

**THE MAKING OF THE MODERN WORLD PROGRAM:  
PILOT WRITING ASSESSMENT**

**Eleanor Roosevelt College  
University of California San Diego**

**Spring 2009**

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## I. MMW Program Overview

At the University of California, San Diego, each undergraduate student is enrolled in one of six colleges and required to fulfill a set of general education standards established by his or her respective college. Students from all academic majors are represented in the colleges and, conversely, majors have students from all colleges. The course requirements of academic departments do not differ by college, but each college does have a different general education emphasis, differing substantially from one college to the next, and consequently, different general education course requirements (in addition to the academic requirements of a student's major). Since the official mission of Eleanor Roosevelt College is, in part, "to feature dimensions of international understanding and cultural diversity," ERC's general education requirements entail demonstration of basic proficiency in a foreign language and the completion of a regional specialization through both lower and upper division course work. The academic core of the Eleanor Roosevelt College GE requirements, however, is the Making of the Modern World Program (MMW) which, like the college, was founded in 1988. MMW is an interdisciplinary, six-quarter program which provides a broad, global overview of the past from the dawn of human history and early societies (MMW 1) to social, environmental, economic, and political challenges facing the contemporary world (MMW 6).

Imbedded in this program and equally important to its general education mission is the writing and analytical instruction, particularly in the six-credit MMW 2 and MMW 3 courses when, in addition to three hours of lecture (by a professor) each week, intensive writing instruction is facilitated in two hours of discussion section (led by a teaching assistant) each week, meeting twice in one hour sections. MMW 1, 4, 4T, 5, and 6 are four-credit courses, with three hours of lecture and only one hour of discussion section each week.

ERC students entering UCSD as freshmen are required to complete the full MMW sequence (six quarters). Transfer students, entering UCSD as upperclassmen, are required to take three quarters, a requirement they generally satisfy by taking the transfer-specific course, MMW 4T, followed by MMW 5 and MMW 6.

The courses in the Making of the Modern World Program are:

### **MMW 1. Prehistory to the Birth of Civilization (4 credits)**

This quarter introduces students to what is known about early humans, including the evolution of the human body and the characteristics of Paleolithic and Neolithic cultures. It examines contemporary hunter-gatherer and tribal societies, illuminating the complexity of such cultures with respect to mythology and oral tradition, interpersonal relations, and ecological practices. The course concludes with an analysis of the emergence of large agrarian societies and earliest great settled communities and civilizations.

**MMW 2. The Great Classical Traditions (6 credits)**

This quarter introduces major classical civilizations of the ancient world whose legacies live on in the present. These civilizations include the ancient Near East (including Mesopotamia, Egypt, and Israel), Greece, Republican Rome, India, and China. The course examines their systems of religious and social thought, using an approach that combines perspectives from the humanities and social sciences. MMW 2 is a six credit course because it includes intensive writing instruction, requiring an additional hour of class time each week.

**MMW 3. The Medieval Heritage (6 credits)**

A survey of the period from 100BCE to 1200CE, this quarter concentrates on the development of China from the Han to Song dynasties, Rome and its transition into the medieval world, and the emergence, spread, and development of major world religions: Christianity, Islam, and Mahayana Buddhism. MMW 3 examines cross-cultural contacts and the dynamism of medieval societies. MMW 3 is a six credit course because it includes intensive writing instruction, requiring an additional hour of class time each week. A research paper is due at the end of this term.

**MMW 4. New Ideas and Clash of Cultures. (4 credits)**

This course provides a basic framework for understanding major trends and developments in world history from 1200-1750, from the Mongol empire through the Scientific Revolution and the expansion of European inter-continental empires. This is a period of tremendous transition, with increased interaction between cultures and continents and new developments in technology, trade, political and philosophical ideas, science, and religious belief. The course examines a variety of civilizations and explores the ties, tensions, and consequences of their interaction as they transition through the early modern period. A research paper is due at the end of this term.

