of each section of a typical scientific paper along with a few specific questions (in dark red) that may help you focus your critical evaluation of a given paper:

### Title

- This should be brief description of what was done and/or elucidated.

Can you tell what was done/discovered?

### Authors

- Author order generally represents a progression of delivered effort and labor from greatest to least.
- The first author wrote most of the paper and/or is in charge of both the overall study and/or shepherding it through the writing, review, and publishing hurdles.
- Frequently the last author is the professor whose lab oversaw the work or the researcher who secured the funding for it.

### Abstract

- This is a brief summary of each of the subsequent sections. It is an abbreviated encapsulation of why, how and what was done in this experiment or study.
- After the title, this is the one thing everyone will read.

Does this make you want to read the rest of the paper?

### Keywords

- These are chosen to increase the chances that a search engine will flag this study for those hunting for information on a particular topic.
- Keywords are generally limited to only a few terms (three to six typically).
- Search engines typically look through the title, abstract, and keywords. Therefore the most effective keywords are terms or phrases not employed in the title or the abstract.

Are these terms likely to draw in people searching for information about this topic/organisms/question?

### Introduction

- Begins with a problem statement and then progresses to an outline of the work.
- Generally moves from broad concepts to the specific topic of the research, concluding with the hypothesis or hypotheses to be tested.

Why is this study being conducted?

Is the hypothesis stated clearly?

Should this study have been conducted based upon the information provided?

### Methods

- This explains exactly what the researchers did over the course of their study.

- The description needs be of sufficient detail for others to reproduce it (including the manufacturer of particular equipment, concentration of chemicals, *etc.*)

What did they do?

Do you have enough information to repeat this work if necessary?

Does the experimental design provide a rigorous test of the stated hypothesis?

Are there potential confounding factors not evaluated in this experimental design?

### Results

- Reports the data collected. Depending on audience and nature of the dataset, this can range from raw values to results of post hoc statistical tests. An increasing tendency in recent years for large datasets is to simply report the summary statistics in the body of the paper and then deposit the entirety of the raw data in an online appendix or supplement (see below).
- This section should provide only a minimum interpretation of the data.

What happened?

Are the results ambiguous?

How do these results support or reject the hypothesis being tested?

### Discussion

- Interprets and analyzes data from Results section.
- Places the study's findings in the context of previous or contemporary work.
- Identifies any limitations of work.
- Spells out the key implications of this work.

Are the authors' interpretations of the results justified?

How do these findings contribute new knowledge to our collective understanding?

What is the next step or future research suggested by this work?

Conclusion (often not a distinct section, just the very last part of the Discussion)

- Should recap the key overarching problem.
- Goes from specific results of this study to the broad concepts / challenges.
- Summarizes the key conclusions.

### Acknowledgements

- Gives credit and acknowledges the help of others who may not be in the author list.
- Describes who funded the work.
- Often can give insight as to why the study was done (e.g., "This work was done in partial fulfillment of the requirements for a Master of Science at the University of California Los Angeles").

### References (= Literature Cited)

- An essential part of the paper.
- Cites every concept or datum that didn't originate with the author.

### Appendix or Supplement

- This is generally used to ease the reading of the paper.
- This is an increasingly popular mechanism to make large datasets available.

### Overall Paper

Do the authors present a compelling case for their conclusions?

Was it worth your time to read this paper?

Does this inspire you to do a study of your own or suggest a new avenue for exploration?

What are the management implications of this work?

What are the strongest aspects of this paper; what are the weakest?

What arguments worked well? What arguments could stand to be improved?

### **Hardware Expectations**

All students need reliable access to computer systems. While owning a computer is not necessary, we strongly encourage students obtain a relatively recent laptop for use during their studies at CSUCI. While computer laboratories and laptop check-outs are available at the CSUCI Library and from other locations, having a computer at one's disposal will greatly aid in both conceptual learning and general skill development.

All students need to be able to set up and print to large-scale plotters. Plotters are most typically used for printing large-scale maps and posters. Currently, the only student-accessible plotter is in the ESRM GIS Lab (BT1352). Access to this plotter is currently available via GIS Lab computers.

### **Software Expectations**

Required:

Microsoft Office Suite (Word, Excel, PowerPoint).

Bibliographic software (Zotero or Endnote)

iTunes (version 10.0 or later)

Strongly suggested:

Professional Graphing Software (SigmaPlot, Systat, R, Omnigraph Sketcher, or equivalent)

Statistical Software (SPSS, Systat, R, JMP, or equivalent)

Minnesota DNRGPS (version 6.0 or later)

Upon completion of the ESRM curriculum, students will have demonstrated a working knowledge of and basic proficiency with the following programs. While the expense of full individual licenses for these programs will put them out of the reach of most students, these programs are available on all ESRM classroom computers and on computer lab machines across the campus. Site Licensed programs include:

ArcGIS suite (version 10.1 or later)

SPSS (version 19.1 or later)



## Acceptable Electronic Formats

Only the following file formats are acceptable for electronically-submitted work unless specifically articulated by a particular instructor:

doc docx xls xlsx pdf jpg tiff ESRI family of file extensions

## File Naming Convention

All electronic files will be labeled as follows:

[Last Name],[First Name][ESRM Course Number]\_Title].

So, for example, a Week 4 Reading Summary submitted by Jenny Sanchez should be labeled as:

Sanchez,JennyESRM313\_Week4Summary.docx

or perhaps

Sanchez,JennyESRM313\_Week4Reading.pdf

## Overall document:

*Reports and General Submissions*

Identification: Student's full name, course number, and date submitted should be on the first page, generally in the upper right header region.

Margins (top, bottom, left, right): 1"

Font: Times New Roman

Font size: Main body of the text = 12pt.

Titles, headings, etc.: may be larger at the discretion of the author but generally no larger than 24pt.

Spacing: single space (unless noted by instructor) In-text Citation Format:

(Author-Year; unless noted by instructor)

Literature Cited Format: Ecology (unless noted by instructor)

*Slideware Slides*

Identification: Student's full name, course number, and date submitted should be on the first page, centered towards the bottom of the first slide, under the title of the presentation.

Margins (top, bottom, left, right): while there is no clear standard here, for text, 0.5" is a good starting point

Font: Arial

Font size: Main body of the text = 28pt

Titles, headings, etc.: may be larger at the discretion of the author but generally 40pt is large enough

Spacing: single space between blocks of related text, double space between text separated by bullets or other grouping rules

Color: This is a matter of personal choice, but light colored fonts (e.g., white or beige) on a dark colored background (e.g., black or dark blue) are preferred and easiest for an audience to read at a distance.

In-text Citation Format: (Author-Year; unless noted by instructor)

Literature Cited Format: Ecology (unless noted by instructor, placed on the final slides)

## Writing in History

As a discipline that documents and interprets continuity and change through time, CI's History Program prepares students to search into the human experience, as well as to communicate and analyze historical interpretations and ideas, verbally and in the written form.

### Types of Assignments

The range of history courses offered is widespread, and so are the types of writing you may encounter. In any given course you might be expected to write some combination of assignments, including research papers, analyses of primary or secondary sources, reflection papers, journals, or in-class essays.

In your writing, you'll be expected to master a variety of elements, including creating and supporting a thesis, handling historical evidence, writing clearly and analytically, and using proper structure and mechanics (spelling, punctuation, grammar, etc). You also are expected to cite appropriately and properly in all assignments.

### Advice for Writing in History

Strong writing demands time and care. Assignments may vary in length, but in many cases honing a short essay in order to leave the solid, essential core can be as hard as writing a longer paper. In all cases, you are expected to write and revise several drafts before turning in any assignment, leading to the best possible paper. Tutors at the University Writing Center (Broome 2360) are available to help you draft, revise, and edit your writing.

Finally, realize that each and every history instructor is willing to help you with your writing, and you should see the faculty as a valuable resource. Please take advantage of office hours and time outside of class to work with them. We look forward to seeing you, both inside and outside the classroom.

## Writing Homework Assignments in Mathematics

One of the largest cultural shifts in college mathematics courses is instructors' expectation for written homework assignments. Where in the past, you may only be asked for a numerical answer to a mathematics problem, in your college mathematics course you are required to formally write-up a complete solution to your homework problems. The purpose of this guide is to convey common expectations for written homework and provide some a process for meeting these expectations.

### Expectations

Your mathematics instructors expect written homework assignments to be correct, clear, and complete. Homework assignments that meet these expectations become a resource for you in your preparation for exams. It is easy to forget ideas and strategies two weeks later after you've moved on to a new chapter. Well written homework assignments help you remember how to solve problems. Well written homework assignments are part of the learning process itself. In order to achieve correctness, clarity, and completeness of answers, you will need to understand that mathematics at a deeper level.

