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OVERVIEW: WHAT IS WRITING SPACE?

To foster the development of concept mastery and critical thinking through writing, Pearson created Writing Space—currently available in MyLab & Mastering and coming in Spring 2015 for REVEL.

Writing Space provides everything students need to keep up with writing assignments, access assignment guides and checklists, write or upload completed assignments, and receive grades and feedback — all in one convenient place. Writing Space features storage for notes and web bookmarks, essential writing tips, and a built-in dictionary and thesaurus. Additionally, Writing Space offers customized grading rubrics and personalized feedback that help students focus and produce better work.

Instructor Note

This Writing Space Implementation Guide is filled with hyperlinks to our Help documentation, which will provide additional detail and step-by-step functionality instructions.

Writing Space can also check students' work for improper citation or plagiarism by using the world's most accurate text comparison database available from Turnitin.

Depending on the discipline, there are three different types of writing prompts:

1. **Auto-Feedback** = Auto-graded, pre-loaded writing prompts (sometimes called Writing Practice; not available for all disciplines)

2. **Writing Assignments** = Manually graded, pre-loaded writing prompts

3. **Instructor Created** = Manually graded, instructor-created writing prompts
FAQ: How do I know which types of writing prompts are available for my course?

To easily identify your Writing Space assignment types (which vary by discipline,) go to your Course Menu and click on Writing Space.

FAQ: Why can’t an instructor assign a writing space assignment to the MyLab Course Calendar?

Writing Space is a learning tool (or “app”) that is separate from the course content available for the MyLab Course Calendar. Writing Space activities cannot be assigned to the MyLab Course Calendar. Instead, Writing Space utilizes its own Assignment Details functionality, including due dates. However, we do recommend adding a Note to the MyLab Course Calendar to alert students to their Writing Space assignment.

Instructor Note

Please note that Auto-Feedback writing prompts require significant time for development. Additional Auto-Feedback prompts will be added each semester.
WRITING SPACE FOR IMPROVED LEARNING

How does Writing Space improve student learning? More importantly, how can I prove it? How are other instructors using it?

Pearson partners with educators to conduct efficacy studies in order to measure Writing Space’s impact on student learning. The Writing Space Efficacy Report includes both quantitative and qualitative case studies, each detailing successful Writing Space implementations and positive measurable results across a range of Social Sciences and Humanities courses with both large and small enrollments and from both two- and four-year institutions.

Click on the efficacy studies below to explore implementation practices that lead to proven results.

<table>
<thead>
<tr>
<th>MyPsychLab with Writing Space</th>
<th>CASE STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name</strong></td>
<td>Louisiana State University, Baton Rouge, LA</td>
</tr>
<tr>
<td><strong>Course Name</strong></td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td><strong>Course Format</strong></td>
<td>Face-to-face</td>
</tr>
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**Key Results**
After increasing MyPsychLab from 10 to 20 percent of students’ overall course grade, success rates increased by 8 percent while D/F/W rates decreased. In addition, students continue to develop important writing and critical thinking skills with Writing Space’s auto-feedback assignments.

<table>
<thead>
<tr>
<th>MyArtsLab with Writing Space</th>
<th>CASE STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name</strong></td>
<td>Harper College, Palatine, IL</td>
</tr>
<tr>
<td><strong>Course Name</strong></td>
<td>Art History</td>
</tr>
<tr>
<td><strong>Course Format</strong></td>
<td>Face-to-face</td>
</tr>
</tbody>
</table>

**Key Results**
Since implementing MyArtsLab with Writing Space, scores on my class’s final papers have increased 7 percent, indicating students’ deeper understanding of course material as well as their improved writing and critical thinking skills.

Again, for more information on how instructors are successfully implementing Writing Space in their classrooms, please see the full Writing Space Efficacy Report. To learn more about documenting success in your classroom using Writing Space, please click here.
WRITING SPACE FUNCTIONALITY IN 5 SIMPLE STEPS

How does Writing Space work?

1. **Set up a writing assignment**: Begin by specifying the [assignment type](#) and its title, due date, resources for students, and rubric(s).

2. **Manage Peer Review groups**: Optional--Decide if you’d like to require students to review peer submissions as part of the writing and critical thinking process.

3. **Review and comment**: Review a student's submission and enter your comments and feedback. You have the option of flagging the writing assignment as Reviewed or as Commenting Complete. "Reviewed" typically means you want to come back and look at the submission again, and "Commenting Complete" would mean you have finished entering feedback. However, even if you flag the submission as Commenting Complete, you can enter more comments. Students do not see your comments until you return their grades.

