



Gordon Rule Faculty Survey

The new Gordon Rule requirement is for multiple, college-level, writing assignments in each Gordon Rule course and does not require a word count. The student is required to demonstrate college-level writing skills in order to receive a grade of "C" or better in a Gordon Rule course. College level writing skills are defined in a rubric developed by MDC.

The Gordon Rule Committee at MDC would like your input on ways to help with the implementation of this new requirement. Please take a moment to answer the questions below.

1. Do you use the rubric that has been provided by the Gordon Rule Committee?

- [22] Yes
- [19] No (If no, skip to [question # 9](#))

Please indicate your level of agreement with the following statements.

<i>MDC Gordon Rule Writing Rubric:</i>			Strongly agree	Agree	Disagree	Strongly disagree	Unable to rate
2.	The Gordon Rule Writing rubric has helped me to define and identify the elements of college level writing.		<input type="radio"/> [3]	<input type="radio"/> [19]	<input type="radio"/> [6]	<input type="radio"/> [5]	<input type="radio"/> [0]
3.	The rubric helps me rate purpose and audience for satisfactory college level writing.		<input type="radio"/> [3]	<input type="radio"/> [19]	<input type="radio"/> [8]	<input type="radio"/> [3]	<input type="radio"/> [0]
4.	The rubric helps me rate organization and content for satisfactory college level writing.		<input type="radio"/> [3]	<input type="radio"/> [20]	<input type="radio"/> [7]	<input type="radio"/> [3]	<input type="radio"/> [0]
5.	The rubric helps me rate effective development of a thesis for satisfactory college level writing.		<input type="radio"/> [3]	<input type="radio"/> [19]	<input type="radio"/> [6]	<input type="radio"/> [3]	<input type="radio"/> [2]
6.	The rubric helps me rate effective language use for satisfactory college level writing.		<input type="radio"/> [2]	<input type="radio"/> [20]	<input type="radio"/> [7]	<input type="radio"/> [4]	<input type="radio"/> [0]
7.	I have reviewed the rubric with my students.		<input type="radio"/> [4]	<input type="radio"/> [17]	<input type="radio"/> [7]	<input type="radio"/> [2]	<input type="radio"/> [3]
8.	The Gordon Rule Writing rubric meets the needs of my discipline.		<input type="radio"/> [4]	<input type="radio"/> [16]	<input type="radio"/> [8]	<input type="radio"/> [5]	<input type="radio"/> [0]
<i>Gordon Rule requirement & your course(s):</i>			Strongly agree	Agree	Disagree	Strongly disagree	Unable to rate
9.	The new Gordon Rule requirement has changed the way I teach my course(s).		<input type="radio"/> [5]	<input type="radio"/> [12]	<input type="radio"/> [20]	<input type="radio"/> [5]	<input type="radio"/> [9]
10.	I spend more time on my course(s) in order to implement the new requirement.		<input type="radio"/> [13]	<input type="radio"/> [7]	<input type="radio"/> [16]	<input type="radio"/> [6]	<input type="radio"/> [9]
11.	I have explained the new Gordon Rule policies to my students.		<input type="radio"/> [15]	<input type="radio"/> [20]	<input type="radio"/> [7]	<input type="radio"/> [2]	<input type="radio"/> [7]
12.	I have made changes in my grading policy to include the new requirement.		<input type="radio"/> [12]	<input type="radio"/> [11]	<input type="radio"/> [15]	<input type="radio"/> [5]	<input type="radio"/> [8]

