

WORKSHOP OUTLINE: TIMED WRITING ASSIGNMENTS

I. Basic Description: In 2-3 sentences, describe the workshop.

Students will learn the strategies improving their performance on in-class written examinations.

II. Workshop Entry Expectations

Skills Level Ranges: Reading 4; Writing 4; Listening/Speaking 4; Math 1

III. Workshop Exit Standards

Upon successful completion of this workshop, the student will be able to:

- 1) Explain techniques for identifying and handling writing anxiety;
- 2) Use pre-writing to catalog areas or topics that are unclear or confusing;
- 3) Search for resources that will help him or her before the exam begins;
- 4) Employ effective strategies for outlining and writing in-class essay exams;
- 5) Proofread and edit in a short span of time.

IV. Workshop Content

The following concepts, ideas, or topics must be covered:

- 1) Writing anxiety;
- 2) Pre-writing techniques;
- 3) Study skills;
- 4) Effective outlining, writing, and proofreading techniques for timed writing assignments;
- 5) Sources of supplemental instruction (Learning Center, SI, office hours, counseling).

V. Methods of Presentation

The following methods of instruction may be used in the course:

1. Directed class discussions, small-group discussions, peer group writing workshops, individual conferences, small-group conferences, and student presentations;
2. Films, audio-visuals, slides, and hand-out materials may be used to supplement discussion and readings;
3. Debate, role-playing activities, group projects, or other active learning;
4. Guest speakers from related disciplines may be invited to present special topical material;
5. Student ownership and presentation of assigned workshop material.

VI. Methods of Evaluation

The following methods of evaluation may be used in the workshop:

- 1) Pre- and Post-tests.

VII. Student Learning Outcomes

Upon successful completion of this workshop, the student will be able to demonstrate his/her ability to:

- 1) Identify signs of writing anxiety and explain successful strategies for dealing with anxiety;
- 2) Write a pre-writing exercise that helps identify strengths and weaknesses;

- 3) Identify resources on campus that can help with writing skills to improve performance on in-class writing.