4. **Grade writing submissions**: Grade a submission when you review it or in a separate pass. If the writing assignment has a rubric, it is displayed next to the assignment so you can select scores for each trait, and the rubric calculates the final grade. You can also override the rubric grade and enter your own score. Students do not see their grades until you return them. This means you can grade submissions as they come in and later release all grades at once.

5. **Return grades and feedback**: Return submissions to the students with your feedback and grade. You can choose to release grades to all students, several students, or a single student.
STEP 1 OF 5: SET UP A WRITING ASSIGNMENT

To easily identify your Writing Space assignment types (which vary by discipline,) go to your Course Menu and click on Writing Space.

1. **Writing Practice –or- Auto-Feedback Assignments** = Auto-graded, pre-loaded writing prompts
2. **Writing Assignments** = Manually graded, pre-loaded writing prompts
3. **Instructor Created** = Manually graded, instructor-created writing prompts

BEST PRACTICES FOR GETTING STARTED WITH WRITING SPACE

Keep Writing Prompts Hidden
Instructors should keep assignments hidden in the left navigation of the course until they are ready for students to begin the assignment. As soon as just one student views the assignment, the instructor will not be able to change details including the due date, number of drafts, Similarity score settings, etc. **For instructions on how to hide the prompts on the navigation bar, click HERE.**

Set Due Date Based on Eastern Time
Instructors must set assignment due dates according to the Eastern Time zone. Writing Space will not sync to other time zones. This means for an assignment due at midnight in the Central Time zone, instructors should make the assignment due at 1 am. If they do not, students could be marked late when they actually submitted on time.

Be Aware of Word Count/ Formatting Requirements
Student submissions must be between 150 and 950 words and should be saved as plain text (if it is composed outside of Writing Space) before submitting. They should avoid excessive spacing of lines/ paragraphs, and should not include headers such as course name, title, and instructor name. All of this will count toward the word count and could cause the autoscore engine to fail.
Option 1: Writing Practice / Auto-Feedback
(available only in select disciplines)

Auto-Feedback assignments are pre-loaded writing prompts that are auto-graded.

FAQ: How do Auto-Feedback prompts work?

*These prompts contain essays with automated scoring according to a pre-set rubric.*

Auto-Feedback prompts are created by giving the same prompt and rubric to over 400 students. These student essays are hand-scored by experts using the rubric. These hand-scored essays are then used to train the system, allowing Writing Space to identify similar essays and produce automated feedback and a score. Instructors can view and edit the student scores if desired.

For an Auto-Feedback writing assignment, you will need to:

- Enter an assignment title
- Set a due date and time
- Select the autoscore topic
- Specify whether you want to manually set the students' final grades or automatically use the autoscore service's grades

You can also specify that you want students to submit two drafts instead of one, require that all submissions receive a similarity check, and add resources and sample documents for your students to review.
To set up an Auto-Feedback writing assignment:

In order to set up an assignment, you will work through the tabs for each assignment.

1. **Details**: Complete the options on the writing assignment's Details tab. Use the Details tab when setting up or editing a writing assignment, to specify the assignment type and set some of the assignment options.

2. **Resources (OPTIONAL)**: Complete all, some, or none of the options on the Resources tab. You use the Resources tab to add supplemental links or a checklist to a writing assignment. Students can access these resources in the Tools bar as they are working in the editor.

3. **Rubric**: Auto-Feedback assignments use their own rubrics in accordance with the auto-graded functionality. Additionally, you now have the ability to customize the weights of the traits. If you’d like to include a rubric, select one of the following options.
   - Preview the rubric.
   - Select Display to student if you want students to have access to the rubric as they work in the editor. See Display a writing rubric to students for more information.
   - NEW! Create custom rubric weighting.

4. **Autoscore**: Select how you want to set the final grades on the Autoscore tab. Also see Autoscored and final grades.
5. **Similarity**: You use the Similarity tab to define the scope and type of resources that Turnitin searches when comparing a student’s writing to existing materials.

**Instructor Note ✓**

The Similarity tab only appears if you select **Submissions will be reviewed for similarity** under the **Details** tab.

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**FAQ: There are many options when assigning prompts. Are there certain recommended settings?**

Most settings are up to the individual instructor; however, we highly recommend checking **Submissions will be reviewed for similarity** on the **Details** tab, as well as **Automatically use the autoscored grades as final grades**. Without these two options enabled, the assignment will not submit to Turnitin and will require the instructor to manually review each assignment individually to return a grade to students.