Please indicate how helpful the following would be for you as you implement the new Gordon Rule requirement:			Very helpful	Helpful	Not helpful	Unable to rate
13.	Online workshops on the use of rubrics to ensure consistency.		<input type="radio"/> [10]	<input type="radio"/> [25]	<input type="radio"/> [13]	<input type="radio"/> [1]
14.	Face-to-face, in-person workshops on the use of rubrics.		<input type="radio"/> [14]	<input type="radio"/> [20]	<input type="radio"/> [13]	<input type="radio"/> [2]
15.	Examples of sample papers at all levels of proficiency for college level writing.		<input type="radio"/> [18]	<input type="radio"/> [19]	<input type="radio"/> [12]	<input type="radio"/> [0]
16.	A discipline specific workshop to develop our own rubric.		<input type="radio"/> [19]	<input type="radio"/> [13]	<input type="radio"/> [12]	<input type="radio"/> [5]
17.	A workshop on holistic grading.		<input type="radio"/> [10]	<input type="radio"/> [19]	<input type="radio"/> [13]	<input type="radio"/> [7]
18.	A workshop that helps me assess college level writing skills (grammar, sentence structure, organization).		<input type="radio"/> [9]	<input type="radio"/> [19]	<input type="radio"/> [16]	<input type="radio"/> [5]

19. What resources should be available to assist instructors in designing more effective Gordon Rule writing assignments?

- [Instructors should have access to various voluntary workshop seminars in order to understand and implement the Gordon Rule requirement.]
- [samples of what other professors in other disciplines do to implement the Gordon rule requirement; discussions with other disciplines and/or other faculty.]
- [I don't know.]
- [Graders, limit class size for GR courses]
- [Results from same levels graded previously.]
- [I don't need any resources to help me design or grade assignments. What I find challenging is the level of work created by GR. Why do ENC classes have limits of 25? Yet, I have a class limit of 45. This should be reviewed.]
- [One or two resouces persons on each campus would be helpful.]
- [a place on the homepage for professors to access the rubrics and their explanations]
- [I feel comfortable with the resources I have now.]
- [workshops, dialogue within and without own disciplines who use GR.]
- [As a faculty member who teaches composition almost exclusively and also as one who has been teaching effectively for over 20 years, I don't need someone to "teach" me how to write effective assignments or grade them. Also, I don't like the idea of having to change what I'm doing when what I'm doing WORKS.]
- [We should adopt Criterion software by ETS to assist in the holistic scoring (and correction) of the essays: contact Carolyn Rackley crackley@ets.org. We should make Criterion the standard for the College and buy a site license.]
- [Workshops (online and face-to-face, in person); sample assignments AND sample appropriate responses (in the form of student papers) that would satisfactorily complete the assignment]
- [Workshops with English faculty moderators]
- [The Gordon Rule Rubric should not have been developed without representation from faculty in all disciplines affected by this device. Faculty at other institutions have found a similar way of meeting the state mandate without the burden of a rubric. Students dislike the rubric and are afraid of how it is employed. This rubric should be eliminated for a better method similar to the other 27 community colleges.]
- [Criterion Online Essay Evaluation Turnitin.com]
- [Frequent seminars]
- [Maybe one workshop required for all adjuncts and full-time faculty. It should not be required but optional. Any action beyond that would be a waste of college resources.]
- [As indicated above, Workshops>both face to face and online]
- [Workshops/Online workshops]
- [Discipline specific meetings & sharing sessions.]
- [A translation of amorphous Gordon rule gibberish into Standard English.]
- [I work as faculty (teaching Composition) and as a tutor for the college. On my experience, I have noticed that MOST professors do not know how apply the Gordon Rule to the class. I had to amend the Gordon Rule, myself, so that the rubric would even out numerically in the gradebook. There are four sections with four levels (that's sixteen)- not a rounded number. I chose the most obvious component to add to the rubric, which "follows the instructions of the assignment". My students can write perfectly in everyway, but if they do not actually do the assignment that I have given,

the work warrants a failing grade. The Gordon Rule as it stands does not let the instructor fail a writing assignment that does not meet the goals of the assignment.]

[samples]

[I think the use of workshops and more information about the new requirements would be helpful.]

[The most logical one would be to provide CTD workshops or meetings with English professors, who are the most skilled and experienced in grading essays.]

[Get rid of the Gordon Rule in my course.]

