

Writing class Management Control

Introduction

Writing classes were specially developed for smaller universities that cannot afford to equip and facilitate big and full English classes. Which obviously are required for attracting foreign students.

A typical writing class of 5 EC (based on a bachelor of 240 EC) takes 140 student hours and approximately 16-20 professor/tutor hours.

The main advantages of writing classes are that students train in independent literature research, field study, and cooperating in a (small) group of mixed nationalities and cultures. Writing classes consist of students who write independently a given number of papers about a specific field of study. The papers are corrected and/or discussed by a professor who is an expert in this field. He needs not be a teaching staff member of the university involved.

Writing classes provide an opportunity to offer courses and classes in English without creating a huge burden on the school's organization. If e.g. a certain course is normally not taught in English, because there is no professor available at a certain moment, or if it is for whatever reason not appropriate for Dutch students to attend certain classes in English, like in a lecture, it is still possible to offer the course to a smaller and selected group of mixed students, consisting of both Dutch and foreign students.

In doing so, universities can offer courses in English to foreign students and at the same time offer somewhat more of a challenge to Dutch students who need it; a sort of honor's group, so to say.

One of the main purposes and advantages of writing classes is that they provide an excellent opportunity for building or creating knowledge on a certain topic or issue.

If the submitted papers are of good enough quality, they might serve as a basis for further publication by the supervising professor in charge.

Writing classes may meet more or less regularly, but not necessarily.

If so, it would be ideal to have a setting like a *round table*, (Round Table Teaching, RTT).

For this reason, a writing class should not exceed more than 12/15 students.

Writing classes may result in a written exam, but again, that is no prerequisite.

Ideally, writing classes consist of equal numbers of foreign and Dutch students. The research is always done in study groups of one foreign + one Dutch student, or two foreign students + two Dutch students, etc.

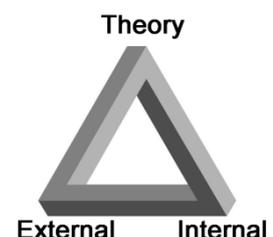
The core is a number of essays + the discussion in a group meeting, followed by grading by the professor. The subjects and/or problem definitions are preset and given by the professor.

Study plan

A

Write 1 essay/paper of approx. 3,000 words (being 9,000 in total) about given topics in the field of International Strategic management, consisting of:

1. Literature research in given literature and additional literature; mandatory literature is: *Cost Accounting 15e*, by Charles T. Horngren, ISBN10 1292018224; ISBN13 9781292018225



2. Additional literature: at least 5 relevant scientific magazines in the field of strategic management
3. External research/analysis (i.e. interviews, observations, etc. in the business field)
4. Internal research (i.e. give a coherent analysis based on literature and external research)

B

In the first group session the professor explains the logistics of the course and provides the subjects and/or problem definitions to each individual student.

In (three) group sessions each study group discusses his essay and responds to questions and/or comments from the other students. Every student in class submits a list of at least five questions about the essay of the student(s) presenting his paper ultimately one day before the class session by email to the professor.

C

Grading (refer to is 75% essay/paper and 25% discussion & class participation (i.e. the quality of questions during the discussion sessions etc.)

D

Number of EC is 5 (based on a bachelor of 240 EC).

E

- Workload is 140 hours;
- 4 group sessions @ 2hrs = 8 hrs;
- preparing for 4 group sessions @ 3hrs = 12 hrs;
- literature research for 3 papers @ 10hrs = 30hrs;
- external research for 3 papers @ 10hrs = 30hrs;
- internal research for 3 papers @ 10 hrs = 30hrs;
- writing 3 papers @ 10hrs = 30hrs.

Preliminary Schedule Writing class Management Control

Week nr.	
45 November 7	Start block 2 Group session 1 Introduction meeting
46	
47	
48	Group session 2 Discussion of essays (1-2-3)
49	
40	Projectweek 3
51	Group session 3 Discussion of essays (4-5-6)
52 December 24	Christmas
1	Christmas Holiday
2	
3	Projectweek 4 Group session 4 Discussion of essays (7-8-9)
4 January 23	Exam week 2

Assessment of papers

Name:

Title:

Weight	Item	4	5	6	7	8	9	10
20	Coverage and depth (are the subjects discussed in great depth and detail, or is the paper superficial?)							
20	Scientific satisfactory foundation and arguments (do all results, findings, remarks etc. have a solid foundation?)							
20	Theoretical foundation / use of literature (were only student textbooks used or also solid scientific magazines and journals?)							
10	Obligatory, inevitable (did you really need this investigation in order to write this paper?)							
10	Completeness (were all aspects considered that could here have been expected, or do certain (major) issues miss?)							
10	Problem articulation (do all aspects/subjects/ paragraphs contribute in the solution of the problem(definition)?)							
10	Complexity (is the paper about a relatively simple issue/problem or is it about complex, complicated and difficult matters?)							
10	Coherency (do the chapters, paragraphs, and subjects follow each other logically / do they have a common ground or don't they fit together?)							
10	Logic (are the conclusions a solution to the problem definition?)							
10	Analysis (Is it clear apparent that the student has been thinking, reflecting and evaluating about discussions, findings, remarks, and conclusions?)							
5	Lay-out (Is the design professional or messy / unattended?)							
5	Spelling (many or few writing errors)							
5	Grammar (professional language / correct syntax)							
5	Style (was the paper written professional and aimed at an audience familiar with the subject?)							
5	Attractiveness (does the paper invite / is it challenging to read?)							
5	Size (is the paper longer or shorter than required?)							
160	Final mark:							

Assessment of class participation

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria. The criteria focus on what you demonstrate, and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from.

Grade	Criteria
0	Absent.
1	Present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.
2	Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g. straight from the case or reading), without elaboration, or does so very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement.
3	Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. Offers interpretations and analysis of case material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.
4	Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g. readings, course material, discussions, experiences etc.). Offers analysis, synthesis, and evaluation of case material; for example, puts together pieces of the discussion to develop new approaches that take the class further. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate etc. Demonstrates ongoing very active involvement.

Cordially after <https://teaching.unsw.edu.au/>

Assessment form class participation

Class:

Student	Session 1	Session 2	Session 3	Session 4	Session 5	Overall
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						