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**FAQ: What is the maximum number of drafts allowed?**

Writing Space currently allows for **two drafts**. The second draft is the final draft. Instructors can return for a rewrite on the first or second draft. (Please note that the default setting is one draft.) Only the final grade for any assignment will sync to the MyLab gradebook. For two draft assignments, this means only the grade returned to the student for the second draft will appear in the MyLab gradebook.
Instructor Note re: NEW Custom Rubric Weighting for Auto-Feedback Assignments

Instructors may now customize the weight of each trait for Auto-Feedback prompts. To change the weight of each trait, the instructor COPIES the auto-scored rubric. After making a copy, the instructor can edit the rubric, where the option to edit the weight is next to each trait.
Option 2: Writing Assignments and Instructor Created (available only in select disciplines)

Writing Assignments are pre-loaded writing prompts. Instructor Created assignments have the same functionality, except that the instructor is able to write the prompt. Both are manually graded by the instructor.

Example of a pre-loaded Writing Assignment:

Example of an Instructor Created assignment:
To set up a Writing Assignment or Instructor Created assignment:

In order to set up an assignment, you will work through the tabs for each assignment.

1. **Details**: Complete the options on the writing assignment’s [Details tab](#). Use the Details tab when setting up or [editing](#) a writing assignment, to specify the [assignment type](#) and set some of the assignment options.

   **Instructor Note about Instructor Created Assignments**

   If you are using an Instructor Created assignment, you may choose to change the name on the Course Menu to display the title of your assignment. It will remain **Instructor Created** by default. To change the name of the tab, follow these instructions:

   1. Click **modify** above the course menu.
   2. Click **Settings** or **Add & Arrange**.
   3. Find the menu item in the list, clicking the expand icons to find the item, if necessary.
   4. Click the menu item name and enter the new text.
   5. Press Enter.
   6. Click Close ✗ and view the renamed menu item in the course menu.
2. **Resources (OPTIONAL):** Complete all, some, or none of the options on the Resources tab. You use the Resources tab to add supplemental links or a checklist to a writing assignment. Students can access these resources in the Tools bar as they are working in the editor.

3. **Rubric (OPTIONAL):** If you’d like to include a rubric, select one of the following options. (Click on the option for step-by-step instructions.)
   - Select an existing rubric
   - Create a new rubric
   - Edit a rubric
   - Copy and customize a rubric

4. **Similarity:** You use the Similarity tab to define the scope and type of resources that Turnitin searches when comparing a student’s writing to existing materials.

   **Instructor Note ➤**

   The Similarity tab only appears if you select Submissions will be reviewed for similarity under the Details tab.
What is the Similarity Report? Is it the same as the Similarity Score/ Similarity Service?
Similarity Service, Similarity Score and Similarity Report all refer to the Turnitin integration. In the Students dashboard, a number will appear in the Similarity column. This is a percentage to show how much of the content matched the content the instructor chose to search against on the Similarity Tab.

What do the settings on the Similarity Tab mean?
The instructor can choose to Store submissions in the Similarity student submission repository. This is recommended, since it will allow the essays to be checked against one another and prevent future classes from sharing essays. This does not mean students do not have a copyright on their work; the work still belongs to the students.

They can also check against the Similarity submission repository, Current and archived internet content, and Online periodicals, journals and publications. These are recommended as they can all be sources of plagiarism. Turnitin is not meant to prove or disprove plagiarism, but merely to show possible matches among student writing and other sources.
An instructor would like to exclude small text matches. What percentage should be excluded?

Actually, the Turnitin team recommends excluding a certain word count rather than a percentage. This will exclude a certain number of consecutive words. So, for example, if an outline or essay will include a four or five word phrase repeatedly because it is common terminology for the topic, the instructor might want to set a 5 word count text match exclusion to ignore these matches.

Update Similarity Score
Instructors should click the Update Similarity button shown in the screenshot to see similarity scores. Similarity scores only show up if the student has crossed back into their assignments or the instructor hits this button. If any students are not showing a score, instructors should select only those students and hit this button again to show the scores.

Inform Students of Turnitin License Agreement
When students first access a Writing Space assignment, a Turnitin license agreement appears. Students must accept this agreement; if they close out of it without accepting, it will not reappear. If this happens, the student needs to contact Tech Support.
**Instructor Note re: Improved User Experience! 🚀**

When a Similarity check is required, the Turnitin license agreement now pops up within the Writing Space program. (The user experience has been improved here, as the license agreement used to pop up in a separate window and was often overlooked by students.)