### Correctness

Correctness means that the answer you give is the precise and true answer to the question. You should check your answer by looking over your calculations and your logical deductions. If you can plug your solution back into an equation to verify your solution, you should do this as well. It may be possible to test whether your answer works for small or convenient numbers. This will not prove your answer is correct, but it will give you some evidence for correctness. Every solution must include a justification of why your answer is correct.

Checklist for Correctness:

1. Did you check your calculations for arithmetic errors?
2. Did you attempt to verify your answer?
3. Does your answer fit with other things you know?

### Clarity

Clarity of your written solutions has two components: clarity of presentation and clarity of ideas. A clearly presented solution indicates the question, is written legibly, and is formatted on the page in a way that enhances understanding. Indicate your answers clearly, for example, by boxing or highlighting them.

In order to show clarity of ideas, solutions should tell the reader the key ideas, define variables, and reference outside results. If you are graphing something, clearly label your axes and indicate clearly what you are graphing. If you introduce variables or functions to solve a problem, tell the reader precisely what each variable represents or function is by describing the input and output of the function.

A solution is more than a string of calculations. Even if the problem requires many calculations, you need to justify important steps. Your reader should be able to follow your calculations. If you are referencing an outside result, remind the reader what the result says or is. For example, justifying a result by saying “by Taylor’s Theorem” is better than “by Thm. 5.3”, but “by Taylor’s Theorem, which describes how to approximate functions with polynomials” is even better.

In addition to justifying your steps, a clear solution uses symbols appropriately to enhance the reader’s understanding. Equal signs mean “is equal to” not “this is the next step” or “I hope these are the same”. Use equal signs to tell the reader that two expressions are the same. You can use arrows to convey the idea of “this is the next step”. Using symbols appropriately makes calculations clearer. It can be fun to try use many symbols, but clear use of symbols helps people understand your work.

There is a connection between clarity of presentation and clarity of thought. Often an incomplete understanding of the mathematics leads to a muddled or mixed up presentation of the solution. The strategy or algorithm you are using to solve a problem must be clear to both you and the reader. Every solution strategy has steps, and you should format your solution to make each step clear. Organizing your solution to reflect the strategy reinforces your understanding of the strategy. Clearly presenting solutions is part of the learning process.

**Caution:** Instructors may vary in how they want written homework to be presented. You should always make sure you understand each mathematics instructor’s expectations for clarity. Most instructors will have expectations for clarity close to the expectations described in this section

Checklist for Clarity:

1. Is your name on every page?
2. Is your homework stapled or otherwise packaged?
3. Have you indicated your answers clearly, for example by boxing or highlighting your answers?
4. Have you used equal signs appropriately?
5. Have you clearly indicated which questions you are answering?
6. Does the formatting of the solution on the page guide the reader to important steps and ultimately to your answer?
7. Are complicated steps described or otherwise justified?
8. Have you defined or labeled your variables and/or axes?
9. Have you reread the solution pretending you are not the writer of the solution?
10. Is the formatting of the solution aesthetically pleasing? Have you given credit to any sources (human or otherwise) used? But then a brief note about acknowledging sources would be needed in the text.

### **Completeness**

A complete solution includes all the information necessary help a reader understand your thought process and solution strategy. A complete solution includes a rephrasing of the problem that you solved. Completeness means that a solution is self-contained

and understandable with minimal outside material. Your solution must accurately reflect your thinking about, strategy, and understanding of a mathematical problem.

Checklist for completeness:

1. Does the solution restate or otherwise indicate the problem that is solved?
2. Are there any steps that you are unsure of?
3. Does the solution tell the reader the strategies or logical framework of the solution?
4. Have you indicated any questions you have about your solution to the instructor?
5. Have you asked a classmate to judge whether the solution makes sense to them?
6. Have you give credit to any sources (human or otherwise) used?

### **Don't Panic!**

Whew! That's a lot of expectations! You may feel overwhelmed at this point.

These expectations reflect a major cultural change in doing homework assignments. Your instructors understand this, and we want to help you get better at meeting these expectations. You'll have many homework assignments during your time at CI, which means many opportunities to improve. Like any new skill, writing better homework solutions takes practice. That's part of the reason your instructors give you many homework assignments.

If you're used to simply giving answers and being done with an assignment, these expectations can feel daunting. Meeting these expectations require changing the way you do your mathematics homework. For each credit hour in class, you are expected to concentrate for 2-3 hours outside of the classroom meetings. In mathematics courses this outside of class time is largely taken up by homework. Meeting these expectations means that you will need to spend at least 6 hours a week on your homework.

### **Process**

The first section of this writing guide describes Mathematics Instructors' expectations for weekly homework assignments. This section is designed to help you meet these expectations by describing a process of crafting high quality solutions. The most important thing for you to do to turn in good homework assignments is: Look at the homework assignment early on, and budget time throughout the week to complete it. This will ensure that you can successfully navigate this four-step process: Understanding, Solving, Writing, and Reviewing.

#### **Phase 1: Understanding the Assignment**

Before you start working on a problem, you first must understand what the problem is asking. For some problems, where you are asked to perform calculations, it may be clear what the problem is asking. For other more in-depth problems, understanding what the question is asking may be equally as hard as working out the problem.

If you're having trouble understanding the assignment, your instructor, your textbook, your classmates, and even the Internet are all good sources of clarifying information. When you ask your instructor questions about the assignment, try to be as specific as possible. What do you understand about the question, and what aspects of the question are confusing? Have you looked at your textbook for similar problems that clarify the question or problem you are working on? Have you compared your thoughts about what the question is asking with fellow classmates? What tools or strategies could you try out on this problem?

### **Phase 2: Solving the Problem**

Once you understand the problem, you should select or craft a strategy to solve the problem. This strategy may have many steps or may be a straightforward calculation. At this point you're doing the work to figure out an answer. You may try a few different approaches before one ultimately works. This is the "scratch work" phase.

Even though you are still trying to solve the problem, it's important to be careful in your scratch work. Taking shortcuts or doing too many calculations in your head can lead to errors. A good practice in your scratch work is to do only one step per line of calculation. This may seem like you're slowing yourself down, but you'll ultimately save time when you look over your calculation for errors.

Once you have a solution, check to make sure the calculations are done correctly and your answer makes sense. At this point it is appropriate to verify your solution with an outside source if at all possible. Convince yourself that your answer is correct before you start writing up your solution.

### **Phase 3: Writing up your Solution**

Once you understand the problem and understand the solution, it's time to package that understanding into a clear, complete, and correct write-up. The final product that you turn in should be separate from your scratch work in Phase 2. In this phase you formally write your solution.

If you were careful in Phase 2, rewriting your solution is relatively easy. Start by writing down the problem you are solving. You can rephrase the problem; it does not need to be word for word the problem from the book. The reader should be able to understand the problem you are trying to solve without referring to the book.

For the solution, outline the strategy you are using to solve the problem and include the calculation that carries out that strategy. Calculations do not speak for themselves. It is important to make brief notes next to your calculations that explain how one line of calculations becomes another. Including these notes will help you in the future when you use your homework as a study resource.

Crafting these solutions is a form of writing. The text and calculations should be formatted for understanding. You need to use sentences and paragraphs. Spelling and grammar is important as well. Use equal signs appropriately. Every equation is a

sentence with the equals sign a verb. The equals sign does not mean “next step” it means “is equal to”.

A well written solution forces you to better understand your problem solving strategy. Writing up solutions is part of the learning process; it helps you organize your understanding of course material. Well written solutions are a learning resource for you when you revisit material before examinations.

**Phase 4: Reviewing your Solution**

The final phase of the homework process is to look over what you have written. Spend time reviewing your work for clarity, correctness, and completeness using the checklists for each. Make change or additions to create better solutions. When you are satisfied with your work, congratulate yourself. You've created a document that clearly reflects your knowledge and understanding. Even more, the process itself has solidified the understanding of course material in your brain. Through this process you become better at mathematics, making the next homework set easier.

## Writing in Nursing

The Nursing Program believes that the foundation for understanding the self and others is provided through a balanced program of arts and humanities, social and biological sciences, and professional courses. Writing is integral to expressing your understanding within and across these disciplines. Moreover, the ability to communicate effectively is essential to the development of the professional nurse.

Upon entering the program, we expect that you will understand basic grammar, sentence and paragraph structure.

As you continue in the program, you will be expected to use technical writing for a professional audience of nurses. Upon graduating from the program, you should be able to devise a cogent thesis statement and produce a paper that supports the thesis with properly researched and cited evidence.

