



# Writing Attribute

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# Session Road Map

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- ❖ Welcome & Intro
- ❖ Roundtable Discussion from faculty
- ❖ Current and Refresh Writing Policy Comparison
- ❖ Questions

## Roundtable with GE Faculty

- Introduce yourself and your GE course.
- Are you Gen Ed in Exploring Perspective or BC?
- What are your questions about the writing attribute?

# Writing Requirement Comparison

	Tiers Curriculum	Gen Ed Refresh
Formal & informal writing	Writing assignments, <b>both formal and informal</b> , are integrated in the course requirements through more than one means.	Writing involves both informal (or low stakes) writing activities and at <b>least one</b> formal, sustained writing project.
Writing Process & Revision	Writing assignments emphasize critical inquiry through attention to the process of writing.  At least <b>one writing assignment involves a revision process in which students receive instructor and/or peer feedback</b> on a first draft and make substantive revisions..	Students <b>receive timely feedback on sustained writing assignments and revise their work</b> . Feedback can come from a variety of sources, such as faculty, teaching assistants, and class peers.
Course Policy Requirements	Writing assignments may vary in number and length, but must add up to a minimum of 10 pages or 2500 words over the term.  One or more writing assignments of at least 750 words must be done outside of the class session.	<b>60% or more of graded student coursework should involve writing</b> . Writing will <i>not just</i> take the form of essay exams or timed writing tasks. Signature Assignment involves explicit instruction and practice in disciplinary expectations of writing. Signature Assignment involves scaffolding writing process.



### Informal Writing Examples

Describe specific examples of the following:

- In-class writing
- Homework
- Discussion Threads
- Blogs
- Journals
- Reflection
- Lab notes

### Setting Up Sustained / Formal Writing

- Describe purpose, context, audience, and genre.
- Breakdown long projects into manageable steps.
- Assign deadlines for planning, research, outline, draft, and revision.



# Characteristics of Meaningful Sustained/Formal Writing

Writing that involves:

- (1) personal connection;
- (2) application to lived experience or to their future career;
- (3) agency or choice; and
- (4) investing time, interest, and effort.

(see Eodice, Lerner, and Geller 2016, *The Meaningful Writing Project* )

# Proposal Form

- Attribute Selection
- Required Learning Outcomes
  - ◆ Select Writing Attribute Learning Outcome here.



## Attribute Selection

Which attribute(s) are you proposing for this course? (must check (X) at least one, no more than two)					
<input type="checkbox"/>	Diversity and Equity (D&E) Attribute: Must check <b>ONLY ONE</b> designation: <table border="1"><tbody><tr><td><input type="checkbox"/></td><td>D&amp;E Attribute: US Context</td></tr><tr><td><input type="checkbox"/></td><td>D&amp; E Attribute: International/Comparative</td></tr></tbody></table>	<input type="checkbox"/>	D&E Attribute: US Context	<input type="checkbox"/>	D& E Attribute: International/Comparative
	<input type="checkbox"/>	D&E Attribute: US Context			
	<input type="checkbox"/>	D& E Attribute: International/Comparative			
<input type="checkbox"/>	Quantitative Reasoning Attribute				
<input type="checkbox"/>	World Cultures and Societies Attribute				
<input checked="" type="checkbox"/>	Writing Attribute				

## Example #1 of Meeting 60%+ Policy

### Writing

Writing is integrated in both formal academic assignments and low stakes exploratory ventures. The following provides some examples of each. In total, it provides more than 60% of the course's graded material.

- **Low Stakes Writing**

- Pre-writing for each module about prior knowledge and potential hypotheses.
- Outlining ideas for verbal VoiceThread Responses
- Perusall annotations of ancient primary source texts
- Short answers on module quizzes in PlayPosit

- **Scaffolded Writing Skills**

- Brainstorming exercise, teaching students how to generate ideas
- **Textual rhetorical analysis**, teaching students how to consider author, audience, genre, and context in the interpretation of a text
- **Visual rhetorical analysis**, teaching students how to consider author, audience, genre, and context in the interpretation of a piece of art, artifact, or monument
- **Texts-in-Conversation**, teaches students to integrate multiple sources of evidence, explicitly putting them into conversation with one another, rather than linearly addressing each source individually
- **Peer Review**, asks students to review each other's signature assignment final project prior to submission, teaching them the process of constructive edits and criticism
- **Final Project**, asks students to synthesize everything they've learned to create a multidisciplinary, evidence-based "how-to guide" for being a pharaoh in ancient Egypt.



