Teaching Writing

Writing is a critical component to effective geoscience content acquisition and skill development, but teaching (and grading!) it can also be a painful process, here are some suggested strategies to help address some of the common challenges:

* Peer Review of Drafts: students can review each others work using the same/similar grading criteria to what the final assessment will be.
* Short, low-stakes writing assignments: provides opportunities for quick feedback turnaround without worrying about grading, developing practicing skills
* Annotated Bibliography: Brief overview of a paper and summarize key sources. Allows you to vet the project and sources in order to head off potential problems.
* Scaffolding longer writing assignments: breaking up assignments into multiple steps include the outline, introduction, results or however it makes it more partitioned.
* Rubrics: breaking down the assignment to individual categories that helps provide a guideline for students to follow in writing and creates an easier guide for grading (see below for an example rubric).

There are lots of different types of rubric out there. Here is an example of one rubric that can used to assess student writing (taken from <http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/documents/ex_writing_sample.pdf>, and links to other examples:



<http://sites.middlebury.edu/teachingandwriting/files/2014/08/Natural-Science-Rubric-Final.pdf>

<http://www.athens.edu/pdfs/writing/College-Level-Writing-Rubric.pdf>

<https://www.science.purdue.edu/Current_Students/curriculum_and_degree_requirements/writing_rubric_gray.pdf>