20. What resources should be available to assist students in writing more effectively in Gordon Rule courses?

[Students should have a writing center capable of assisting them outside of the classroom for their own development as collegial writers. The writing center at my institution, Miami Dade College, is too small and overcrowded. Most of my students have had to leave without obtaining necessary help. This is a detrimental issue that should be addressed.]

[More strict English classes; stiffer requirements]

[Better composition courses.]

[Free writing lab and tutors.]

[More required keyboarding skills courses.]

[Students should complete ENC 1101 before taking other course subject to GR. This is the best way to promote student success and retention in GR classes.]

[online resources, have the requirement discussed and sample papers shown in each class/]

[Requirement of English 1101 before SPC 1026]

[Learning support labs should be equipped with the rubrics and tutors should be trained on their use. The assignments that professors give to students should also be given to the tutors so they are aware and can help students to complete the assignments.]

[I think they are doing it right with the resources they have now.]

[an online tutorial to help them write a paper and/or (OWL); resource handouts]

[Access to Criterion for all students would be helpful, but it's not the final answer. ALL professors who require writing, not just those who teach Gordon rule courses, must participate in showing how important writing is. If only the English Department faculty are fully evaluating the writing students produce, then students see writing as unimportant. I recently spoke to a graduate of MDC who is now a professional. When I told him I spent my weekends grading essays, he asked me what I teach here. When I said, "English," he said he knew I would say that because only the English Departments require a lot of writing. We need writing across the curriculum.]

[We should adopt Criterion software by ETS to assist in the holistic scoring (and correction) of the essays: contact Carolyn Rackley crackley@ets.org. We should make Criterion the standard for the College and buy a site license.]

[More of an emphasis on research skills and classical argumentative writing. Topics should be based on more general topics for general course requirements as opposed to assigning topics related to specialized fields]

[Their professors should be adept in the English language.]

[Criterion Online Essay Evaluation Turnitin.com]

[A wide variety of reading material on business and economic issues.]

[Autonomy of instructors with the ability to practice academic freedom. The concern of your committee should be college prep english courses and english and literature courses. General requirements for Gordon Rule are enough and should be implemented by instructors. Instructors "do not need help implementing the Gordon Rule" in classes.]

[terminals]

[writing center/tutoring center for language skills at levels]

[Students should be required to take an English/Writing course before enrolling in any Gordon Rule course.]

[Class Pre-requisites are the most effective. Students with a good writing background writer better projects.]

[A writing lab that can help students understand what's expected of them.]

[Each of MDC's campuses needs to have a tutoring lab (like all the schools in the rest of the country) that helps student hone their writing skills beyond their freshmen compositions. Many of the textbooks on the market have online companions that offer free tutoring and help and tutorials for student writers; we should encourage our student to use these tools and learn to use them ourselves. We also need to be more demanding of our students in terms of their writing or else we negate the need for change in the Gordon Rule.]

[samples]

[Student Life or during orientations or on an ongoing bases in workshops to inform students of the use of the Gordon Rule for all classes. Therefore, if the student hears of the rule in one class and not in another, they will be brief of its existence much as the General Education Outcomes have been advertised.]

[The college needs a drop-in writing lab, free of charge, to all students who need assistance writing papers. We should follow the model of university writing labs.]

[Online tutorials in writing, MLA format, research skills, and these same workshops done face to face, as well.]

[Writing center]

21. What type(s) of writing assignments do you most frequently require in your classes?

[My students all write college-level essays and research papers for my course.]

[I give my students three writing assignments in addition to three quizzes that require that they write the answers. The three writing assignments are three two to three-page essays: one to be written at home; the second to be done with another student (the pair should combine their information and produce one paper); the third to be done in class. The three essays incorporate material from the class (mostly about intercultural communications) but I stress the important of their writing; I correct grammar much more than content (since the papers deal with their individual opinions)]

[Essays]

[Reviews and reaction papers]

[Essays analyzing economic articles.]

[Argumentative essays.]

[I require 3 analyses specific to the curriculum of the discipline. Assignments are shorter in length but specific in regards to organization and content.]