**MMW 4T. Understanding the Pre-Modern World (Transfer Students Only, 4 credits)**

This course is designed specifically for transfer students and provides a background to major trends and issues addressed in previous MMW courses. MMW 4T also reviews and strengthens students' analytical, research, and writing skills. This course helps students adjust to the UCSD environment by preparing them for writing and research for MMW and other courses. A research paper is due at the end of this term.

**MMW 5. Revolution, Industry, Empire. (4 credits)**

This quarter examines the great changes that took place in European society from the Enlightenment to the time of the Russian Revolution and considers the impact of these changes on the non-Western World. Topics include: absolutism and constitutional monarchy, the Enlightenment, political revolutions in Europe and the Americas, industrialization, the rise of nationalism and the nation-state, mass politics, Western imperialism, and the colonial experience. The consequences of these developments in non-Western societies are also examined. A research paper is due at the end of this term.

### **MMW 6. The Twentieth Century and Beyond. (4 credits)**

Beginning with World War I, this course examines the expansion of state power and the conflicts that arose between democratic and anti-democratic forces as well as the social and cultural implications of these developments. It explores changes in the international system—the end of European hegemony, the rise of superpowers, decolonization, nuclear proliferation, international economic problems, and the world after 1989, from the decline of Communist power to ethnic conflict, terrorism, and war. The class ends with a survey of important issues and debates in the world today. A research paper is due at the end of this term.

## **II. MMW Program Staff and Faculty**

MMW is an academic program in the administrative framework of Eleanor Roosevelt College, i.e., it was created as an academic program specifically for the college mission and not as an academic department serving the entire university population. MMW is supervised by a Director who reports to the ERC Provost who, in turn, works in partnership with an MMW Advisory Board, comprised of Academic Senate departmental faculty members, to oversee MMW. MMW has six full-time administrative and academic staff appointed directly to the program in E. Roosevelt College. The MMW staff positions are:

### **Director**

The MMW Director is a UCSD Academic Senate faculty member with the position of Lecturer with Potential Security of Employment (LPSOE). Core Responsibilities: Management and supervision of program, staff, and budget; recruitment and assignment of faculty; liaison between program and college/university; teaching in MMW; development of global seminars abroad; evaluation and supplementary programs.

### **Academic Coordinator/Lecturer (MMW 1-3)**

Core Responsibilities: Management and supervision of teaching assistants in MMW 1, 2, and 3; development of program writing assignments in MMW 2 and 3; preparing TAs for writing instruction and monitoring that instruction; work with MMW faculty to address TA or program problems and concerns; monitor and address matters of undergraduate academic integrity; teach MMW 200 which provides instruction in pedagogy for new TAs.

### **Academic Coordinator/Lecturer (MMW 4/4T – 6)**

Core Responsibilities: Management and supervision of teaching assistants in MMW 4, 4T, 5, and 6; development of program writing assignments in MMW 4, 4T, 5, and 6 and monitoring writing instruction; work with MMW faculty to address TA or program problems and concerns; monitor and address matters of undergraduate academic integrity; teaching in MMW.

**Lecturer**

Core Responsibilities: Teach three quarters of MMW, serving as a lecturer each quarter and as a discussion leader for one section; provide leadership to specific program areas, such as MMW website development and field trip management.

**Program Coordinator**

Core Responsibilities: Providing essential leadership for the program in a wide range of administrative areas ranging from program logistics, fiscal matters, and administrative connections between the MMW program and academic departments, colleges, and university offices.

**Program Assistant**

Core Responsibilities: Providing assistance to staff, students, TAs, and faculty; front office liaison between MMW program staff and students.

