



## Resources for designing writing assignments and rubrics

### Examples of audience, purpose and formats (genre)

Writing Across the Curriculum: Science. Michigan Department of Education, State of Michigan.  
[https://www.michigan.gov/documents/mde/Science\\_WAC\\_2\\_3\\_264454\\_7.pdf](https://www.michigan.gov/documents/mde/Science_WAC_2_3_264454_7.pdf).

Bleakney, J., and Brawn, S. 2016. What genre is your writing assignment?: Cultivating field knowledge and improving student writing. Stanford Teaching Talk Blog.  
<https://teachingcommons.stanford.edu/teaching-talk/what-genre-your-writing-assignment-cultivating-field-knowledge-and-improving-student>

### Rubric guidelines and examples

Brophy, T.S. Writing effective rubrics. Institutional Assessment. Office of the Provost. University of Florida. 9 pp.  
[http://assessment.aa.ufl.edu/Data/Sites/22/media/slo/writing\\_effective\\_rubrics\\_guide\\_v2.pdf](http://assessment.aa.ufl.edu/Data/Sites/22/media/slo/writing_effective_rubrics_guide_v2.pdf)

*-Guide to writing rubrics, including different types of rubrics, rubric components and tips on how to develop and test a rubric*

Using rubrics. Centre for Teaching Excellence, Cornell University.  
<http://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/using-rubrics.html>

*-Provides tips on designing and testing your own rubric*

Allen, D., and Tanner, K. 2006. Rubrics: tools for making learning goals and evaluation criteria explicit for both teachers and learners. CBE - Life Sciences Education, 5: 197-203.

*-Tips and references to literature/examples for developing a rubric.*

Jonsson, A., and Svingby, G. 2007. The use of scoring rubrics: reliability, validity and educational consequences. Educational Research Review, 2: 130-144.

Rubrics for assessment. Online Professional Development, University of Wisconsin.

<http://www.uwstout.edu/soe/profdev/rubrics.cfm>

Grading rubrics created through the Davis Grant. University Writing Program, Brandeis University.

[http://www.brandeis.edu/writingprogram/uws/instructors/davis\\_rubrics.html](http://www.brandeis.edu/writingprogram/uws/instructors/davis_rubrics.html)



## Rubric guidelines and examples

Examples of rubrics, Centre for University Teaching, Learning and Assessment, University of West Florida.

<http://uwf.edu/offices/cutla/supporting-pages/examples-of-rubrics/>

Morgan, W., Fraga, D., and Macauley Jr., W.J. 2011. An integrated approach to improve the scientific writing of Biology students. *The American Biology Teacher*, 73(3): 149-153.

Crotwell Timmerman, B.E., Strickland, D.E., Johnson, R.L., and Payne, J.R. 2011. Development of a 'universal' rubric for assessing undergraduates' scientific reasoning skills using scientific writing. *Assessment & Evaluation in Higher Education*, 36(5): 509-547.

## Example assignments

Glaser, R.E. 2014. Design and assessment of an assignment-based curriculum to teach scientific writing and scientific peer review. *Journal of Learning Design*, 7(2): 85-104.

*-Details their assignment process for developing skills necessary to write a scientific article and performing peer review, includes their peer review rubric.*

Hobson, E.H. 1998. Designing and grading written assignments. *New Directions for Teaching and Learning*, 74: 51-57.

*-Details their process of assignment and assessment design and an example with audience, purpose and format.*

Colton, J.S., and Surasinghe, T.D. 2014. Using collaboration between English and Biology to teach scientific writing and communication. *Journal of College Science Teaching*, 44(2): 31-39.

*-Assignment process with a variety of assignment types, including a research proposal and example learning objectives.*

## Evidence for best practices in assignment and assessment design

Anderson, P., Anson, C., Gonyea, B., and Paine, C. 2015. The contributions of writing to learning and development: Results from a large-scale multi-institutional study. *Research in the Teaching of English*, 50(2): 199-235.

<http://nsse.iub.edu/pdf/presentations/2015/Contributions-of-writing-to-learning.pdf>

Bain, K. 2004. *What the Best College Teachers Do*. Cambridge: Harvard University Press.



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## Writing Across the Curriculum+ Program

### Evidence for assignments as teaching tools

Gibbs, G., and Simpson, C. 2004-5. Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education*, 1(1): 3-31.

(A 2 page summary of this article is available on the UBC CWSEI site: <http://cwsei.ubc.ca/resources/papers.htm>)

Birol, G., Han, A., Welsh, A., and Fox, J. 2013. Impact of a first-year seminar in science on student writing and argumentation. *Journal of College Science Teaching*, 43: 82-91.

### Writing Across the Curriculum: comprehensive resources

Bean, J.C. 2011. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom*. 2nd Edition. San Francisco: Jossey-Bass.

WAC Quick Guides, Writing Across the Curriculum, University of Alberta, <http://wac.ctl.ualberta.ca/quick-guides.aspx>

An Introduction to Writing Across the Curriculum, The WAC Clearinghouse, Colorado State University, <http://wac.colostate.edu/intro/>

Writing in the Disciplines and Across the Curriculum, Montclair State University, <https://www.montclair.edu/center-for-writing-excellence/digital-dashboard/teacher-resources/writing-in-the-disciplines/>

### UBC Science Writing Resources for Learning

Includes the UBC Writing Across the Curriculum+ page, <http://scwrl.ubc.ca/>