Contents of the Designing and Assessing Writing at QCC Blackboard Folder

This is located in every Quinsigamond Community College Blackboard course within the "Faculty Idea Vault" content area.

- 📁 Designing and Assessing Writing at QCC
  - 📄 Introduction to the Project
  - 📁 QCC Writing Assignment Framework
    - 📄 QCC Writing Assignment Framework
    - 📄 Add Your Assignment Title Here
  - 📁 Sample Writing Assignments
    - 📄 Explanation about the Two Versions of Each Assignment
    - 📄 Business White Papers Writing Assignment, Adaptable Version
    - 📄 Business White Papers Writing Assignment, Annotated Version
    - 📄 By the Numbers Quantitative Writing Assignment, Adaptable Version
    - 📄 By the Numbers Quantitative Writing Assignment, Annotated Version
    - 📄 Congressional Committee Work (Social Science) Writing Assignment, Adaptable Version
    - 📄 Congressional Committee Work (Social Science) Writing Assignment, Annotated Version
    - 📄 Education Writing Assignment, Adaptable Version
    - 📄 Education Writing Assignment, Annotated Version
    - 📄 Engineering and Technology Writing Assignment, Adaptable Version
    - 📄 Engineering and Technology Writing Assignment, Annotated Version
    - 📄 Humanities Personal Writing Assignment, Adaptable Version
    - 📄 Humanities Personal Writing Assignment, Annotated Version
    - 📄 Imaging Applications (Radiologic Technology) Writing Assignment, Adaptable Version
    - 📄 Imaging Applications (Radiologic Technology) Writing Assignment, Annotated Version
    - 📄 Public Service Writing Assignment, Adaptable Version
    - 📄 Public Service Writing Assignment, Annotated Version
    - 📄 Science and Mathematics Paradigm Shift Writing Assignment, Adaptable Version
    - 📄 Science and Mathematics Paradigm Shift Writing Assignment, Annotated Version
  - 📁 Writing Assignment Rubrics
    - 📄 Writing Assignment Analytic Rubric, Editable Version
    - 📄 Writing Assignment Analytic Rubric, Printable Version
    - 📄 Writing Assignment Holistic Rubric, Editable Version
    - 📄 Writing Assignment Holistic Rubric, Printable Version
    - 📄 Writing Assignment Hybrid Rubric, Editable Version
    - 📄 Writing Assignment Hybrid Rubric, Printable Version
  - 📁 Resources for Instructors
  - 📁 Resources for Students
- 📁 Multi-State-Collaboration (MSC) Information Folder
- 📁 Blended/Online course adaptation information
  - 📄 Blended/Online Course Adaptation Process Website
  - 📄 Meeting QM Standards
  - 📄 Online Course Adaptation Development Worksheet
- 📁 Civic Learning

QCC WRITING ASSIGNMENT FRAMEWORK

This document presents a writing assignment envisioned by a cross-functional and interdisciplinary team of faculty and professional staff. The assignment directions included here reflect best practices in college-level writing and characterize any essay that requires students to perform analysis. The expectation is that faculty members using this assignment frame with students will elaborate upon the directions included here.

A rationale and student learning outcomes are included for each direction. Other materials available to support this assignment include a selection of rubrics to support various teaching and grading styles, a collection of resources for faculty, and a collection of resources for students.

Global Competency	Assignment Directions	Rationale	Student Learning Outcomes *Students completing this assignment successfully will be able to:*
Analytic Inquiry	Identify and frame a problem or question and create a process.	This descriptor emphasizes the cognitive skill of analytic inquiry: distinguishing among elements of ideas, concepts, theories, and practical approaches to a problem or question.	Identify a problem by distinguishing among elements of ideas, concepts and theories. Create a process to explicate, address, or solve the problem.
Field-specific knowledge or perspectives	Incorporate theories and practices of the relevant discipline and employ field-related terminology.	This category addresses what students should demonstrate with respect to a particular field of study.	Employ field-specific terminology. Incorporate theoretical, practical and genre conventions of the field.
Applied learning	Locate, gather and organize evidence to apply knowledge to a challenge in a field-based context.	This descriptor emphasizes what students can do with what they know. Students may address unscripted problems at work or in other settings outside the classroom, evaluate cases, develop and execute research or creative activities, or demonstrate practical skills.	Use evidence to apply knowledge to the task assigned. Use skills associated with the field to address problems in context.
Use of Information Resources	Identify, categorize, evaluate, and cite information resource(s) as appropriate.	Seeking, finding, and using a variety of resources is a traditional intellectual skill. It may be nuanced as a result of particular technologies, particular fields of study, or broad contexts or themes.	Demonstrate an understanding of the relationship among materials obtained from all sources. Identify, categorize, evaluate, and cite information resource(s) as appropriate.
Linguistic Fluency	Develop and present cogent, coherent communication in standard written English (SWE) for an intended audience.	Student work should demonstrate awareness of audience and a clear purpose for writing. Work is also characterized by order and structure, and the use of rhetorical devices or modes.	Communicate to the intended audience effectively in standard written English. Demonstrate consistent consideration of context and purpose. Use rhetorical devices or modes of writing appropriate to the field and assignment.