MMW is taught by a team of faculty members, some of whom are Lecturers on staff in MMW (Heidi Keller-Lapp, Edmond Chang, Matthew Herbst), others are recruited from a variety of departments, including Anthropology, Theater, History, Literature, Political science, and Sociology. Teaching Faculty in the MMW Program in the 08-09 Academic Year were:

David Jordan, Emeritus Professor, Anthropology, MMW 1  
Nancy Friedlander, Unit 18 Lecturer, Anthropology, MMW 1  
Lisa Dietrich, Unit 18 Lecturer, MMW Program, MMW 1  
Scott Vandehey, Associate in Fall 2008, MMW Program, MMW 1  
Richard Cohen, Associate Professor, Literature, MMW 2  
Edmond Chang, Unit 18 Lecturer, MMW Program, MMW 2, 4, 3  
Charles Chamberlain, Unit 18 Lecturer, Literature/MMW Program, MMW 2 & 3  
Page duBois, Professor, Literature, MMW 2  
Matthew Herbst, LSPOE, MMW Program, MMW 3 and MMW 4  
Janet Smarr, Professor, Theater, MMW 3  
Stanley Chodorow, Emeritus Professor, History, MMW 4  
Heidi Keller-Lapp, Unit 18 Lecturer, MMW Program, MMW 4T and MMW 5  
Edward Reynolds, Emeritus Professor, History, MMW 4T  
Steve Cassedy, Professor, Literature, MMW 5  
Tom Gallant, Professor, History, MMW 5  
Pamela Radcliff, Associate Professor, History, MMW 6  
Ivan Evans, Associate Professor, Sociology, MMW 6  
Patrick Patterson, Assistant Professor, History, MMW 6

**Teaching Faculty in the Program in the 09-10 Academic Year will be:**

David Jordan, Emeritus Professor, Anthropology, MMW 1 and MMW 3  
Nancy Friedlander, Unit 18 Lecturer, Anthropology, MMW 1  
Tara Carter, Associate in Fall 2009, MMW Program, MMW 1  
Richard Cohen, Associate Professor, Literature, MMW 2  
Edmond Chang, Unit 18 Lecturer, MMW Program, MMW 2, 4, 6  
Charles Chamberlain, Unit 18 Lecturer, Literature/MMW Program, MMW 2 & 3  
Page duBois, Professor, Literature, MMW 2  
Matthew Herbst, Lecturer, MMW Program, MMW 3 and MMW 4  
Janet Smarr, Professor, Theater, MMW 3  
Babak Rahimi, Assistant Professor, Literature, MMW 4  
Heidi Keller-Lapp, Unit 18 Lecturer, MMW Program, MMW 4T and MMW 5  
Patrick Patterson, Assistant Professor, History, MMW 5  
Tom Gallant, Professor, History, MMW 5  
Ivan Evans, Associate Professor, Sociology, MMW 6  
Frank Biess, Professor, History, MMW 6

MMW faculty design their own syllabi, reading assignments, and lecture content, with each class size varying from about 120 to 300 students. The faculty use uniform writing assignments designed by the MMW program staff and rely on the writing curriculum developed by the MMW Academic Coordinators. Assignments and aspects of writing instruction are discussed by faculty in lecture. Writing instruction is facilitated in discussion section by TAs who implement the teaching plan and writing instruction that the MMW program has designed. Students attend one discussion section each week in MMW 1, 4, 4T, 5, and 6; and two per week in MMW 2 and 3, the courses in which the intensive writing instruction is delivered.

### III. MMW Program Goals

MMW fulfills a general education requirement for Eleanor Roosevelt College and fits within the overarching general education learning outcomes currently under discussion for the undergraduate colleges. As adapted for ERC, these outcomes are:

- a. Expose students to a wide range of disciplinary perspectives. (Breadth)
- b. Provide students with an interdisciplinary, basic understanding of the world's great civilizations, past and present. . (Focus)
- c. Provide students with a competency in introductory level university analysis, research, and writing. (Skills)

Develop an attachment to the foundational

The Making of the Modern World Program fulfills these general education outcomes by working toward the achievement of three specific program goals. These goals are:

