1. What writing assignments were required of students? Please list and briefly describe each. It is not necessary to include grading procedures, rubrics, or individual/aggregate scores.

2. How, if at all, did each assignment contribute to student learning in your course?

English 3360 served as the Practicum for our new Writing Fellows program. Students took the course to learn about tutoring and responding to the writing of others.

As such, writing assignments served a variety of purposes in the course. **Reading journals** (required weekly, collected 3 times during the semester) were a place for students to react to both readings and classroom activities each week. Students wrote blunt, informed responses to what we discussed and did each week and, later in the semester, began to synthesize concepts and link theory to practice in their responses. Three **analytical writing assignments** of 5 – 7 pages provided students with the opportunity to explore aspects of the course or related topics in depth. These took a variety of forms—formal essays or reports, personal narrative, imaginary dialogs—but all incorporated some aspect of the theory of writing instruction or writing tutorials. Students were able to experiment with forms or further their knowledge of course materials through a piece of formal writing—in short, these assignments enabled students to practice both learning to write and writing to learn about course materials. Finally, students wrote two **observation/open tutoring session reports**. These challenged students’ ability to observe and comment on the interactions they watched (in the case of the writing center observation) or participated in (in the case of the open tutoring session). In addition to the animated, seminar-style discussion, writing for this course gave students a chance to analyze, synthesize, and evaluate what they had learned. They also received frequent and detailed feedback that all said helped them expand their writing skills.

3. What changes, if any, would you make to the ways in which writing was used in this course?

I had listed a fourth type of writing assignment, responses to sample assignments, as something that would be formally evaluated. However, during the course of the semester, this assignment morphed into a series of in-class practice opportunities. When this became apparent, I discussed our options with the students and adjusted the relative weights of other assignments and class participation to account for the relocated effort. The responses that students wrote became crowd-evaluated—that is, discussed at large by the entire class, providing more opportunities to generate discussion and ideas. I will continue with the revised assignment the next time I teach the course.