Electronic Submissions and Grading with RamCT

Often GTAs are required to grade papers that have been submitted in the electronic format on RamCT. RamCT has a number of very helpful features that allow students to submit papers in the Microsoft Word format. This allows GTAs to do side commenting by using the Review Tab in the Word program and then clicking on the New Comment button. You can also use speed enhancing techniques like highlighting by using the highlighter button on the Home tab. RamCT allows you to store grading techniques like highlighting by using the highlighter button on the Home tab. RamCT allows you to store customized assignments to different groups within a particular class. You can create grading rubrics that calculate students’ grades for you and record them in a course grade book automatically, or you can include custom rubrics like the sample rubric shown below (bottom right). For an example of how side comments appear on a Word document, check out the sample rubric with comments (bottom left). For more information and ideas, consider attending “Using RamCT for Meaningful Development and Grading of Writing Assignments,” in room 214/16 LSC at 3:00PM on Jan. 8th, 2009 during the 2009 PDI.

The Pebble in the Pond: Your Work Matters

This symbol looks like a target, but it actually represents the idea of the pebble in the pond. The pebble is small, but the energy it exerts radiates out in waves and eventually affects every part of the much larger pond. When you exert energy in order to improve the writing and the learning of students, you become the pebble that affects the entire academic pond. The first ring represents the benefit students will receive in the class you’re TAing this semester. The second ring represents the better foundation of understanding that your efforts will impart to them as they progress throughout the rest of their academic study. The third ring represents how this facilitated learning and fundamental understanding manifest into the world when your students leave academia and begin their careers. In that respect, the third ring represents the world itself. Each of us affects the world to our own unique degree through the efforts that we exert. Remember, each student chooses whether or not to learn all he or she can by putting forth a best effort. But without your best effort, they will never have the opportunity to learn what was never presented to them.

—James Roller, gtPathways Intern

The GTA Voice—On Commenting

I have been fortunate enough to experience some grading this semester through in-class group discussions. The students form a group, analyze a few primary sources, and answer three questions that ask the students to dig into the source and pull out evidence to answer the questions. There are 10 of these assignments throughout the semester. It is this professor’s form of participation grading. I love these assignments, and I love grading them. I am able to give helpful comments to students that will benefit them on later assignments. I have even had a student come to me after class telling me that my comments were useful to him and that he applied them to another history class.

—Megan Koeman, History

I have felt a growing confidence in giving advice to younger writers. I am more aware of the overall writing structure, and understanding the writer’s ability and how to properly assess it. In other words, I feel I can give advice to the freshman writer that will be understood and have the biggest effect on improving his or her writing.

—Adam Vanhove, Psychology

I anticipated having to become a sort of “copy editor” regarding correcting student work. I now understand that correcting every error on a paper does not fix the problem, and only serves to intimidate the student and potentially discourage them from the writing process.

—Michelle Hansen, History

As a graduate student, I find myself wanting and hoping for feedback from professors on my participation, writing, and content knowledge. Starting out in the first few weeks of my graduate school career, the limited feedback made me anxious about my ability to meet unspoken expectations. My own limited knowledge of expectations in this transition period helped me to understand the position that undergraduate writers also experience.

—Maureen McNamara, Anthropology

Use the link below to open a full size version of the sample analytic rubric with comments in the Word.doc format

http://writing.colostate.edu/GTPathways/sampleanalyticrubricwcomments.doc

For the full schedule of the 2009 PDI, check out http://writing.colostate.edu/GTPathways/2009PDI.cfm. Other writing thread sessions include: Writing Assignments That Work, Two Strategies for Writing Integration, Writing@CSU—Resources, and Responding to Student Writing.

Use the link above to open a full size version of the sample analytic rubric without comments in the Word.doc format

http://writing.colostate.edu/GTPathways/sampleanalyticrubricwocomments.doc