### Types of Writing Assignments

As a student in the Nursing Program, you will complete examinations, written course assignments and individual/group presentations. You will also find the following kinds of writing are expected:

- Study guides to focus your learning.
- Various media projects and academic poster sessions
- Daily patient care preparation plans
- Simulations
- Patient care studies
- Projects for clinical courses that apply your knowledge of nursing research and patient education
- Research projects
- Research posters presented at the Faculty-Student Research Forum each spring as part of NRS 350, Nursing Research.
- Service learning projects connected with community needs

### Advice on Writing in Nursing:

A good way to prepare for writing in the nursing program is to read nursing journal articles. CINAHL, which is included in the CSU Channel Islands on-line data bank, is the best resource for this type of article. The articles provide good examples of the presentation of health care evidence and supportive data. Reading journal articles will assist you in adopting the language and style customarily used in nursing writing.

### Resources

Students are encouraged to review examinations and written course assignments and meet with faculty during office hours to discuss grades or to determine learning needs. The personal interaction with your instructors is key to identifying the source of the difficulty and getting the help you need.

In addition to the instructor, students are advised to consult helpful resources that are available, including:



- The simulation lab instructor
- Tutors in the writing center
- The learning center
- Study groups
- Newly added peer tutors.

**Expected format:**

The nursing program requires APA format. [The Purdue Owl](#) is an excellent resource, as is the APA 6<sup>th</sup> Ed. publication.

## Writing in Performing Arts

In the Performing Arts Program at CI, writing is a vital element of all the emphases (Dance, Music, and Theatre). Writing provides an opportunity for PA students to communicate their ideas in a variety of ways that are both creative and analytical. Whether commenting on existing performances (choreographies, compositions, plays, etc.), or devising original pieces, it is necessary for PA students to master writing skills, so they may convey their thoughts and express themselves to their full potential.

In creating works for performance, writing can be integral to the process (lyrics, dialogue, stage directions, etc.). Other times writing serves to introduce or explain a work (promotional materials, program notes, etc.), or to write reviews (concert, theater, CD, dance reviews, etc.), or to write adaptations or translations of existing texts. Examining or researching the works of others, and creating one's own written work are skills that can be learned. These writing skills will serve PA students academically, professionally, and personally.

### Types of Writing in The Performing Arts

Writing in the Performing Arts includes a great variety of assignments/tasks that fall into two main categories, analytical and creative writing, which may overlap in some cases.

Analytical writing: *Task/assignment names may vary depending on the nature of the course and background of instructor*

- Research papers
- Critical responses
- Reports
- Presentations
- Articles
- Essays
- Concert reports
- Music journalist assignments
- Journal entries
- Peer reviews
- Personal reflection papers

Creative writing:

- Scripts (original and adaptations of literature and narratives)
- Stage plays
- Song lyrics
- Dialogue
- Stage directions
- Scenarii

## Writing Outcomes in the Performing Arts

When completing writing tasks in the Performing Arts Program, students are expected to do the following:

- Practice critical thinking when they
  - Analyze and interpret primary sources (performance texts in a variety of forms—script, notation, live performance, recorded performance—whether dance, music, and / or theatre)
  - Articulate, through a recursive process of drafting and revision, a critical research question or problem in clear prose
  - Utilize the resources of the CI library and the Internet to locate sources (primary and secondary) to answer that question or solve that problem
  - Analyze, synthesize, and evaluate sources (primary, secondary, or tertiary)
  - Distinguish their thoughts and ideas from those of secondary sources by citing others' work appropriately and articulating a thesis, i.e., the answer(s) to a question or solution(s) a problem
  - Construct, through a recursive process of drafting and revision, a sound, logically supported, and persuasive argument in clear prose
  
- Practice creative thinking when they
  - Utilize the resources of the CI library and the Internet to locate sources (primary and secondary) that serve as inspiration for original creative works of performance
  - Analyze, synthesize, evaluate, and appropriately cite sources (primary, secondary, or tertiary) as context, inspiration, or adaptation material for composing or adapting a creative performance work
  - Experiment freely with different choices in order to compose, through a recursive process of rehearsal and revision, an original performance work
  - Articulate the significance, theme, and purpose of their work
  
- Practice process-based thinking when they
  - Write a plan for completion of a research or creative project
  - Reflect on stages of an on-going or recently completed project in formal or informal writing
  - Analyze and evaluate their creative or research project in an early phase in order to make revisions
  - Analyze and evaluate other students' creative or research projects in an early phase in order to provide constructive feedback

## Assessment Rubrics

### Example 1

Research Paper CHECKLIST:

1. The development of ideas/issues
  - Was the thesis/main idea clearly expressed?
  - Was there a clear development/flow of ideas?
  - Was each idea completed?

- Were there quotations from the primary source/text?
- How effective were they?
- Were there citations from secondary sources?
- Were they used effectively?

2. Writing style and clarity

- Did you understand each sentence?
- Did spelling, grammar, and punctuation need revision?
- Were there any slang/colloquial expressions or jargon? Were they necessary?
- How successful was the conclusion?
- Was the Works Cited page formatted appropriately?

*Example 2*

Journal Writing RUBRIC:

<b>Dimensions</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs work</b>
<b>Quality of Engagement</b>	Usually successful in using free-writing to explore and reflect on questions, problems, and possibilities in the creative and critical processes and how they overlap. Frequently raises questions, and wrestles with how to answer them. Explores the implications of any ideas or insights after stating or describing them.	Often successful in using free-writing to explore and reflect on questions, problems, and possibilities in both the creative and critical processes, although may focus more on one process over the other. May occasionally ask questions without attempting to answer them, or state an idea or insight without exploring it further.	Focused primarily on polished prose, spelling, word choice, etc., rather than free-writing. Usually summarizes, describes, or makes statements without exploring or reflecting. Rarely raises a question and tries to answer it. Refuses to engage personally with creative or critical processes.
<b>Quantity of Engagement</b>	Averages more than two separate entries, or more than four pages of free-writing, every week. May demonstrate a denser concentration of entries in one period and fewer entries in another period, but demonstrates continuing sincere, personal reflection overall.	Averages one to two entries, or two pages of free-writing, every other week. May demonstrate a denser concentration of entries in one period and fewer entries in another period, but demonstrates continuing sincere, personal reflection overall.	Averages less than two separate entries, or four pages of free-writing, per month. Demonstrates sporadic or insincere reflection.

## Writing in Psychology

Writing is important in psychology. We expect that when you enter the program, you will be able to organize your thoughts before writing and organize your paper in a logical way, consistent with the goals of the assignment. We also expect that you will be able to write in complete sentences with good syntax and grammar.

By the time you graduate from our program, you will have gained new writing skills, including the ability to use [APA style](#) in formatting written work, identify sources as primary or secondary, and identify the strengths, limitations and weaknesses of a research study. We also expect that you will have gained the ability to describe psychological theories in a clear, precise way and describe how published research relates to theories and whether a research study's results support or don't support a particular theory.

### Types of Writing Assignments

As a student in the Psychology Program, you will find the following kinds of writing are expected:

- Research reports (Psy 300 and 301)
- Literature reviews
- Reflective essays
- Journal article summaries
- Journal article critiques

### Advice on Successful Writing in Psychology:

In the Psychology Program, students should be prepared to write structured assignments based on reading and understanding academic articles. It is always best to select your sources early. Be sure to seek approval of sources and any necessary interlibrary loans from your professor before writing the paper. This way, you will be sure you are on the right track from the beginning of the process. Once you've found your sources, it is often necessary to complete article summaries *before* writing a research-based paper. This will require reading the entire article that you'll be citing, instead of merely reviewing the abstract—your professors can tell when you take short cuts. **See the “Study and Reading Methods” section on the next page if you find your readings difficult!**

The librarians at the reference desk are happy to help you search for articles—especially if you start early—and tutors in the Writing Center can help you all the way through—from outlining your paper and organizing your ideas, to citing your sources and editing the final product.

### Good practices for writing in psychology include:

- *Outlining*. Prepare a detailed outline before writing a research report or literature review so that sources and ideas flow logically and lead to the conclusion sought by the writer.

- *Using the rubric.* In classes where a grading rubric is used, be sure that you use the rubric to help shape your writing.
- *Giving yourself time.* Prepare written assignments a week in advance so that you have time to edit and proofread the written work, including soliciting input from peers and/or writing tutors.
  - *Peer editing.* If peer editing is available in a class, take advantage of the critical feedback provided.
  - *Visiting the Writing Center:* The tutors in the University Writing Center (Broome 2360) are available to read your work with you. Be sure to take advantage of this free service early enough to give yourself time to make changes to your paper.
- *Proofreading.* Before submitting a written assignment, students should read each sentence critically and ask whether it clearly communicates what the student wants it to communicate.

### Citing Sources

Formatting guides abound, including the [APA guide](#) to writing in psychology and Zotero.