1. ***Global Perspective on the Past and Present.*** MMW provides students with a basic intellectual framework that enables them to better understand the world today. The six quarters of MMW course content exposes students to a diverse array of subject

matter from prehistory to the present, from primate evolution to the historical development of religious traditions, such as Buddhism, Christianity, and Islam, to democratic movements in developing nations around the world. MMW may inspire students to pursue a particular area in greater depth (thus fulfilling their upper-division ERC regional specialization requirement), to study abroad through global seminars, EAP, OAP, or other programs, or simply to continue to learn more about particular topics that they first heard about in the program. [ERC Learning Outcome A and B].

- 2. *Writing and Analytical Skills.*** MMW students examine a variety of primary and secondary source material through which they learn skills of analysis and argumentation. MMW teaches students to read critically and to evaluate various genres of texts (broadly understood), including art, archaeological interpretations, literature, and history. It also provides instruction in multi-media literacy, and teaches students how to evaluate the quality and credibility of a variety of resources and source material.

Critical thinking is further developed by the program's delivery of formal writing instruction. During MMW 2 and MMW 3, students receive extensive instruction in expository writing which satisfies their university-level writing requirement. Students also benefit from additional writing instruction and practice in MMW 4, 5, and 6. Through writing assignments and exercises in discussion sections, students learn how to access information from library resources, electronic databases, and other locations; to organize information; to develop a vocabulary for analysis and critical expression; to formulate and to arrange arguments in logical, progressive, and effective ways; and to maintain standards of academic integrity by properly giving credit to all sources used.

Writing assignments also provide students the opportunity to deepen their examination and understanding of course content and to synthesize the course material in argumentative essays. Through five quarters of MMW writing instruction and practice (there is no writing assignment in MMW 1), students become more confident and skilled in introductory -level university research and writing. [ERC Learning Outcome C].

- 3. *Creating a Learning Community.*** MMW is a critical building block in the formation of a student living-learning community informed by the principles of Eleanor Roosevelt College's mission. The program provides a compelling means for integrating academic and student affairs in the development of an Eleanor Roosevelt College student identity. Through MMW, students engage in academic discourse in lecture and discussion sections as well as in their lives beyond the classroom. They attend public lectures, create and participate in study groups, join in MMW theme-oriented social events, and take part in MMW-sponsored enrichment activities, such as concerts, movie events, and trips to museums, places of worship, and other relevant sites. These events supplement the academic goals of the program and reinforce the mission of the college. MMW works closely with all ERC units



(Student Affairs, Academic Affairs, Residential Life, and the Office of the Provost) to integrate the program fully into the life of the college, influencing not only the intellectual development but even the personal (non-academic) experience of each student. [ERC Learning Outcome D].

- a. ***Transfer Student Transition into the Learning Community.*** MMW also serves as a means of bringing transfer students into the learning community. Each year ERC welcomes hundreds of new students who transfer to UCSD as upper classmen from other academic institutions, particularly community colleges. Transfer students face a number of obstacles to their academic success such as larger and often more competitive environments, increased class size, encounters with graduate teaching assistants, more limited contact with faculty, and less individual attention. At the same time, transfer students are regularly confronted by higher and more rigorously enforced academic standards, including those regarding writing assignments. Taking this into consideration, MMW created a new course, MMW 4T, specifically designed for transfer students. This class assists these students in their adjustment to the UCSD environment and its academic standards and integrates them into the life of the college. MMW 4T provides a broad, thematic overview of earlier MMW courses in order to prepare transfer students for taking two additional MMW courses in fulfillment of the ERC GE requirement for transfer students (three MMW courses). MMW 4T also devotes lecture time to writing and research skills. MMW 4T gives transfer students the forum to meet and work collaboratively with fellow transfer students and it also provides ERC/MMW a way to deliver information and skills training tailored specifically to the needs of the transfer student population. [ERC Learning Outcome D].

