

## U-M Resources for Teaching and Evaluating Writing

### **Sweetland Center for Writing** <<http://www.lsa.umich.edu/sweetland/>>

The Sweetland Center for Writing, a comprehensive writing center, exists to support student writing at all levels and in all forms and modes. To accomplish this mission, Sweetland oversees the College of LSA's First-Year and Upper-Level writing requirements, offers one-to-one tutoring for undergraduate and graduate students in our faculty-led Writing Workshop and undergraduate Peer Writing Center, and teaches writing courses from the 100 to the graduate level. A variety of useful, printable "writing guides" are available on the website:

<https://lsa.umich.edu/sweetland/undergraduates/writing-guides.html>

Sweetland provides support for all multilingual and international undergraduate students, offering a range of credit-bearing courses, sessions at our Writing Workshop and Peer Writing Center, and peer-to-peer conversation groups. We also assist faculty who are teaching multilingual students with resources and seminars.

In addition, Sweetland offers the Sweetland Minor in Writing, teaches and supports new media and multimodal forms of writing, and runs the invitational Dissertation Writing Institute and Sweetland Fellows Seminar. Sweetland offers consultations and workshops for instructors and students across the University, and conducts research on writing.

### **English Language Institute** <<http://www.lsa.umich.edu/eli>>

The ELI is an independent unit of the College of Literature, Science, and the Arts, which provides language, academic, and intercultural support to members of the University of Michigan community. The core of ELI offerings consists of a full range of credit-bearing English for Academic Purposes courses for international graduate students.

Additional ELI support services include writing and speaking clinics which provide international graduate students and GSIs with one-on-one language and academic support; courses for visiting scholars, researchers, faculty, staff, and post-docs; and a volunteer [Conversation Circles](#) program which provides opportunities for international students to practice speaking English in an informal setting and for domestic U-M students to learn about other cultures.

### **Plagiarism**

The following websites define and offer examples of plagiarism, and provide information on disciplinary procedures resulting from plagiarism.

Office of the Assistant Dean for Undergraduate Education:

<<http://www.lsa.umich.edu/academicintegrity/examples.html>>

Beyond Plagiarism, a collaborative instructional resource created by the Sweetland Center for Writing and the University of Michigan Library:

<http://www.beyondplagiarism.sweetland.lsa.umich.edu/>

### **Services for Students with Disabilities**

The University of Michigan Services for Students with Disabilities (SSWD) unit has helpful information to support students with disabilities in the classroom and on campus. Their faculty and staff handbook with guidance for instructors is available on their website.

<https://ssd.umich.edu/faculty>

### **Grade Grievance**

The following website outlines the grade grievance procedure for various departments within LSA. <<http://www.lsa.umich.edu/students/dean/grade grievance>>

### **Evaluating Writing: Recommended Reference Texts**

Corbett, Edward P.J., Nancy Myers and Gary Tate. *The Writing Teacher's Sourcebook*. 4<sup>th</sup> ed. Oxford: Oxford University Press, 1999.

Gottschalk, Katherine, and Keith Hjortshoj. *The Elements of Teaching Writing: A Resource for Instructors in All Disciplines*. Boston: Bedford/St. Martin's, 2004.

Hacker, Diana. *Rules for Writers*. 6<sup>th</sup> ed. Boston: Bedford St. Martin's, 2009.

Hedengren, Beth Finch. *A TA's Guide to Teaching Writing in All Disciplines*. Boston: Bedford/St. Martin's, 2004.

Leki, Ilona. *Understanding ESL Writers*. Hanover, NH: Boynton/Cook, 1992.

Raimes, Ann. *Keys for Writers*. 6<sup>th</sup> ed. Boston: Houghton Mifflin, 2010.

Simons, Patricia. "Peer Review in a Large Class." *Sweetland Writing Center Newsletter* (Winter 2008): 8.

Sommers, Nancy. "Responding to Student Writing." *Teaching Composition: Background Readings*. Ed. T.R. Johnson. 3<sup>rd</sup> ed. Boston: Bedford/St. Martin's, 2008. 377-386.

Troyka, Lynn Q. and Doug Hesse. *Simon and Schuster Handbook for Writers*, 9<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2008.

Walvoord Barbara. *Effective Grading: A Tool for Learning and Assessment in College*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass, 2009.

White, Edward M. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. 4<sup>th</sup> ed. New York: Bedford/St. Martin's, 2006.