### Study And Reading Methods Useful For Psychology

#### SQRRR Method of Reading

Surely one of the most important skills is reading, especially comprehending what we have read. The key to learning is curiosity--a desire to know. Thus, good reading methods focus on arousing our curiosity, on activating our minds. Some minds are by nature probing and inquiring, others must learn to be curious, to seek answers, to intend to learn. The SQRRR reading method activates our minds:

1. **S is for survey:** look over the entire chapter to get the general idea of what the author wants to tell you. See the importance of the material.
2. **Q for question:** ask yourself questions about each section before you read it. Arouse your curiosity. Want to know the author's major points.
3. **R is for read:** read with the intention of answering the question and learning what the author has to say. Absorb all you can.
4. **R is for recite:** stop after reading a page or two and recite (repeat in your own words) what you have just learned. Make the author's knowledge your own. The process of **QUESTION, READ, RECITE** is repeated every page or two.
5. **R is for review:** after finishing the chapter, go back and review what you have read. Review again in a few days and right before an exam.

It takes a few weeks of determined effort and practice before the SQRRR method becomes habitual. But once you learn to read with an inquiring mind, you will realize the enormous advantage of this approach over an inefficient or inactive mind.

#### Purposes

- To increase your concentration and comprehension of the information you read.
- To reduce the daydreaming and inefficiency associated with ordinary reading.

*Note: this method is not designed for speed reading, that is another skill.*

## Steps

### STEP ONE: Survey the entire chapter or article.

Look over the chapter or book; note the chapter title and subtitles. These are usually the main ideas. If there is a summary, read it. This may take 1 to 5 minutes.

Try to study in one place so you will become conditioned to study in that chair. Don't do anything else in that chair. Start studying immediately after sitting down; don't procrastinate. Learn to enjoy learning in that chair.

### STEP TWO: Question what the main points will be in the next section (1-3 pages).

From the survey of the chapter or from the subtitle, create a question in your mind that should be answered in the first page or two. Make the question interesting and important to you. Maybe you will want to pretend to be face-to-face and asking the author a series of questions. The author's response to you is in the next few pages.

### STEP THREE: Read to answer your question and/or to learn what the author knows.

Read the first page or two of the chapter, keeping your question in mind and focusing on what the author has to say. Be sure the author is answering the question you asked; if not, change the question. Think as you read! What ideas are expressed? What are the supporting arguments?

Always read with a purpose, namely, finding answers to important questions. Try to find the reasoning and the facts that support those answers.

### STEP FOUR: Recite what you have read.

This is the most important part. Using your own words, repeat to yourself what you have read. You may want to read only a couple of paragraphs if the material is difficult. If you are reading easy material with lots of examples, perhaps you can read several pages. Read as much as you can remember. Do not look at the book as you recite; it is necessary for the knowledge to get implanted into **your** brain. Of course, if you can't remember what the author said, you'll have to re-read some of the material. Try to minimize the re-reading.

After talking to yourself (about the answers to your question), you may want to make a brief summary in the margin of the book next to where the information is located. Later, you can quickly review the book by looking at these key words in the margin, and if you discover you have forgotten some points, you can re-read the pertinent paragraphs again and refresh your memory.

Recalling the author's answers to your basic questions is the essence of active learning. Don't just copy the author's words into your notebook. The knowledge becomes **yours** as you recall it and repeat it to yourself. Fantasize telling someone about what you have read or imagine teaching someone about this material. Attending and remembering are not easy; you can't just casually read through a book, forgetting the material about as fast as your eyes skim over it. However, if you work hard on this method, you will not only become an excellent reader but a more knowledgeable person and a clearer thinker.

After reciting what you have read, go to the next section and repeat the same process: QUESTION, READ and RECITE until you are finished.

**STEP FIVE: Review what you have learned.**

As research has demonstrated well, we forget much less if we review the material periodically. Ideally, we would review a chapter right after reading it, then 2 or 3 days later and again a week or two after that. This reading method divides a chapter into many parts. A review of the whole chapter helps you integrate the parts and get an overall perspective.

Try a little review right now of the last several paragraphs. Do you remember the name of this method? What are the steps in this method? What steps are repeated over and over as you read a chapter? Why is talking to yourself important?

**STEP SIX: Use your knowledge; preparing for a test.**

The best way to keep knowledge is to use it, to give it away. Knowledge is of value only if it is used. Reward yourself for learning and for sharing your information with others who are interested.

A common way for students to use information is to perform well on a test. There are several other techniques, besides SQRRR, for improving your memory for tests. Here are a few:

Take lecture notes. You need to be able to refresh your memory. It is best if you re-write these notes shortly after class, putting the ideas in outline form and filling in or clarifying the information that you couldn't write down during class. The outline form is designed to put facts in meaningful clusters, that makes it easier to remember. Then, try to use some system to help you remember a list or series of points, (e.g., use the first letter of each point as a clue for remembering, such as SQRRR). Associate the new information with things you already know, (e.g., you know that active rehearsal is critical for remembering).

Protect your memory from interference. If you know some material will be on the exam, review that information frequently, preferable every day for 4 or 5 days before the test. Recite it to yourself. Try to study each subject for only an hour or so at a time, then switch to a very different subject during the next hour. Similar information causes more confusion. And, spacing out your learning into smaller batches is helpful too.

Over-learn the important material. Keep on rehearsing even after you think you "have this stuff down cold." The anxiety of the test may disrupt a weak memory, so over-learn. Moreover, you aren't just preparing for a test; you are preparing to design a space ship, to teach a learning disabled child, to make major business decisions, to do bypass surgery, etc. You need practice learning and remembering well.

**Time involved**

It may take only 5 minutes to learn this method. It will take several hours to make it a habit. At first you will have to force yourself to QUESTION, READ and RECITE. When you have become proficient with the method, it is uncertain how much extra time it will take (beyond straight reading) because you will comprehend faster and more, and retain more from your reading.

A classical study by Gates in 1917 indicated that self-rehearsal greatly improves the recall of facts. He concluded that 10% to 50% of your study time could profitably be used reciting and reviewing what you have read. The drier and more disconnected the facts, the more rehearsal is needed. Also, some material needs to be known in minute detail; other material needs to be recalled only in general terms and can be skimmed.



### Common problems

Three problems are common: (1) many people think they are already good readers (that usually means fast) and are disinterested in learning to read better. Most of us would benefit greatly from retaining more of what we read. (2) Some people fail to stick with the method long enough to learn the skill. Reading is an unpleasant chore for many people, even college students. Unfortunately, we are not a land of readers; lacking that skill will limit our depth of knowledge. (3) Some people waste time by applying this method even though the material doesn't need to be recalled in detail. Many things don't deserve to be read laboriously.

### Effectiveness, advantages and dangers

Frank P. Robinson (1961) described this method in the late 1940's. Since then, research has repeatedly shown that the method and modifications of it increase our reading comprehension. This is an important skill. Except for reading light material in a compulsive manner, there is no inappropriate use.

### Recommended readings

Armstrong, W. H. (1998). **Study is hard work**. David R. Godine Publishing.

Ellis, D. B. (1997). **Becoming a master student**. New York: Houghton Mifflin.

James, E., James, C. & Barkin, C. (1998). **How to be school smart: Super study skills**. Beech Tree Books.

Pauk, W. (1974). **How to study in college**. Boston, Mass.: Houghton Mifflin Co.

Sedita, J. (1989). **Landmark study skills guide**. Landmark Outreach Program--for parents trying to help a student who can't get organized. Look up on Amazon.

Source: Robinson, F. P. (1970). *Effective Study* (4th ed.). New York: Harper & Row. ISBN

<[http://en.wikipedia.org/wiki/International\\_Standard\\_Book\\_Number](http://en.wikipedia.org/wiki/International_Standard_Book_Number)> 978-0-06-045521-7

<<http://en.wikipedia.org/wiki/Special:BookSources/978-0-06-045521-7>> .

## School of Education

### Writing in Early Childhood Studies

A degree in Early Childhood Studies will prepare you with the knowledge and skills to effectively work with young children and their families from birth through eight years of age. Writing is an important communication and learning tool throughout this work. As you enter the program, we expect that you will have the ability to read academic texts and write responses, write personal reflections, integrate personal experiences with newly introduced information, organize observations of children relating to development and assessment, and organize thoughts and ideas into narrative writing format.

By the end of your coursework, we expect that you will also be able to conduct and report research using [APA style](#) as well as write newsletters to parents and letters to editors in standard English (and Spanish when possible).

### Types of Writing

Students in the Early Childhood Studies Program should expect to use writing in numerous ways, including the following:

- Anecdotal records of children
- Case studies
- Journal entries
- Research papers
- Reading responses/reflections
- Quick writes
- Observations, goals, practices and reflections (student teachers)

### Recommended Practices

In order to succeed at the writing tasks above, students are recommended to use the following practices, where appropriate:

- Group activities and presentations
- Brainstorming
- Graphic organizers
- Personal experience connections to text topics
- Compare/contrast websites from professional organizations, state and federal education sites and academic texts

### Formats

Students in the multiple subjects credential program will typically use the American Psychological Association Format ([APA](#)). We suggest that students use the following sites to help them cite properly:

Broome Library [Research Page](#)  
Purdue [OWL](#)

### Advice

To become more proficient at writing, you may wish to do the following, as needed:

- Become familiar with the Broome Library Research Page

- Practice proficiency with proofreading and editing of mechanics, spelling, grammar and paragraph structure. The tutors at the University Writing Center can help you learn to become a better reader of your own writing.