#### **IV. MMW Writing Assessment: Evaluating Success**

MMW is in the process of implementing a strategy of evaluation to assess the program's effectiveness and to continue its improvement. The assessment is specifically built around the program stated goals and outcomes articulated above. It should be noted explicitly that this strategy and plan is a design for the MMW program only and does not seek to offer an evaluation model for the variety of writing programs that exist on the UC San Diego campus. The evaluation strategies and tools outlined in this pilot are designed to evaluate and assess the writing component of MMW in fulfillment of the program's general education outcomes. This assessment operates both on an individual faculty course level and on a more global programmatic level. There are three basic strategies for our assessment of the MMW program. They are:

##### **1. Individual Course/Section Level: Faculty/TA Evaluation**

###### **a. Faculty**

- i. UCSD Course and Professor Evaluation (CAPE) surveys are used for MMW faculty evaluations. CAPE staff and volunteers visit MMW lectures to administer and collect the evaluations. After the conclusion of each quarter, CAPE makes the evaluations available to the program, faculty members, and campus community. Since MMW is a required, general education program, student support for and recommendation of faculty members is important. MMW faculty typically achieve student recommendation ratings of 75% or higher. The program works with faculty to provide strategies for great effectiveness in the classroom and carefully considers the continued use of faculty whose evaluations do not show a good ability to connect with or relate to the MMW student population.

###### **b. Teaching Assistants (Discussion Section Leaders)**

- i. For teaching assistants, the program relies upon a similar method of evaluation, though this evaluation tool is administered directly by the TA in section and then recorded by the MMW program staff. To ensure quality educational activity in the discussion sections, MMW provides all TAs with instruction in teaching, grading, classroom management, and other critical pedagogical issues. Since these are skills developed and honed over time, MMW provides on-going training, workshops, and evaluations for all its TAs. Those new to teaching benefit by taking MMW 200, a graduate seminar on pedagogy, which is taught by Academic Coordinator Jackie Giordano in Fall Quarter. During this quarter, TAs enroll in the seminar and have no teaching duties. MMW invests in the pedagogical development of its TAs to best prepare them for work in the classroom.

For all TAs, both new and veteran, regular meetings led by MMW Academic Coordinators serve as forums to discuss writing issues, course content, and other matters that impact the classroom. TAs have a dual

assignment: 1] to reinforce and clarify course content and 2] to facilitate and evaluate undergraduate writing by implementing the design plan and teaching methods developed by the MMW program. To help TAs excel in this dual task, MMW provides support and training at every step along the way. Academic Coordinators visit discussion sections and provide TAs with tips, strategies, and other ideas for continued improvement and success. They also review and discuss evaluation results with the TAs.

**2. Self-Reported Student Surveys (Sophomore Survey and Senior Survey)**

- a. MMW sends out two annual student surveys in Spring Quarter, one to ERC students at the conclusion of the sophomore year and one to all graduating seniors. These surveys ask students to consider the impact that MMW has had on their historical understanding of the global past and present, on their understanding of and affiliation to the principles of the ERC learning community, and on their perception of the impact of the program’s writing and analytical instruction. The surveys are sent out by email and students submit their responses anonymously. We fully realize that the information self-reported by the students must be used with care and cannot, in itself, demonstrate the effectiveness of the program, at the same time, we place a high value on student perception and feedback as a measure of student satisfaction and partial measure of how well our content delivery and instruction of the MMW program has been received by students. A copy of the senior survey used in Spring 08 follows (this will be revised for Spring 2009):

What is your major and/or minor?

Were you a transfer student?

MMW affected your overall academic experience at UCSD/ERC:

Very positively / Somewhat positively / No influence / Somewhat negatively / Very negatively

Comment on how MMW affected your overall experience at UCSD/ERC:

MMW improved your research and writing skills:

Very positively	Not at all	Very poorly
Somewhat positively	Somewhat poorly	

Comment on how MMW improved your research and writing skills:

MMW prepared you for academic writing at UCSD:

Very positively /	Not at all	Very poorly
Somewhat positively	Somewhat poorly	

Comment on how well MMW prepared you for academic writing at UCSD.

