WRITING ASSESSMENT REPORT
History Department, 2010-11

HIST 102, Winter 2001 (Easley): 33 students (2 enrolled students did not complete assignment)

<table>
<thead>
<tr>
<th>Rubric Element</th>
<th>Pass</th>
<th>Non-Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>28/85%</td>
<td>5/15%</td>
</tr>
<tr>
<td>Reasoning</td>
<td>28/85%</td>
<td>5/15%</td>
</tr>
<tr>
<td>Organization</td>
<td>31/93%</td>
<td>2/6%</td>
</tr>
<tr>
<td>Rhetoric of the Discipline</td>
<td>33/100%</td>
<td>0/17%</td>
</tr>
<tr>
<td>Presentation</td>
<td>30/91%</td>
<td>3/9%</td>
</tr>
</tbody>
</table>

SUGGESTED REMEDIES
1. Pilot regular in-class writing workshops
2. Make more effective use of the Writing Center, including in-class presentations
3. Integrate peer-review exercises for longer writing assignments