## School of Education

### Writing for the Masters in Education: Educational Leadership and Special Education

Masters programs in the School of Education require graduate students to have a solid writing foundation, including the ability to write brief summaries and compose analyses of graduate-level texts; evaluate the trustworthiness of information sources; justify a point of view with clear, specific supporting examples and/or reasons; organize information and present it in written form; prepare written presentations that are informative, professional and research focused; and write clearly with attention to the mechanics of standard English.

By your graduation from the program, we expect you to have developed your writing skills further. Our graduates should be able to:

- Write clear and concise, long and short compositions with various constituent groups in mind (e.g., students, families, community and school board);
- Be able to analyze and summarize ideas concisely from graduate-level texts;
- Evaluate ideas in a text, using concepts from other reading;
- Analyze your own experiences and beliefs;
- Defend ideas, using citations;
- Ground analyses in theory, citing sources;
- Compare and contrast ideas raised in several sources;
- Synthesize research findings and recommendations;
- Organize expository pieces that link educational concepts and research to professional practice; and
- Use the power of ethics, logic and emotion in persuasive writing.

### Types of Writing

Through long and short written compositions, students in the MA in Education program complete the following writing types in order to promote new learning and show their understanding of the material:

- summaries, analyses, application, synthesis and evaluations of ideas presented through lecture and written course materials;
- summaries of ideas that come from experiences and course readings and application of these concepts in brief written compositions;
- longer works that unify concepts from these briefs into a broad analysis of their philosophy and vision of educational leadership;
- concise analyses of articles and cases that defend their points of view in brief persuasive compositions;
- field notes of student, teacher and school leader behavior, including summaries and written analyses using concepts from lectures and course readings;
- A mock school improvement plan that is composed collaboratively, describing a course of action toward student achievement, justifying components of the plan, and citing a variety of sources;
- An introspection paper on diversity;
- Weekly “thinking papers” on class learning and specific questions;

- A mid-term paper on issues of diversity in the 21<sup>st</sup> Century; and
- A final self-assessment of the class.

You will also use writing to educate others, especially your classmates, and plan for teaching. These kinds of writing include the following:

- Written presentations;
- Written reports and individual /group presentations;
- Instructional plans for individual students and for groups of students; and
- A collaborative presentation on a current issue in education.

### **Recommended Practices**

Students are provided rubrics for all major written requirements listed above. You should use these rubrics to analyze your work prior to submission. The instructor will provide you with feedback using the same rubric.

When necessary, students are able to resubmit assignments until they master the standards for written assignments. Your instructor will provide note-taking devices and discussion protocols to help you probe course material to sufficient depth. Instructors will also model effective writing strategies, such as peer review of rough drafts and using revision techniques.

Beyond these supports, you are advised to seek assistance from the instructor on an individual basis when you need help.

### **Formats**

In the MA program you will use [APA](#) format; Strunk and White's [Elements of Style](#) is a recommended resource as well.

The Writing Lab at [Purdue](#) offers an unusually wide selection of handouts, exercises, and self-tutorials on topics including punctuation basics, resume writing, writing research papers and documentation across academic disciplines. (CSUCI Writing Center web link)

## School of Education

### Writing in the Multiple Subjects Credential Program

The Multiple Subject Credential Program prepares teachers to work with students in grades K-8 with responsibility for all subject areas in a self-contained classroom. With this responsibility, knowledge and skill in writing is important both for the teacher's use—in communicating clearly with parents, administrators, and staff—and in planning for their classroom students' learning. Students who enter the Multiple Subjects Credential Program are expected to arrive with some foundational writing skills, including the ability to write responses to essay questions, differentiate among and write in several genres, use multiple pre-writing and post-writing strategies, revise written work, write in clear, concise sentences, and write a research paper of at least 5 pages.

Through coursework in the program, you will develop writing knowledge and skills further. By graduation from the Multiple Subjects Credential Program, we expect that students will be able to write a case study, plan and write an instructional unit, present thoughtful analyses of teaching units, assess student work, and utilize correct citation references. We expect you to be a reflective practitioner who holds and creates a positive attitude toward writing and teaching writing. Also, you should be able to demonstrate proficiency in narrative writing and poetry and demonstrate the ability to teach elements of these writing genres to students. Finally, you should complete your studies with a set of strategies for teaching the writing process, including prewriting, drafting, revising, and utilizing peer review strategies to share and critique writing.

### Types of Writing

Students in the Multiple Subjects Credential Program should expect to use writing in numerous ways, including the following:

Field Observations: First-hand observations of experiences in the field, followed by pertinent analytical reflections.

Case Studies: Empirical observation of a single subject and analysis of data collected in relationship to relevant theoretical constructs.

Reflections, Response to Readings: Personal statements, in essay or narrative form, that provides the writer's unique interpretations and insights about a topic, experiences, or written information.

Journals: A collection of objectively observed events or experiences that are explained with the use of subjective explanations or responses.

Unit Plan and Lesson Plan Development: Creation of various teaching plans that can be utilized for various subject matter instruction. Plans contain an introduction, explanation of teaching strategies, a detailed plan of activities, assessment tools, references and needed resources.

Book Reviews: Analysis of literature utilized for teaching purposes. Students examine and analyze various aspects of written materials associated with their teaching needs.

Assessment Reports: Analysis of how teachers in training evaluate their own students and how assessment data are utilized to inform future teaching experiences.

Position Papers: Organize, formulate, and provide written commentary on research-based positions, utilizing various sources of information.

Creative Writing: Development of writing skills in a variety of creative forms: poetry, fiction, creative nonfiction.

Communication with Parents of Students: Various forms of communication to parents of elementary students to inform them of student progress, relevant events, and classroom needs.

Scientific Writing: Development in writing scientific discourse, including observation, data collection, summarization, and conclusions.

### **Recommended Practices**

In order to succeed at the varied writing tasks above, students are recommended to use the following practices, where appropriate:

Graphics and Illustrations: Students can create graphics to demonstrate understanding of text material.

Text to Text Connections: Students can analyze connections between different sources of materials and see relationships between them.

Cause/Effect Analysis: Based on text information, students can identify cause/effect relationships that can then be expressed in writing.

Compare/Contrast Analysis: Students can compare and contrast text information that can be then be expressed in writing.

Summarize, Synthesize Information: Information from texts can be summarized and synthesized.

Brainstorming Ideas: After reading texts, students can brainstorm ideas and concepts found in texts.

Small Group Discussions: Talking to peers can help students identify important concepts that can then be written into essays and other responses.

Digital Responses: Students can create digital multi-media responses to written texts.

Extrapolation of Important Information: Students can extrapolate ideas and important information from texts to prepare in written form.

### **Formats**

Students in the multiple subjects credential program will typically use the American Psychological Association Format (APA). We suggest that students use the following text to help them cite properly: Hacker, D. (2007). *A writer's reference with extra help for ESL writers*. Boston: Bedford/St. Martin's.

Students who need additional help can visit [The Purdue Online Writing Lab](#) and look at their APA resource page.

### **Recommended resources**

To become more proficient at writing, you may wish to use any of the following resources:

- Duke University [Writing Studio](#)
- The [Writing Center](#) at the University of North Carolina at Chapel Hill
- [Citation Style Guides](#)

## School of Education Writing for Pre-Credential Classes

Candidates in the Pre-Credential courses for the Credential Program typically have credential requirements to complete, in addition to prerequisite courses in order to be eligible to interview for the Credential Program. Developing effective writing practices at this level will serve you well both in admission to the Credential Program and in your future career. We expect that you will come into the program with basic writing skills, including the ability to develop a first draft, review, revise and edit papers, and use collegiate level spelling and mechanics.

Through coursework in the program, we will prepare you to write in additional genres that will be essential to your career. By the time you complete the prerequisite program, you should be able to write statements of belief and career goals, write summaries and personal reflections of professional journal articles, summarize pre-credential teaching and observation experiences, write overviews of lesson plans, and organize lesson plans.

### Types of Writing

As a student in the Education Pre-Credential Program, you will find the following kinds of writing are expected:

- Reflection Papers
- Lesson Plans
- Personal belief statements/Philosophy statements
- Summaries of articles with personal critical response
- Annotated bibliographies
- Web searches/reports
- Group reports via wiki

### Recommended Practices

In order to succeed at the writing tasks above, students are recommended to use the following practices, where appropriate:

- Identify and summarize key ideas
- Create comparison/contrast papers
- Work with a peer to edit and revise
- Ask questions to clarify your understanding
- Utilize the resources in the Writing Center, including the Graduate Writing Studio.
- If you have been receiving feedback on areas needing improvement, develop a list of specific areas needing improvement and carry this list from class to class to request help.