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**FAQ: Which writing prompts include Similarity Check options?**

All prompts, Auto-Feedback, Writing Assignments, and Instructor Created include Similarity Check options. For details on how to turn on the Similarity Check, click here.

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**FAQ: When will an instructor and/or student receive an alert that their similarity score is too high?**

The Alerts panel in the status bar advises instructors and students when a similarity score is too high; that is, at least 25% similar to found sources.
STEP 2 OF 5: MANAGE PEER REVIEW GROUPS (OPTIONAL)

NEW! Peer Review for critical thinking and writing support!

Why use Peer Review?
1. Peer Review requires objective evaluation skills, which results in improved writing skills.
2. Peer Review encourages critical reading, thus enhancing critical thinking.
3. Peer Review teaches the writer to work collaboratively, which is a valuable life skill.

Instructor Note

Peer Review is an option on the Details tab. Clicking on this option turns off the auto-feedback functionality entirely, adds a due date option for the peer review, and a section for instructors—specific to the peer review step. The main settings here are the number of papers each student will review and whether the peer review stage will be anonymous.
When you set up a Peer Review writing assignment, the **Number of papers each student submits** setting on the **Peer Review** tab determines the default size of the student groups for the assignment. For example, if you select **1**, each group will have two students; if you select **2**, each group will have three students. The students are added to groups in the order in which they submit their drafts. Once a group is full, a new group is formed and the next student is added to that group. Each group must have at least two members before they can peer review each other's drafts.

Once any student starts work on the writing assignment, you cannot change the setting for **Number of papers each student submits**. However, you can open up the groups and move students around and increase a group's size. For example:

- If each group has two students but there are an odd number of students in the class, the last student will be the sole member of a group and not able to peer review another student. You can move this student to another group.
- Some students may be further ahead in the Peer Review assignment than other students. You have the option of moving students around, possibly grouping together students who are further ahead.
- If a student withdraws from the class but is still listed in a Peer Review group, this will prevent the other group members from completing their reviews. You can move the dropped student to the No Group slot.

After you move students around, if additional students start work on the writing assignment, they are added to new groups that use the group size specified in the **Number of papers each student submits** setting.
The **Groups tab** shows you each Peer Review group's status and membership. If you want to move students from one group to another, you need to open Manage Groups as described in the procedure below.

**To move students in and out of Peer Review groups:**

1. Click the **Manage Groups** button on the writing assignment's Groups or Peer Review tab.
2. Click a group's name (Group 1, Group 2, etc.) to expand or collapse the group.
   An expanded group displays its student members.
   A red exclamation point or border means that a student submitted draft 1 (one) late.
3. Do either of the following to move a student from one group to another:
   - Drag and drop the student's name in another group.
   - Click the student's name to display a drop-down list. Then click the name/number of the group to move the student to.

**Instructor Note**

*If you cannot drag a student's name to another group or clicking the name does not display a drop-down list, you cannot move that student. See Guidelines for managing Peer Review groups for details.*

4. Click the **Save** button to save the group changes.
   The Groups tab is updated with the changes you made.

**Instructor Note**

*To create another group, move a student to **New Group** and click the **Create Group** button.*

*To remove a student from all groups, move the student to **Not in a group**. This will remove the student from the Groups tab but not from the Students tab.*
BEST PRACTICES FOR MANAGING PEER REVIEW GROUPS

In order to minimize the effects of moving, adding, and removing students from Peer Review groups, the writing assignment uses the following rules to determine the students' tasks:

- When you move students from one group to another, the lists of which students a group's members need to review are automatically updated. The group listings on the Groups tab are also updated.
- You can only move a student to another group before that student has started to review his or her peers' drafts.
- When you move a student from one group to another (for example, Student A is moved from Group 1 to Group 2), note the following:
  - If a Group 1 peer completed a review of the student's draft prior to the move, the review is available to you and the moved student. The moved student can still rate the peer's comments.
  - If a peer is reviewing the student's draft at the time of the move, the peer can complete the review and it will be available to you and the moved student.
  - Student A must peer review the other Group 2 member's drafts.
  - If a member of Group 2 has completed his or her peer reviews prior to Student A being added to the group, the member can review Student A's draft, but the review is optional; the member's status does not change.
  - If a member of Group 2 has submitted his or her ratings on peers' comments before Student A joined the group, that member cannot submit ratings on Student A's peer review.
- To remove a student from all groups, move the student to Not in a group. This will remove the student from the Groups tab, but not from the Students tab.

