

Essay Questions Inspired by Computing Educator Statements Project Information

Originally developed by Deepa Muralidhar, December 2010
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Description of Activity: Essay questions appropriate for use as exam questions or for written assignments.

Background: In an effort to get students to write across the curriculum, computer science teachers are required to give students essays to write as assessments. One or more questions from the referenced page could be given for one such assessment.

Grade Level: Grades 9-college (14 years old and above)

Courses: Any technical or writing course

Required resources:

- Access to the internet (to read the questions) or paper copy that contains one or more of the essay questions
- Appropriate writing implements (pen and paper OR computer)

Timeframe: If in-class, 30 minutes to an hour; if take-home, then 1-3 days

Objectives: Students will be able to:

- Read and analyze a statement extracted from one of the CEOHP interviews, then answer a related question based on their own experiences.
- Plan a structured, coherent response based upon logical arguments.
- Use appropriate written language to express their ideas.

Standards: From Georgia Standards, <https://www.georgiastandards.org/>

ELA10W3 The student uses research and technology to support writing.

ELA10RL2 The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding.

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

Student Instructions

Source for questions: <http://www.cs.southwestern.edu/OHProject1/essay-ideas.html>

(NOTE: We will update this to the “real” site before this is released)

For an in-class, pencil-and-paper test:

Select one of the following questions and write your response. Your essay should be two paragraphs in length, with a length of about 300 words.

For an out-of-class, on-line take-home test or if the test is given in a computer lab:

Select one of the given questions and write your response. The essay should be two paragraphs with a maximum of 300 words. (You may type your response and use a tool such as Microsoft Word’s word count feature as you write your essay.)

You may visit www.ceohp.org and read the transcripts or interviews given by the educators to help you craft your answers.

Student Name: _____ Date: _____

Title of Writing Assignment: _____

Teacher: _____

Student Name: _____ Period: _____ Date: _____

Narrative Essay Rubric

	4	3	2	1
Introduction and Thesis	Strongly and clearly states the given topic. Thesis is clearly stated with concise reference to the topic.	Clearly states the given topic. Thesis present with some reference to the topic.	Topic is not clearly stated. Thesis has few or no references to the topic	Thesis is not understood and is not stated. Thesis is not present at all.
Reasons, Examples, and Support	Makes three or more excellent points with good support. It is evident the writer put much thought into the assignment.	Makes three or more clear points with support, but weak in places. The writer does not explain the topic thoroughly.	Makes three points. Shows some support and preparation, but has weak or repetitive reasons, examples, and support.	Makes fewer than three points. Shows little thought or preparation. No focus. Reasons, examples, and support are weak or missing.
Conclusion	Effectively restates the thesis in different words. Summarizes the topic in a strong concluding statement. Provides closure.	Restates thesis in different words. Summarizes the topics in a concluding statement. Provides some closure.	Restates thesis but not in different words. Concluding statement is a weak summary of the topic. Provides little closure.	Thesis is not restated. Concluding statement makes no reference to the topic and does not provide closure.
Organization	Sentences and paragraphs are complete, well written, and varied. Uses appropriate transitions.	Sentences and paragraph structure are complete and generally well written, with some variation. Uses transitions.	Sentence and paragraph structure are inconsistent. Uses transitions only sparingly.	Little or no evidence of sentence or paragraph structure. Essentially no transitions.
Word Choice, Fluency, and Tone	Choice of words that are grade-level appropriate, descriptive, and accurate. Maintains consistent formal tone throughout. Utilizes conventions of standard English.	Choice of words that are grade-level appropriate and adequately descriptive. Demonstrates a formal tone and appropriate use of standard English in most of the assignment.	Some words are grade-level appropriate and descriptive. Lacks consistent formal tone and standards English. Some repetition. Use of slang.	Language and tone is unclear and lacks description. Informal tone and overuse of non-standard English and slang.
Mechanics, Grammar, and Conventions	Contains few, if any, punctuation, spelling, or grammatical errors.	Contains errors in punctuation, spelling, or grammar that do not impede meaning.	Contains punctuation, spelling, or grammatical errors that impede meaning.	Contains many punctuation, spelling or grammatical errors that make the piece unclear.

Final score: _____

NOTE: This rubric exists in many versions across the Internet, with no clear originator cited. To compare and contrast, a search on the keywords "Narrative Essay Rubric" turns up many variations.