### Formats

For the Pre-Credential program, when you cite readings in your coursework, use APA format. We suggest that students visit [The Purdue Online Writing Lab](#) and look at their APA resource page. Students are also strongly recommended to use peer review to help them identify errors in citations.



Ask your instructors about preferred formats for other papers. For example, some may prefer a less formal organization of multi-paragraph papers rather than a more rigid five paragraph essay.

## School of Education

### Writing for the Single Subject Credential Program

The Single Subject Teaching Credential Program prepares teachers to work with students in subject specific content areas, including mathematics, English, science, and social science, in middle and high schools. Given these responsibilities, effective writing and the teaching of effective writing within your discipline are extremely important. We expect that you will come into the program with foundational writing skills, including the ability to write reflections, write in evaluative genres in response to professional articles, and respond to questions in writing. We also expect that you will demonstrate proper spelling and grammar, plan for writing appropriately, and include research-based connections.

Through coursework in the program, we will prepare you to write in additional genres that will be essential to your career. By graduation, you should be able to do the following:

- Write reflections
- Write effective, coherent lesson plans
- Write parent communications
- Compose written reflections on teaching practices and student learning
- Create literacy and writing experiences for all students
- Create a unit of study with multiple components
- Do writing required for the PACT assessment

### Types of Writing

As a student in the Single Subject Credential Program, you will find the following kinds of writing are expected:

- Lesson plans
- Reflective writing based on assignments and results of lesson implementation
- Analytic narratives used within the PACT project
- Power point presentations
- Scientific and historical reports and writing in math
- Writing and teaching writing genres such as essays, poetry, and narrative
- Writing assessments
- Evaluations of educational materials for literacy needs

### Recommended Practices

In order to succeed at the writing tasks above, students are recommended to use the following practices, where appropriate:

- Support from instructors in lesson plan design using content area related texts
- Evaluation of student texts and materials within a given content.
- Website strategies for finding valid materials (digital literacy)
- Use of rubrics
- Keeping up with course assignments and readings
- Asking questions in class
- Collaborating with classmates when possible; use peer review

- Forming your own library of supplemental materials in your discipline

**Formats**

For the Single Subject program, you will need to use templates created by the program that are used for lesson planning. These are available to you via TaskStream. You will also need to cite appropriate state standards. If you do cite readings in your coursework, use format. We suggest that students visit [The Purdue Online Writing Lab](#) and look at their APA resource page. *Students are also strongly recommended to use peer review to help them identify errors in citations.*

## School of Education

### Writing in Special Education

The Education Specialist Credential prepares candidates to teach students with mild to moderate disabilities in self-contained special education and general education classrooms. Given this responsibility, the ability to write effectively is very important. We expect our incoming students to bring with them the ability to write clearly and concisely on demand; to use correct grammar, syntax, and standard writing conventions; to be able to revise and edit their own writing; and to possess computer literacy with common programs like Word, CI Learn, and so on.

Through coursework we will help you develop specific writing skills, so that by the time you graduate from the program, you should be able to do the following:

- Write a clear report
- Clearly portray educational information about students
- Write goals for Individual Educational Plans
- Write clear benchmarks
- Write lesson plans
- Use reflective practices associated with writing
- Write clear, factual communications to multiple audiences—parents, instructional assistants, administrators, mental health, probation and related service providers
- Write a variety of products such as legally sound reports, journal entries, notices to parents
- Be knowledgeable about assistive technologies

### Types of Writing

In the Special Education Program, you should expect to use writing in numerous ways, including the following:

- Classroom environment analysis
- Functional behavioral analysis assessment report
- Behavioral support plan
- Individual educational plans
- Lesson Planning
- Journals/blogs
- Research papers
- Letters to parents
- Case conference reports
- Portfolios
- Literature reviews

### Recommended Practices

In order to succeed at the writing tasks above, students are recommended to use the following practices, where appropriate:

- Draft and complete reviews of literature
- SESP---SIRIUS

- Read and use California Standards for reports and plans
- Connect all reading to writing
- Use graphic organizers
- Use available technology support
- Use brainstorming strategies
- Review work of peers

### **Formats**

Students in the Special Education program will typically use the American Psychological Association Format (APA). We suggest that students use the following to help them cite properly: Hacker, D. (2007). *A writer's reference with extra help for ESL writers*. Boston: Bedford/St. Martin's.

Students who need additional help can visit [The Purdue Online Writing Lab](#) and look at their APA resource page. Students are also recommended to use peer review to help them identify errors in citations.

### **Advice**

To become more proficient at writing, you may wish to do the following, as needed:

- Get writing assistance prior to the credential program
- Consult sample reports on line
- Use the University Writing Center's online or in-person tutoring for general writing help or the Graduate Writing Studio for larger writing projects such as PACT.
- Utilize Atomic Learning on Blackboard
- Learn to summarize
- Use Google Docs to collaborate with others while writing

## Writing in Sociology

Students of sociology, like students in other social science disciplines, communicate what they know primarily via written work. We assume that you've come into sociology because you are curious about how society works, how it is changing, and why people in groups behave the way they do. According to the American Sociological Association's recent study on why students major in sociology, the top reasons for choosing sociology include: interesting concepts, enjoyed first course, understanding social forces, wanting to help change society, and wanting to understand our own lives. Students care about "educational inequality, crime waves, natural disasters, race relations, social networks, urban communities, and political movements" (ASA, 2010:41). The top skills that students report having gained in the course of their baccalaureate education include: identifying ethical issues in research, developing evidence-based arguments, evaluating different research methods, writing a report understandable by non-sociologists, forming causal hypotheses, using computer resources to develop a reference list, interpret data, and using statistical software" (ASA, 2010:10). Most of these skills will rely heavily on the student's ability to communicate what s/he knows through good writing.

### Types of Writing Assignments

It is difficult to provide a compendium of assignments requiring writing in sociology, but some of the kinds of writing we do in and outside of sociology classes (in no particular order) include:

- Keeping a journal or a blog
- Being able to take careful notes on class reading
- Free writing in class
- Being able to clearly summarize scholarly ideas by writing abstracts
- Expository writing
- Persuasive essays
- Formal literature reviews
- Term papers based on original synthesis of secondary sources
- Formal, original research

### Effective Writing in Sociology

Students should make sure that they understand what is being asked of them, and if not, clarify with the professor. Beyond that, reading the assignment carefully and understanding what is meant by such standard phrases as "compare and contrast," "synthesize," "abstract" is a helpful starting point. Students are encouraged to take advantage of all of the writing resources available to them—some of these include feedback from their professors, peer review from classmates, and input from University Writing Center tutors.

*Upon entering the Sociology Program as freshmen*, students should understand and follow the basic rules of grammar and punctuation. You should also be able to organize and structure a composition of any length in order to clearly communicate.

*Upon beginning upper division (Junior/Senior courses) in Sociology*, students should be able to demonstrate proficiency in writing – that is, to have moved beyond an

understanding of the basic rules of grammar, spelling, syntax, and organization -- to develop a more mature voice as an advanced undergraduate student of sociology. The student should understand how to build an argument, whether it be theoretical, empirical or both.

*Graduates of the Sociology Program* should be able to:

- Recognize good writing;
- Be able to give good feedback about writing;
- Be capable of working alone or with a team of students to conduct original research posed in the framework of appropriate sociological theory. This includes being able to formulate a clear hypothesis, synthesize existing literature in an original interpretation, build an argument based on data, and drawing original conclusions. Good sociological writing, like good writing anywhere, is concise and spare, clear and original.

### **Formats**

Sociology uses American Sociological Association formatting for formal written work. However, consistency is often more important than formatting style. Any good writing guide, beginning with the *ASA Style Guide* (4<sup>th</sup> edition), but including APA, MLA and others are fine. We also recommend the wonderful [Elements of Style](#) by William Strunk and E. B. White.

Sources cited:

American Sociological Association. 2010. *American Sociological Association Style Guide*, 4<sup>th</sup> ed. Washington, D.C.: American Sociological Association

American Sociological Association, Research and Development Department, 2010. *Launching Majors into Satisfying Careers: A Faculty Manual with a Student Data Set*. Washington, D.C. : American Sociological Association.

Strunk, William, Jr. and E.B. White. 2000. *The Elements of Style*, 4<sup>th</sup> ed. Boston: Allyn and Bacon.

