*The following tables are adapted from the ATD article on high-impact writing assignments (citation below). These constructs will serve as thematic guidance for the 2017 Spring WIC Lunch Series beginning April 14th.*

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| **Interactive Writing Processes** | *We suggest effective writing assignments in a WIC course should prompt the student to do* ***one or more*** *of the following:* |
| Talk with the instructor to develop ideas before starting drafting the assignment |
| Talk with a classmate, friend, or family member to develop ideas before starting drafting the assignment |
| Receive feedback from the instructor about a draft before turning in the final assignment |
| Receive feedback from a classmate, friend, or family member about a draft before turning in the final assignment |
| Visit a campus-based writing or tutoring center to get help with the writing assignment before turning it in |
| Give feedback to a classmate about a draft or outline the classmate has written |
| **Meaning Making Writing Tasks** | *We suggest effective writing assignments in a WIC course should prompt the student to do* ***more than one*** *of the following:* |
| Summarize something read, such as articles, books, or online publications |
| Analyze or evaluate something read, researched, or observed |
| Describe methods or findings related to data you collected in lab or fieldwork, a survey project, etc. |
| Argue a position using evidence and reasoning; explain in writing the meaning of numerical or statistical data |
| Write in the style, genre, and format of a specific field (engineering, history, psychology, etc.) |
| **Clear Writing Assignments** | *We suggest effective writing assignments in a WIC course should do* ***all*** *of the following*: |
| Provide clear instructions describing what the instructor wants students to do |
| Explain in advance what the instructor wants students to learn from the assignment |
| Explain in advance the criteria used to grade assignments |

 **(Modified) Table 1. Constructs for Effective Writing Practices**

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| **Higher Order Learning****Activities** | *During the current school year, to what extent has your coursework emphasized the following mental activities?* |
| ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components |
| SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships |
| MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions |
| APPLYING theories or concepts to practical problems or in new situations |
| **Integrative Learning Activities** | *During the current school year, about how often have your students done each of the following?* |
| Worked on a paper or project that required integrating ideas or information from various sources |
| Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments |
| Put together ideas or concepts from different courses when completing assignments or during class discussions |
| Discussed ideas from your readings or classes with faculty members outside of class |
| Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) |
| **Reflective Learning Activities** | *During the current school year, about how often have your students done each of the following?* |
| Examined the strengths and weaknesses of students’ own views on a topic or issue |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective |
| Learned something that changed the way students understand an issue or concept |

**(Modified) Table 2. Deep Approaches to Learning Scales and Items**