[I teach writing, so my students write an essay or paragraph several times during the semester.]

[Essays]

[essays]

[Research on specific historic periods, specific architects philosophies, trends etc.]

[essays]

[essays]

[In class analysis of quotes, poetry, short stories or excerpts of philosophical writing.]

[I require different types of five paragraph essays.]

[Argumentative papers]

[Argumentative, Persuasive, and Cause & Effect essays, primarily]

[Case studies]

[Essays, Discussion Boards, Research Assignments]

[Written oral expression of the ideas under discussion.]

[Speech outlines, group problem solving research papers, assignments completed from the textbook.]

[Essays about speech topics and First Amendment. I require speech outlines and essays about specific speech topics.]

[student's opinions on economic subjects]

[Essay for ENC 0021, level three College Prep. Writing> choice of three prompts Paragraphs for ENC 0020, and ENC 0002]

[good ones]

[Observations/evaluations of speakers and their speeches; answer to essay questions connected with specific components within the course.]

[Final Paper; Reaction papers to classroom media presentations.]

[I require a large project which separates the Gordon Rule requirements into sections and builds up to a final project with professor and student feedback.]

[Essays.]

[Prewriting and planning, outlining (using complete sentences), essays, project work, PowerPoint work, research, inclass writing exams, exams...etc]

[arguments, critical analyses, summaries, explications]

[Essays, research papers.]

[The students are required to write at least 7 timed writings with at least 2 rewrites for each timed writing. Students are required to read an assigned article and write a response about how it impressed the student or prompted a positive life or career change.]

[Summary/critiques; Research papers/projects; essays.]

[I am an English professor. I assign essays in the rhetorical modes, timed essays, and journals. This rubric does not help me at all. This rubric slows me down considerably. To have to give numerical consideration in 16t places when I teach 6 classes of ENC 1101, each with 29 students, is impossible. I know how to grade papers; so do all of us in the discipline. I cannot afford to spend 30 minutes each on 174 papers. If the college wants us to do this, then the college must reduce the course load of English professors.]

[Papers that are developed according to a specific pattern of writing]

[Research into a current topic on macroeconomics]

[weekly paper- plus now 3 Gordon rule]

[Three essays analyzing macroeconomic concepts learned from course material and current economic issues in news/articles from selected newspapers and magazines.]

22. Writing assignments in your course(s) are administered, collected, and assessed:

- [28] at least once every 4 weeks
- [3] at mid-term and at the end of the term
- [2] all writing assignments are due at the end of the term
- [16] other

[Projects]

[about every other week]

[6 essays plus various in class writings]

[biweekly]

[At least 6 times a term.]

[four days a week]

[at least three weeks before end of term]

[every week, starting the second week of the term]

[Every Five weeks]

[every week or every two weeks]

[every two weeks]

[On a weekly bases]

[every other week]

[every two weeks]

[Sometimes weekly and sometimes bi-weekly]

24. In what discipline do you teach?

[4] Architecture & Interior Design [1]

[6] Arts & Humanities [6]

[5] Business [10]

[4] English [22]

[4] Mathematics [3]

[3] Speech Communications [8]

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25. How has the new Gordon Rule requirement changed the way you teach your course(s)?

[It has not changed the way I teach my course.]

[I correct grammar!!! I tell the students who make errors WHY they are making errors; I teach them how to write correctly what they might have written incorrectly!]

[Let the students have a method to communicate in writing and to start the process of communicating mathematically]

[It has not]

[I only teach college prep Writing courses, so I am not affected by the Gordon Rule.]

[Not at all.]

[In addition to the economic content I HAVE to teach, now I have to spend limited class time EACH time I return graded written assignments explaining how their writing is or is not at the "college-level".]

[It has not.]

[Actually, I believe that GR has positively influenced my pedagogy. I believe that the way the college can help me is by limiting my class size. Grading multiple writing assignments is labor intensive. Imagine having 5 sections with 45 students. That possibility exists. If ENC classes are limited to 25, I should have a limit somewhere between 45 and 25.]