## Writing in Spanish

Recommendations from the Spanish Program on how to prepare for writing assignments:

1. Consider the audience for whom you are writing as this may influence the amount of background information you need to present and in what manner to present it.
2. Carefully follow instructor's guidelines in order to have a clear idea of the goal of the assignment.
3. For formal essays and research papers, make sure to have a clear outline and thesis statement before beginning.
4. Consult grading rubrics to determine how your writing will be evaluated.
5. Familiarize yourself with the format required by your instructor (MLA, APA, etc.).
6. Have at your disposal the reference tools you will need to consult (online or print dictionaries, grammar manuals, style guides, etc.).
7. Make sure that your computer is configured to allow you to use Spanish characters, accent marks, and to check your spelling in Spanish.

Writing Assignments:

Compositions

Diary entries

Short stories (creative writing)

Research papers (of varying lengths)

E-mails

Presentations

Summaries

Daily writing in class

Blogs

Discussion threads

Students entering the Spanish major:

Most students begin the Spanish major at the second or intermediate level, SPAN 201: Intermediate Spanish I or SPAN 211: Spanish for Heritage Speakers I.

*Non-Heritage Students of Spanish:*

Able to meet a number of practical writing needs. Can write a composition of one-page in length. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, (e.g., preterit or imperfect). Evidence of control of the syntax of noncomplex sentences and conjugation of commonly used verbs. Writing tends to be a loose collection of sentences on a given topic without a lot of organization. Vocabulary is limited, with occasional interference of English. Writing can be understood by native speakers of Spanish used to the writing of non-natives. [Adopted from ACTFL Guidelines, Intermediate-Mid level]

*Heritage Students of Spanish:*

Able to meet basic work and/or academic writing needs. Can write a composition of at least one-page in length. Content involves personal issues, topics grounded in personal experience and summaries of a factual nature. Demonstrates the ability to narrate and describe in major time frames with some control of aspect, although there may not be consistency in the use of verb tenses throughout the text. Good control of a



range of grammatical structures and a fairly wide general vocabulary. Writing shows evidence of some use of code-switching and transfer of structures from English. Use of accent marks is poor and spelling mistakes are frequent.

Sample writing of students entering the program

Genre: Journal Entry

Topic: My Favorite Pastimes

*Non-Heritage Student of Spanish: (Good writing)*

Tengo muchos pasatiempos favoritos. Me gusta correr en la mañana porque me relaja. Todos los días corro a las siete e ocho de la mañana con mi amiga. Creo que es muy importante que cuides al cuerpo. Durante el verano, corrí con mi padre y era muy difícil porque el corre muy rápido. Ahora puedo correr más rápido y por más tiempo.

Otro pasatiempo que me gusta es jugar al voleibol. Jugaba para el equipo de escuela secundaria. El semestre pasado, jugué para el equipo de Channel Islands. Era muy divertido. Jugaba voleibol por siete años antes de que me fuí a Channel Islands pero no quise jugar voleibol para un colegio porque necesitaba sacar notas buenas y estaría muy ocupada. Ahora a veces juego voleibol con mis amigos en el gimnasio.

Cuando no estudió, me gusta leer. Mi tipo de libro favorito es misterio porque me gusta pensar sobre varias situaciones que pueden ocurrir. El verano pasado, leí *Helter Skelter* y me encantó. También me gusta leer sobre la medicina y el cuerpo. Por ejemplo he leído un libro sobre un virus y como el cuerpo respondió a un ataque! Pero este semestre no tengo tiempo para leer porque estoy ocupada con mis clases!

Me gusta hablar con mi familia. Soy muy unida con mi familia especialmente mi hermana. Ella es mi mejor amiga. Durante el verano pasado fuimos a la playa mucho y al centro comercial Victoria Gardens. También fuimos al lago y montamos en el wakeboard. Nos encanta ver los programas de televisión Jersey Shore y Bad Girls Club. Estos programas son muy horribles pero muy chistosos.

Otra cosa que me gusta hacer es escuchar música. Me gusta rap y a veces rock. Mis artistas favoritos son Eminem y Lil Wayne. A mi madre no le gusta la música que escucho. Pero la música es buena para relajarse.

Evaluation (See Rubric below)

Ideas:	27/30
Organization:	16/20
Grammar:	17/20
Vocabulary:	<u>12/15</u>
Mechanics:	<del>8/20</del> 5

*Heritage Student of Spanish: (Good writing)*

Personalmente tengo muchos pasatiempos, que se me ase muy difícil saber cuales son mis favoritos. Se puede decir que soy una persona rara por que me gustan

todo tipo de pasa tiempos. Por ejemplo mis intereses son las computadoras, video juegos y otros aparatos eléctricos pero también me gustan los deportes y los autos. Pero si hay una cosa que todos mis pasa tiempos tienen en común, y eso es que me relajan después de un día lleno de estrés.

Yo e aprendido muchos sobre aparatos electrónicos durante mi tiempo libre, usualmente estoy en el internet buscando mas información para mejorar mis computadoras. He leído tanto sobre las computadoras que asta puedo armar y desarmar mis computadoras. Muchas beses cuando estoy aburrido desarmo aparatos electrónicos viejos para usar partes que contienen para usar en otros proyectos. Los video juegos también me encantan, por que me relajan cuando estoy muy tenso.

Aun que los aparatos electrónicos son un gran parte de mi vida también me encantan los deportes. Yo no soy como otras personas que ven el fútbol americano, béisbol, o fútbol cada semana mas bien a mi me gusta jugar los deportes no verlos. Ami me gusta ir al parque con mi hermano para practicar el béisbol, el béisbol es un pasatiempo que e tenido desde que era muy joven.

Pero si tuviera que escoger my pasa tiempo favorito seria conducir mis autos, mas bien cualquier auto que pueda conducir me fascina. Las carreteras son una forma de terapia para mi, es como si todos mis problemas no parecen ser tan grandes cuando estoy conduciendo. El sonido que asen los autos en la carretera me encanta, ni me importa si estoy en trafico por horas. Pero prefiero ir a una velocidad alta, por una razón cual la que yo no entiendo me relajo mas, aun que mi novia me este gritando a un lado mi mío por que ella tiene miedo.

Evaluation (See Rubric below)

Ideas:	28/30
Organization:	16/20
Grammar:	17/20
Vocabulary:	14/15
Mechanics:	8/15
	85%

Students graduating with a Spanish major:

Upon graduating from the Spanish Program, undergraduates should be able to...

- Write effectively in several genres using the conventions appropriate to each: summary, narration, description, analytical essay, and research paper.
- Employ appropriate voice, tone, and level of formality in all forms of writing.
- Use correct grammar, syntax, punctuation, spelling, and accents in Spanish.
- Appropriately document bibliographic sources—both electronic and print—when integrating their ideas with those of others.

- e. Revise and edit their work with the understanding that effective writing is the result of a process.
- f. Make appropriate use of technology to research, edit, and present their work.

*Non-Heritage Students of Spanish:*

Able to write on a variety of topics with general precision and detail. Can describe and narrate personal experiences fully but has difficulty supporting points of view. Often shows fluency and ease of expression, but under time constraints and pressure writing will be inaccurate. Some misuse of vocabulary and grammar is common. Style may still be obviously non-native.

*Heritage Students of Spanish:*

Able to meet basic work and/or academic writing needs. Demonstrates the ability to narrate and describe in major time frames with some control of aspect, although there may not be consistency in reported speech and different types of conditional sentences. Good control of most frequently used target-language syntactic structures. Most thoughts are supported by some elaboration. In terms of the mechanics of the language, heritage speakers at this level some command of accentuation and spelling of high frequency words, but not with less common words. Good control of a range of grammatical structures and a fairly wide general vocabulary.

Code-switching is infrequent, but signs of transfer from English may still be present at times.

Sample writing of students graduating

Genre: Short stories (creative writing)

Topic: Love

*Non-Heritage Student of Spanish: (Good writing)*

Se dice que algunas veces las mejores cosas te vienen en los momentos menos esperados. Ysabel era una gran creyente en esto; por tanto, aunque no le habría molestado para nada casarse, no se dedicó a la búsqueda de su propio príncipe azul; así lo llamaba en su diario. Era una mujer sensata, razonable, pero con fantasías de matrimonio desde pubertad como cualquier otra. Pues, al encontrar por ojo Elía un día cuando salía de la mezquita, empezó a sentir mal. Esto fue después del rezo semanal del viernes. Inmediatamente, se volvió. Él hizo lo mismo. Era en sentimiento extraño pero sabía lo que era, él, no tanto. Su corazón empezó a palpitar como nunca y sabía que tenía que irse. No existía un remedio para eso sino irse. Aquella noche, escribió en su diario solo dos palabras: Es él. [...]El problema para él era que no sabía mucho de cómo se emprende el matrimonio en el Islam, por eso no persiguió el asunto con Ysabel pero sí, hablaba mucho con unos amigos en Italia y regresó dentro de unas semanas. Se le olvidó hacer esto antes de salir para España la primera vez. Regresó con una cosa en mente: Hacer esa mujer SU mujer.