Did you study abroad?

If you studied abroad, where did you study?

How did MMW affect your study abroad experience?

Very positively	Not at all	Very negatively
Somewhat positively	Somewhat negatively	

Comment on how MMW affected your study abroad experience.

MMW achieved its goal of providing an overview of world cultures, civilizations, and an understanding of the global community:

Very positively

Not at all

Very negatively

Somewhat positively

Somewhat negatively

What did you like most about MMW?

What did you like least about MMW?

Do you have any recommendations for the MMW program?

### 3. Sample Writing Assessment

- a. Since one of the goals of MMW is to provide students with instruction in introductory level university research and writing, measuring the effectiveness of this instruction is critical. A sample of MMW3 and MM6 papers will be evaluated using **two levels to assessment**: a general, holistic assessment and a skills assessment of each paper.
- b. **Level 1: The holistic assessment.** The holistic assessment of each paper will use the Writing Skills Assessment Test Evaluation Scale (WAT) developed by the City University of New York Freshman Skills Assessment Program. This assesses papers on a 1 to 6 scale as follows:

**6** The essay provides a well-organized response to the topic [*for MMW evaluation purposes “topic” refers to the research question that the student has set out to answer*] and maintains a central focus. The ideas are expressed in appropriate language. A sense of pattern of development is present from beginning to end. The writer supports assertions with explanation or illustration, and the vocabulary is well suited to the context. Sentences reflect a command of syntax within the ordinary range of standard written English. Grammar, punctuation, and spelling are almost always correct.

**5** The essay provides an organized response to the topic. The ideas are expressed in clear language most of the time. The writer develops ideas and generally signals relationships within and between paragraphs. The writer uses vocabulary that is appropriate for the essay topic and avoids oversimplifications or distortions. Sentences generally are correct grammatically, although some errors may be present when sentence structure is particularly complex. With few exceptions, grammar, punctuation, and spelling are correct.

**4** The essay shows a basic understanding of the demands of essay organization, although there might be occasional digressions. The development of ideas is sometimes incomplete or rudimentary, but a basic logical structure can be discerned. Vocabulary generally is appropriate for the essay topic but at times is oversimplified. Sentences reflect a sufficient command of standard written English to ensure reasonable clarity of expression. Common forms of agreement and grammatical inflection are usually, although not always, correct. The writer generally demonstrates through punctuation and understanding of the boundaries

of the sentence. The writer spells common words, except perhaps so-called “demons” with a reasonable degree of accuracy.

**3** The essay provides a response to the topic but generally has no overall pattern of organization. Ideas are often repeated or undeveloped, although occasionally a paragraph within the essay does have some structure. The writer uses informal language occasionally and records conversational speech when appropriate prose is needed. Vocabulary often is limited. The writer generally does not signal relationships within and between paragraphs. Syntax is often rudimentary and lacking in variety. The essay has recurrent grammatical problems, or because of the extremely narrow range of syntactical choices, only occasional grammatical problems appear. The writer does not demonstrate a firm understanding of the boundaries of the sentence. The writer occasionally misspells common words of the language.

**2** The essay begins with a response to the topic, but does not develop that response. Ideas are repeated frequently, or are presented randomly, or both. The writer uses informal language frequently and does little more than record conversational speech. Words are often misused and vocabulary is limited. Syntax is often tangled and is not sufficiently stable to ensure reasonable clarity of expression. Errors in grammar, punctuation, and spelling often occur.

**1** The essay suffers from general incoherence and has no discernible pattern of organization. It displays a high frequency of error in the regular features of standard written English. Lapses in punctuation, spelling, and grammar often frustrate the reader. Or, the essay is so brief that any reasonable accurate judgment of the writer’s competence is impossible.

