

## Sample Prompt

### Writing an Abstract - Assignment Prompt

Abstracts are condensed yet detailed summaries of scholarly articles and papers. They are intended to provide the reader with a quick overview of the material contained in the essays. Main points and significant findings should be highlighted, and the language of the abstract should be as direct and specific as possible. Examples of abstracts can be found on the first pages of the journal articles assigned for this course.

The purpose of this assignment is to test your ability to summarize a reading in the concise and information-rich form demanded by scholarly abstracts. While the largest proportion of the grade will be based on completeness and accuracy of the informational content, mechanics and style are essential for readability; the assignment requires a baseline of minimum standards in mechanics and style to count.

#### **Source material:**

Read a conference proposal for implementing the Pacific CPR project and produce an abstract of it. [a reference or link to the source material would appear here in the prompt]

#### **Requirements:**

- The abstract should be 150-170 words including title. Concise summation is a primary goal of the exercise.
- Main points need clear statement and adequate explanation within the word limit.
- Refer to the assignment rubric for the overview of expectations.
  - Categories: Mechanics; Clarity; Title; Scope; Development

#### ***Minimum standards:***

The Mechanics **and** Style sections must satisfy the "Meets Expectations" standard in order for the assignment to count. If **either** section does not, the assignment should not be scored higher than 4. Assignments that score 4 or less must be re-written in a remediation process.

*[NOTE: Remediation processes might happen through writing tutors in the ERC (STK campus), writing mentors in the course, TA's in the course, the instructor in office hours, or other similar venues; remediation resources and policies need to be developed to support this standard. There is a two-stage remediation goal here: first, using CPR to identify students who need help with the basics, and then providing appropriate help; in large-enrollment classes, this may mean resources from outside the course (e.g., tutors) or supplemental resources inside the course (e.g., writing mentors).]*