Instructor Note

Peer Review is not intended to serve as a grading solution. It is not possible at this time to grade the reviewers' feedback.

See also: Peer review groups
STEP 3 OF 5: REVIEW AND COMMENT ON STUDENT SUBMISSIONS

After students submit their drafts, you review and comment on them. Depending on your preference, you can review, enter feedback, and grade drafts in one pass or in multiple passes. As you work through each step, the Students tab tracks each student's status and progress. When the feedback and grading are completed, you then need to return the feedback and grades to the students.

The assignment's status bar tracks the writing assignment's overall status, including its due date(s) and where you are in the grading process.

For details on reviewing student submissions, see:

- Review and comment on writing in the editor
- Review and comment on uploaded files
- Review and comment on autoscored submissions
- Return a draft for a rewrite

See also: Grade writing submissions | Return feedback and grades

Instructor Note

Students cannot submit the second draft of a two-draft writing assignment until you return the feedback and grades for the first draft.
NEW! Improved Commenting!

1. The instructor grading view has easy access to the comments tray.
2. Any comment can be marked as a favorite for easy reuse.
3. Common Errors, a content set from our Pearson English products will also be available. These pre-created comments cover the most common issues with academic writing.

FAQ: What is a Return for Rewrite?

Instructors can return a student's draft submission for a rewrite. For example, a student may have misunderstood the instructions, and the instructor wants the student to try again. Or a student may have accidentally submitted a draft before it was finished. A return for rewrite is an additional submission of a writing assignment's draft. For example, if a student's first draft is returned for a rewrite, the student's resubmission is a resubmission of the first draft. Also, if the student does not resubmit the draft before that draft's due date, the resubmission is flagged as late on the Students tab. If you selected the Similarity check option for the assignment, each resubmission is also reviewed by Turnitin. Each resubmission's similarity report replaces the existing one. When you return an autoscored writing assignment for a rewrite, the student can submit a new or revised essay to the autoscore service. This is particularly useful when a student's submission cannot be scored; for example, the student wrote an essay that was too short, in all capital letters, or on a topic other than the assignment topic.
STEP 4 OF 5: GRADE SUBMISSIONS

For all drafts of all writing assignments, you must enter and save the student grades. Students do not receive their grades and your feedback until you return the grades to them. For information on grading submissions, see:

Grade without a rubric
Grade with a rubric
Open a student’s Peer Review rubric (Peer Review assignments are not available in all courses.)

FAQ: Can an instructor edit a student’s auto-feedback score?

Instructors have the ability to edit a student's score before releasing the grade to the student. For information on how to edit or manually score an auto-feedback prompt, click here.

See also: Return feedback and grades

FAQ: What is an “Unscorable” grade?

Approximately 5% of assignments may receive an “Unscorable” (UNS) grade from the autograder. This could be due to the student having an exceptional or very unique writing style, or the submission does not cover the correct topic or is too long/short. **Instructors should expect to manually grade a few submissions; however, if a large number of “Unscorable” (UNS) grades appear, they should report the issue.**
STEP 5 OF 5: RETURN FEEDBACK AND GRADES

Your feedback and grades on student writing assignments are not automatically released to students. This means you can review and grade student submissions as they come in, and then release them all at once, in batches, or individually.

You can select as many students as you want for this process. You must also use this procedure to return grades for autoscored writing assignments. Students receive feedback from the autoscore service, but not their final grades. (Autoscored assignments are not available in all courses.)

To return feedback and grades to students:

1. Select the check boxes of the drafts for which you are returning grades and feedback.
2. Click the Return to Student button.
   A message is displayed detailing the number of students whose feedback and grades were returned.
3. Click the close icon to exit the message.
   The Student tab now displays the status/progess as Returned to Student for the applicable student drafts.

NEW! Grade Integration with the MyLab Gradebook!

Since Fall 2014 courses, Writing Space grades automatically report to the MyLab gradebook. After the first student submits an assignment, a column will automatically appear in the MyLab gradebook. Any grade editing should be done within Writing Space.

What set-up is required?
Your MyLab is automatically setup to pull grades from Writing Space into the MyLab gradebook. No additional setup is required.
Grade Integration with MyLab Gradebook, cont.

