

First Year Seminar  
FALL 2023

MEETING 17

## Writing

- Presentation Day 3
- College writing assignments
- Bloom's Taxonomy

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## Three things today

- 1 Presentation Day 3
- 2 College writing assignments
- 3 Bloom's Taxonomy

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## Upcoming dates

- Thursday, October 19      Presentation day 1
- Tuesday, October 24      Presentation day 2
- Thursday, October 26      Presentation day 3
- Tuesday, October 31      Presentation day 4
- Monday, October 23      Week 8 Response

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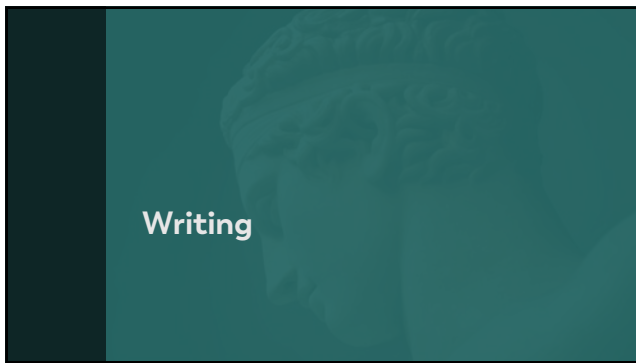
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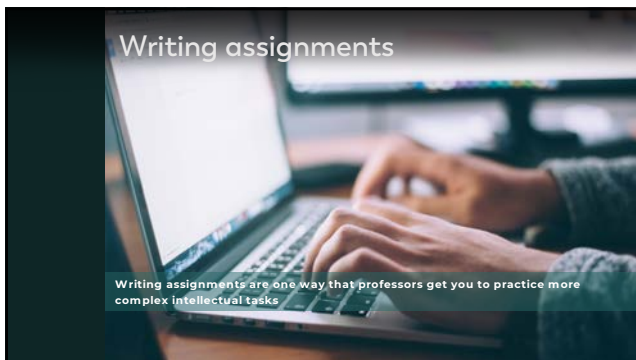
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## Bloom's Taxonomy – Knowledge

- **Factual knowledge** includes terms, locations, and other listable knowledge
  - This kind of knowledge often serves as a base for more advanced knowledge
- **Conceptual knowledge** includes ways of organizing information and ideas, including knowledge of theories and principles
  - This type of knowledge helps you structure factual knowledge, as well as understand the relationships among information and ideas
- **Procedural knowledge** includes knowledge of techniques and methods, as well as when to use those techniques
  - This type of knowledge tends to be subject-specific, so, for example, different majors will use different procedures for identifying and solving problems
- **Metacognitive knowledge** is sometimes described as "thinking about thinking"
  - This kind of knowledge involves your ability to take a step back and understand how you think and learn, which is why it's considered abstract knowledge
  - You will often be asked to do reflective work in college, and every time you are explaining how you know what you know, you're practicing metacognition

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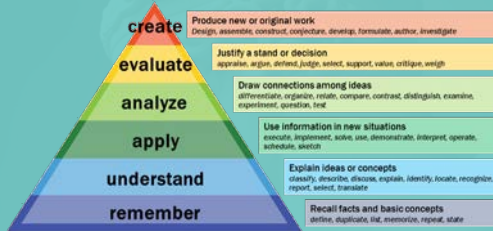
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## Bloom's Taxonomy – Cognitive



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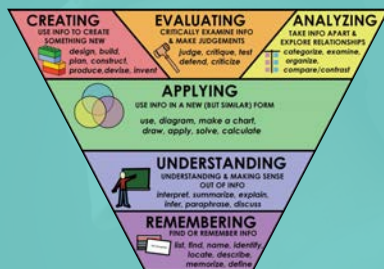
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## Bloom's Taxonomy – Cognitive



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## Bloom's Taxonomy – Cognitive

- **Remembering** involves recalling information and ideas
- **Understanding** asks you to explain information or ideas
- **Applying** asks you to take information and ideas from one context and use them in a different context
  - This kind of cognitive task often takes the form of a writing assignment because instructors are looking for explanations along the way (e.g., describe the learning objectives for this course using Bloom's taxonomy)
- **Analyzing** asks you to take something apart as a way of understanding it
  - Analyzing involves showing how your object of study works or how its parts are related or how it is similar to or different from something else
  - As with applying, analyzing is often done in writing assignments because instructors are looking for explanation (e.g., explain the differences between the original version of Bloom's taxonomy and the revised version)
- **Evaluating** asks you to make a judgment based on some kind of criteria
  - Because you have to explain why you believe something is good/bad or better/worse, evaluating is often done in writing (e.g., explain which version of Bloom's taxonomy is more effective and why)
- **Creating** asks you to make something new

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## Intellectual work in assignments

- Finding the key sentences in an assignment
  - Give you directions
  - Describe what the final project will include or do
  - Use the words "should" or "must"
- Identifying the verbs in those sentences
  - The actions you need to perform for the assignment
- Identifying the kinds of knowledge those verbs are asking you to work with
  - What are you supposed to explain or demonstrate or compare or critique?
  - What are you supposed to demonstrate as part of your experiment or argument or design?
  - What ideas or concepts from class or your readings are you supposed to use?
- Identifying the cognitive processes

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## Sample: Gilgamesh essay

**Essay on Epic of Gilgamesh**

The assignment: **Write** a 3- to 4-page essay using three moments from *The Epic of Gilgamesh* to **take a position** on the culture, beliefs, and social expectations of ancient Sumer.

**Choose** any of the mortal characters from *The Epic of Gilgamesh* and **discuss** his or her relationship with the gods.

- **Describe** and **discuss** three moments from *The Epic of Gilgamesh* showing your character interacting with or contemplating the gods.
- **Make an argument** about what these examples show us regarding Sumer's take on religion and the gods, and what it means to be human. **Think** about Sumerian culture's traditions and expectations and how they impact on the individual you're writing about.

### Bloom's Taxonomy – Knowledge

- Factual knowledge
- Conceptual knowledge
- Procedural knowledge
- Metacognitive knowledge

### Bloom's Taxonomy – Cognitive

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

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### Week 9 response

- Pick a writing assignment for this semester
  - Copy the assignment into a Word document, either as text or a picture
- Find the key sentences
  - Give you directions
  - Describe what the final project will include or do
  - Use the words "should" or "must"
- Identify the verbs in those sentences
  - The actions you need to perform for the assignment
- Identify the cognitive processes you think apply to this assignment
- Email me the file

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