**College Writing I**

- The purpose of the course is to learn how to improve writing skills while developing concrete essays as well as incorporating research in the assignments.
- First-year, Freshmen
- Undergraduate
- Twenty-five
- Students take the course because it is a requirement for first-year students and a pre-requisite for College Writing II.

**Strategy**

The strategy to fulfill this project was to place students into pairs, where they revised an essay about their first day of college. Each student was required to take their first person essay about their first day at UMass Lowell and transform the essay into third person.

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**Description of Assignment**

**Paired Project**

**Scholarly Essay**

**Directions for Students**

First, you will select a partner to work on this project. You will each write an essay detailing your first day at UMass Lowell in first person. You will then transform your writing of this paper to third person by working with your group member.

**Assignment**

**Step 1** - Write a one-page essay in first person:

As preparation, you will write your essay about your first day on campus. You will then bring your essay for the next class meeting, and at the next class meeting, you will meet in pairs.

**Step 2** - Transform the one-page first person account into a one-page third person account about the first day at UMass Lowell:

During this paired project, you will edit each other’s essays, and after the editing session, you will begin to transform your essay from first person to third person.

**Step 3** - Add one source as an outside source:

After you have written your individual papers in third person, you will also be responsible for adding one concept from your peer’s essay, as an example of an outside, scholarly source.

**Step 4** - Evaluation of assignment:

Your professor will use a rubric to assess your completion of the scholarly essay. As an initial and final review, you should keep this checklist on hand to make sure you have completed all sections of the assignment.

**Step 5** - Student questionnaire:

You will have an opportunity to share your thoughts and opinions about the scholarly essay process. The questionnaire will be distributed after completion of the project.

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**Application and Extensions**

This approach may be applied to any course that requires a research project. Once the student masters scholarly writing in this course, he or she can use these master skills to accomplish success in writing and research papers for many interdisciplinary courses to include History, Literature and Philosophy.

For future courses, students will have improved their scholarly writing with the incorporation of scholarship, such as peer-reviewed journal articles.

Students will use these writing techniques and research skills in the working world after they graduate.

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**Course Graphic**

This course graphic is designed as a guide for the student. In the beginning of the semester, the student will sharpen his or her grammar skills, vocabulary and mechanics. Students will then understand the writing process during writing workshops by drafting, revising and editing their essays. Later in the semester, students will learn to provide an analysis in their essays by writing opinions, recommendations and conclusions. In the final steps of the writing process, students will research, review their material and learn how to incorporate outside sources into their essays.

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**Student Feedback**

For student feedback, students were asked to answer the following questions:

1) Did writing workshops assist in your final, scholarly paper? Why or why not?
2) Did you discuss both your introduction and conclusion sections of the paper?
3) Was your group member’s essay well-written and organized with a unique voice?
4) In your opinion, did you perform well on this task?