- c. **Level 2: Skills Assessment.** In addition to the Writing Skills Assessment Test Evaluation Scale (WAT), the papers will be assessed by examining students’ demonstration of proficiency in the specific writing goals of the program. To manifest student proficiency, the student writing should:
- i. Ask an open-ended research question
  - ii. Focus on a purpose, maintaining internal coherence
  - iii. Use the proper conventions of format. The paper contains:
    1. Introduction and Thesis Statement
    2. Evidence used to support the thesis
    3. Presentation of alternative views and counterarguments
    4. Rebuttal of alternative views and counter-argument
    5. Conclusion
  - iv. Practice appropriate means of documenting sources
  - v. Adhere to proper syntax, grammar, punctuation, and spelling
  - vi. Identify a variety of relevant and appropriate sources to answer the research question
  - vii. Effectively sort and manage evidence from the sources
  - viii. Synthesize and interpret evidence from the sources

- ix. Demonstrate the significance of its thesis
- x. Integrate the student's own ideas with those of others.
- d. On each of these 10 categories student papers will be rated on a Likert scale of:
  1. Highly Demonstrated
  2. Demonstrated
  3. Somewhat Demonstrated
  4. Not Demonstrated
- e. Proposed Assessment
  - i. Evaluation Model
    1. 100 MMW students will be randomly selected from a pool of those who have completed the MMW program and have taken MMW 3 in Spring Quarter 2008 and MMW 6 in Spring 2009. These students will have received the intensive writing instruction in MMW 2 and MMW 3 and benefited from the continued practices and development of research and writing skills in MMW 4, 5, and 6. Therefore, the records of the students randomly identified must be reviewed to ensure that they have taken MMW 4 and MMW 5.
    2. There will be a total of 200 papers examined in this assessment. The papers will be assessed by a team comprised of evaluators with M.A. or Ph.D. degrees from a variety of academic disciplines. These evaluators will be drawn from a pool of experienced graduate students, non-students, and UCSD faculty. Evaluators will work in teams of two, each pair assessing the same selection of papers (40 papers per group) with an evaluation rubric created based on the aforementioned categories and approved by the MMW Faculty Advisory Board. Each member of the assessment unit will read and evaluate the paper individually, sharing his/her evaluation responses afterwards. When evaluations differ significantly, a third evaluator will be drawn into each team for further consideration of the paper. This assessment will determine whether the program is meeting its learning outcomes for writing and measure the extent of improvement in writing through the three additional Making of the Modern World classes taken by students over the course of the year.
    3. The MMW program will submit the results of this evaluation to the ERC Provost and MMW Advisory Committee who will review the results. These results will then be submitted to the Associate Vice Chancellor for Undergraduate Education.
  - ii. "Norming" the Evaluation Tool
    1. Before the evaluation tool is used, there will be a preliminary "norming" exercise in which all evaluators read the same set of papers and evaluate them based on the criteria provided in order to establish a shared understanding of the standards and the use of the evaluation rubric.

4. **MMW Program Overview Evaluation & Closing the Loop**

- a. At the conclusion of each academic year, MMW program staff meets to debrief and evaluate the program during the past year. This evaluation draws information from a number of sources, including staff, faculty, TAs, and undergraduate students. MMW uses this evaluation as an opportunity to monitor the overall direction of the program and make adjustments for improvement. Such modifications may include changes in writing assignment, writing instruction, text books, administrative procedures, and so forth.
- b. A report will be given to the MMW Advisory Board at the start of the following academic year addressing the previous year's work. This report will draw on the information gathered from program staff, faculty, TAs, and the undergraduates. The Advisory Committee will review and discuss suggestions for potential changes to improve or refine the program.

**Supplementary Material (Appendix)**

- a. MMW Syllabi
- b. MMW TA Evaluations