Evaluation (See Rubric below)

Ideas: 27/30

Organización:	18/20
Gramática:	17/20
Vocabulario:	13/14
Mecánica:	14/15
<b>Total:</b>	<b>90/100</b>

*Non-Heritage Student of Spanish (Needs Improvement)*

Durante mi relación con Eli, no estaba monógama. Él tampoco. Teníamos miedo de estar solo pero sabíamos que nuestra relación no estaba destinada a siempre. Tomé consuelo en botellas de cervezas, la computadora y conversaciones con otro hombre. Por dos años, comuniqué con Brad, un nombre sin cara que vivió en otra ciudad lejos y tuvo sus propios problemas con una novia. Como ellos dicen, "sufrimiento ama compañía."

Brad. Si en realidad existe un hombre perfecto, el quedó la descripción. Alto y guapo, simpático y romántico, inteligente con buen sentido del humor – tuvo todas las características sobre que sueña. Compartimos historias sobre nuestras relaciones imperfectas y nuestras ideas de lo que queríamos en un cónyuge. Que empezó como comentarios en nuestros sitios del web desarrollado en correos electrónicos. Los correos electrónicos eventualmente desarrollados en charlar en la computadora. Eventualmente, estábamos haciendo planes a encontrarnos cara a cara – como amigos claro.

Ideas:	22/30
Organización:	15/20
Gramática:	13/20
Vocabulario:	10/15
Mecánica:	9/15
<b>Total:</b>	<b>69/100</b>

*Heritage Speaker of Spanish (Good writing)*

Eran las seis menos cuarto de una tarde nublada de Agosto. Las nubes parecían haber bajado del cielo para ocultar al astro rey y dar paso a las gotas de lluvia que algún día se habían evaporado. El verano se estaba muriendo y sus últimas lágrimas estaban a punto de caer. Jaime esperaba taciturno y solitario en un costado de la puerta de su salón de clases a que el profesor de informática la abriera. Era el primer día de clases, y esta su última clase del día. Silenciosa y detenidamente observaba a sus condiscípulos pasar por los pasillos, algunos muy serios, otros sonriendo y algunos corriendo como queriendo escapar. Cavilaba, los observaba y analizaba pero, a ninguno saludó con un "¡Hola!" o "¿Cómo estas?", solo con una mirada. Era como un bicho raro, alejado de todo, y parecía vivir en otro mundo. Ver a sus compañeros pasar, le pareció a Jaime como ver el flujo de datos, información e instrucciones dentro de la computadora. Como los datos, sus condiscípulos entraban; como los datos, los condiscípulos pasaban por los periféricos; como instrucciones dentro de una computadora, los condiscípulos ejecutaban una acción; y al final salían, como el resultado de una operación de datos e instrucciones dentro de la computadora.

Evaluación (See Rubric below)

Ideas:	29/30
Organización:	19/20
Gramática:	19/20
Vocabulario:	14/15
Mecánica:	14/15
<b>Total:</b>	<b>95/100</b>

Heritage Speaker of Spanish: (Needs improvement)

La mañana estaba preciosa con los pájaros cantando, gente caminando en las calles, la ciudad tenía una alegría como nunca .Era un Febrero 3 del 1875 en Republica Dominicana cuando una madre llamada por Hilvana dio luz a Yudelkis. Todos en el barrio de Chokoloko estaban contentos por tener alguien más en la familia, la gente veían la bebe y la admiraban de lo preciosa que era. Cuando la madre salía con Yudelkis a la calle todos tenían que ver con lo preciosa que estaba Yudelkis. Durante los meses, comentarios de la gente de Yudelkis se le fueron a la cabeza y a Hilvana se le empezaron a ocurrir otros planes para su hija. Yudelkis fue creciendo en el barrio de Choloko, todos en el barrio la conocían y ella a ellos. Durante su crecimiento constantemente oía a su madre decirle que tenía que salirse de ese barrio asqueroso y bueno para nada. Su madre siempre le decía que su belleza no pertenecía ahí con ellos.

Evaluación (See Rubric below)

Ideas:	23/30
Organización:	15/20
Gramática:	14/20
Vocabulario:	8/15
Mecánica:	8/15
<b>Total:</b>	<b>68/100</b>

### Rubric for the evaluation of compositions, essays and research papers Rúbrica para la evaluación de composiciones, ensayos y trabajos de investigación

FUENTE: <http://www4.gvsu.edu/wrightd/SPA%20321/Rubricaparacomposiciones.htm>

Ideas		
30-27	Excelente – Muy bien	Tesis interesante y clara. Un ensayo bien pensado con una tesis clara y bien desarrollada. Incluye detalles específicos y bien seleccionados que apoyan la tesis.
26-22	Bueno -- Adecuado	Ideas interesantes, en general, pero podría explorar más profundamente el tema. Desarrollo adecuado, aunque algunas ideas pueden estar mal apoyadas o no tienen una relación clara con la tesis.
21-17	Más o menos – Le falta	Tesis poco clara, o que no presenta una opinión o idea debatible. El tema ha sido explorado sólo superficialmente y desarrollado a medias, con muchas ideas sin apoyo o irrelevantes.
16-13	Necesita mucho trabajo	Ideas superficiales y/o no interesantes, con poco desarrollo. O no hay suficiente material para poder evaluar el texto.
Organización		

20-18	Excelente – Muy bien	La información se presenta de manera lógica y clara. Todos los párrafos están bien estructurados, con una oración temática que introduce una idea y que se desarrolla dentro del párrafo. Todas las ideas están vinculadas a la tesis.
17-14	Buena -- Adecuada	Los párrafos están bien estructurados y en general presentan ideas que están vinculadas a la tesis. La secuencia de ideas no queda clara a veces y puede parecer desconectada. Las transiciones son a veces bruscas. El lector puede tener algunas dificultades en seguir la corriente de ideas.
13-10	Más o menos – Le falta	Ideas confusas o incongruentes. Algunos párrafos mal estructurados, sin oraciones temáticas o con varias ideas mezcladas. Con frecuencia, es difícil comprender la conexión con la tesis y el mensaje que se trata de comunicar.
9-7	Necesita mucho trabajo	Organización lógica inexistente. Una "ensalada" de ideas. O no hay suficiente material para poder evaluar el texto.
<b>Gramática</b>		
20-18	Excelente – Muy bien	Una amplia variedad de estructuras, con pocos errores que no dificultan la comprensión.
17-14	Buena -- Adecuada	Buen uso de estructuras, pero con poca variedad; tiende a usar construcciones simples, con algunos errores graves y otros menores, pero todavía se entiende.
13-10	Más o menos – Le falta	Uso limitado de estructuras, con un control inconsistente, errores frecuentes, especialmente con construcciones complejas donde emplea estructuras del inglés. El significado es, con frecuencia, difícil de comprender.
9-7	Necesita mucho trabajo	Frecuentes y persistentes errores de la gramática básica y formación de oraciones. La comprensión se dificulta debido a errores. O no hay suficiente material para evaluar.
<b>Vocabulario</b>		
15-13	Excelente – Muy bien	La selección del lenguaje es apropiada para el tema. Excelente uso de cadenas léxicas y vocabulario preciso. Poca o ninguna evidencia de interferencia del inglés.
12-10	Buena -- Adecuada	La selección del lenguaje casi siempre es apropiada para el tema, pero es un tanto limitado. Hay algunas repeticiones de vocabulario y algunos errores que indican la interferencia del inglés. Pero todavía se comprende.
9-8	Más o menos – Le falta	La selección del lenguaje es a veces inapropiada para el tema. Uso de un vocabulario limitado y repetitivo, y/o de términos vagos e imprecisos. La interferencia del inglés es evidente en los anglicismos. El significado es, con frecuencia, difícil de captar.
7-5	Necesita mucho trabajo	La selección del lenguaje no es apropiada para el tema. Vocabulario sumamente limitado, con mucha interferencia del inglés. O no hay suficiente material para evaluar.
<b>Mecánica</b>		
15-13	Excelente – Muy bien	Muy pocos o ningún error de ortografía, acentuación y puntuación.
12-10	Buena -- Adecuada	Algunos pequeños errores de ortografía, acentuación y puntuación.
9-7	Más o menos – Le falta	Frecuentes errores de ortografía, acentuación y puntuación.
6	Necesita mucho trabajo	Persistentes errores de ortografía, acentuación y puntuación.

PUNTOS OBTENIDOS:

Ideas: 30: \_\_\_\_\_  
 Organización: 20: \_\_\_\_\_  
 Gramática: 20: \_\_\_\_\_  
 Vocabulario: 15: \_\_\_\_\_  
 Mecánica: 15: \_\_\_\_\_  
 100%