[It hasn't.]

[Since I teach writing, it is part of the course.]

[The papers are more qualitative than quantitative.]

[Not at all.]

[I had been using the students' writing research papers a long time before the I had students practicing the Gordon Rule before it was established as a requirement.]

[They require that I change the way I comment on students' papers. I have a checklist that I give students listing everything I'm looking for in a particular assignment where I can check off excellent, satisfactory, needs work, or missing. This gives students a good idea about what they need to improve and what they have succeeded in incorporating into their writing. The language of the college's rubric is much less easy for students to understand and relate to.]

[I try to make sure that students meet or surpass the college wide expectations for competent writing in the disciplines of English and Philosophy.]

[Since I teach English, not at all.]

[I don't feel that every single assignment I create out has to require five pages or more in length.]

[No change]

[Yes, I have chosen the limit the number of sections of Gordon Rule courses that I teach to avoid using the rubric. Our discipline requested to opted out of the Gordon Rule and were denied the opportunity then our academic freedom was curtailed by the imposition of the Gordon Rule Rubric with no input from our faculty.]

[Fewer writing assignments]

[I not only emphasize the technical aspects of the subjects but more emphasis is placed on verb precision in the expression of the ideas.]

[Not substantively. I always implemented the requirement according to the types of assignments logically required for the course.]

[Yes, the course should be about speech communication not basic and introductory english.]

[takes more time]

[I'm not sure how the new Gordon Rule would affect the way I teach my courses. Information about any changes have not been communicated to me.]

[has no impacts.]

[I've always given writing assignments.]

[Shorter final writing assignment; more "reaction papers" to media presented during class.]

[Trying to explain the new rules sucks up more time than before. Other than that is hasn't changed the way I teach.]

[It hasn't; the Gordon Rule boosts values that are required already through the course competencies.]

[It hasn't changed the way I teach, except to distribute the rubric, so the students know the criteria with which I will be judging their writing.]

[It hasn't really.]

[I have always expected a lot of writing from the students, so the new Gordon Rule only reinforces my ideal that a student's ability to write and express themselves on an expository level is very important for his or her academic and professional success.]

[designing/administering more practical student-centered assignments, predicated on achieving the requirements]

[I used to assign 12 essays per semester in order to reach the 8,000 word requirement. Now I assign between 6 and 8 with multiple drafts.]

[It has not affected me much because I always grade with a rubric. Nonetheless, I am not comfortable using the same rubric for all the essays I assign.]

[It hasn't. I have always been and continue to be extremely thorough in all aspects of writing (content or thematic development, organization, pattern of development, unity, cohesiveness, sentence structure, language, grammar, etc.) when I grade a paper. Afterwards, I meet with students personally in order to review their essays and go over every mark or comment that is made. Then I allow them to rewrite their essays.]

[Hasn't changed my teaching at all, except it takes more time to describe the Gordon Rule and its ramifications to their final grade.]

[Had to change grading system, syllabus, point system, deal with more deadlines. I also have to explain rubric rules and I am not an expert on these concepts, this is not my area of expertise- I do the best I can but does not feel comfortable. - Students also complain they have to spend extra time in the writing center. - I have to grade more papers- have to read rewrites. The positive side is that the papers are more organized and pleasant to read. There is obvious improvement in spelling and grammar- but this is only if they get help from the writing center. I am speaking about the 30 percent or so of students who have extremely low writing skills mostly due to being bilingual. Students rely heavily on Internet too and this makes it difficult to grade since it takes more time to try and figure out what is theirs. I also feel pressure to teach the course the way an English or Philosophy course is taught, focusing on plot, message, ethics - contextualism, when film is a highly visual and technical process. I prefer more hands on assignments and do analysis of composition, editing, sound, production etc.. I prefer assignments that are more interactive and creative. Altogether they definitely do improve in their writing skills and organizational skills- even if through osmosis!]

[It has not changed the way I teach, just the additional time to read the essays.]

Thank you for completing this survey!

End of Survey