## Example #2 of Meeting 60%+ Policy

<b>Graded Item</b>	<b>Total points</b>	<b>Writing-related points</b>
Playposit quizzes (50 @1 pt.)	50	0
D2L quizzes (25 @14 pts.)	350	0
Discussions (8 @20 pts.)	160	160
Module writing assignments (8 @35 pts.)	280	280
Signature assignment (literature review paper) (3 parts: 20, 120, and 20 pts.)	160	160
<b>Total points</b>	<b>1000</b>	<b>600 (=60%)</b>

# Signature Assignments

Example of how to describe Writing Attribute in Signature Assignment.

## Emphasizes:

- Writing process
- Opportunities for feedback
- Clear audience, purpose, and context
- Highlights reflection

**Writing.** All components of the signature assignment are in written form. Moreover, the scaffolded signature assignment components each teach a part of the **writing process. It begins with explicit work on brainstorming ideas, then moves to building models, followed by primary source rhetorical analysis, and then putting multiple texts into conversation with each other.** These teach the student **to write in a classics academic-style essay format, while learning the basics of the rhetorical situation.** The signature assignment final product then asks students to combine all of these skills in the production of a “how-to” guide for political leadership, while also considering **a new audience** (future pharaohs). Finally, the signature assignment reflection will ask students to produce a more process-oriented text in which students construct a classroom activity for young primary school students of ancient Egyptian culture.



# Writing Attribute Signature Assignment

Assignment directions articulate **purpose**, **audience**, **context**, and disciplinary **genre conventions** (e.g. expectations for content, structure, design, language formality, and format.

Assessment will focus on purpose, audience, context, and genre conventions.

[Grammar, mechanics, and usage should be *limited to no more than 10%* of the assessed performance.]

Timely feedback given on signature assignments.

Signature assignments will prompt student writing to demonstrate GE outcomes to [Communicate Effectively](#).



# Sustained/Formal Assignments Define Purpose & Context

Full statement of mission  
and policies:  
[t.ly/WDA7](https://t.ly/WDA7)

## Writing to Analyze and/or Evaluate

- Artistic, Literary, or Historical Critique
- Book, Film, Theatre, Music, or Product Review
- Literature Review of Scholarship
- Ethnography
- Case Study
- Scientific Evaluation of a Problem
- Reflective Personal Narrative or Autoethnography

## Writing to Argue and/or Propose

- Policy Memo
- Proposal (Research, Grant, Conference, etc.)
- Recommendation Report or Proposed Solution
- Recovery or Corrective Argument
- Research Poster (Print and/or Digital)
- Legal Brief
- Op-Ed

## Writing to Summarize and/or Inform

- Informative / Laboratory Report
- Multimedia Informative Report
- Executive Summary
- Abstract (Research, Grant, Conference, etc.)
- Personal Statement
- Annotated Bibliography
- Empirical Research Poster
- Risk Assessment Report

## Writing to/with Communities

- Community Report
- Translation of Policy
- Testimonio
- Participatory Action Research with Communities
- Counterstory Critique

# Writing Attribute Syllabus Statement

This sample syllabus statement summarizes the purposes and goals of the Writing Attribute in General Education courses.

This course carries the Writing Attribute. This course will emphasize the situated nature of writing and the process of writing development. Students will engage with writing as a means of learning beyond demonstrating understanding of course objectives. Writing Attribute courses are required to include writing as 60% or more of the course grade, low-stakes writing, reflective writing, and at least one sustained writing assignment that identifies the assignment's purpose (why are students writing?), context (what is the context of the assignment?), audience (who is engaging with the writing and how/why?), genre conventions (what are the key defining features of the assignment, such as IMRAD formats), and revision.

# You got this!

- See more resources on informal and formal writing here:  
[Writing & Learning Project](#) | [bit.ly/UA-WaLP](https://bit.ly/UA-WaLP)
- [Checklist for Writing Assignments](#) - UArizona Handout
- [“What All Counts as Writing in my Course”](#) Slides
- [Assessing Writing in Large Classes](#) - UArizona Handout
- [Writing to Learn](#) - UVM Handout