Where in the gradebook will the Writing Space grades appear?
Each Writing Space assignment will have a corresponding grade column in the MyLab gradebook. However, each column will not appear until the first grade is synched. The columns will appear at the top level of the gradebook. Keep in mind the gradebook by default only shows items that have been added to the Calendar. **Because Writing Space assignments do not appear on the Calendar, it is necessary to change the filter to view All Items to see the Writing Space grades.**

![Toggle the View "Assigned Items Only" filter to off](image)

![Writing Space Assignments appear as grades are returned](image)
When do the grades for each assignment synch with the MyLab gradebook?
Grades will synch into the gradebook when the instructor returns the grades to the student. The instructor must return the grades for the grade column and the grades to appear in the gradebook. Grades can be returned for all students at once, an individual student, or groups of students. Note that the synch to the gradebook can take up to one hour from when grades are returned in Writing Space.

Where do I make edits to grades for Writing Space assignments?
Always edit grades in Writing Space. Saving your edits will trigger a re-synch of the grade with the MyLab gradebook. Note that the synch to the gradebook can take up to one hour.
Grade Integration with MyLab Gradebook, cont.

**Which grades synch for two-draft assignments?**
Only the final grade for any assignment will synch to the MyLab gradebook. For two draft assignments, this means on the grade returned to the student for the second draft will appear in the MyLab gradebook.

**What if the MyLab gradebook is missing Writing Space assignment grades?**
It is a best practice to note any students who do not have grades for particular Writing Space assignments in the MyLab gradebook, and check their status in Writing Space as well. The instructor may need to return a new grade for a student, review late work, or ensure the student is registered properly into the course.
THE STUDENT EXPERIENCE

Where can a student find additional writing resources?

NEW! The Writer’s Guide (a premium Pearson resource) is now available as a link under Assignment Resources.

What do the students need to do upon seeing the Turnitin license agreement?

When students first access a Writing Space assignment, a Turnitin license agreement appears. *Students must accept this agreement; if they close out of it without accepting, it will not reappear.* If this happens, the student needs to contact Tech Support.
Can a student compose in the writing space editor and later download or export his or her writing out of writing space and into a Word.doc?
No, at this time there is not an export option for the student to export or download writing out of writing space and into a Word.doc or other file format. While students can compose directly into the writing space editor, students can also complete writing in a Word.doc and then copy/paste into the writing space editor. Students should read through their writing after pasting to check for formatting.

Can students compose in a Word.doc or other accepted file format and upload their file as their file submission?
If the instructor has set up the assignment (in Details) for Upload capability, students can upload and submit his or her file. This is particularly useful for lengthy assignments and any that require special formatting such as footnotes, citations, or a presentation layout. For complete details and notes on how instructors set up file upload and how students use this function, see the embedded Writing Space Help menu > Set Up A Writing Assignment > File Upload.

Why a student might receive an error for an Auto-Feedback submission?
If a student submits an unintelligible response, a response that is too short, or a response that is different than expected for the essay assignment, the essay will not be scored. The student will receive an error such as the examples below:

⚠️ Your essay could not be scored because it is different than expected for this prompt. Your choice of vocabulary, organization, style, or topic is unusual compared to others written in response to this prompt. We recommend reviewing the essay with your instructor.

⚠️ Your essay could not be scored because it is shorter than expected for this prompt. Revise your essay to expand upon your response and include more details and description. Resubmit when you have made these changes.

Instructor Note

When this error occurs, the instructor has the option of either scoring the submission manually using the assignment rubric or returning for a rewrite.

What are the word count guidelines for Auto-Feedback prompts?
Student essays must contain a minimum of 150 words. If an essay contains less than 150 words, the student will receive an error (example above). A five paragraph essay in the 250-450 word count range is recommended.
How do students see their grades for an Auto-Feedback prompt?
Students receive feedback based on the rubric from the autoscore service, but not their final grades (i.e. 90%). In order for a student to see his or her final grade, the instructor must use the Return to Student button. Instructors can do this for an individual or multiple students.
IMPLEMENTATION RESOURCES AND TECHNICAL SUPPORT

In addition to this Writing Space Implementation Guide, you may also access Writing Space Help within the product for functionality assistance. Simply click the question mark symbol next to the Modify button on the right side of the screen.

If you need assistance with writing assignments and cannot find the information you need in the Help, please contact 24/7 Technical Support at http://247pearsoned.custhelp.com/.

You can use this customer support website to search frequently asked questions or the knowledge base, chat online with a Pearson representative, ask a question of the technical support team, and enter feedback or complaints.