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Altri autori (Persone)	HaswellRichard H EricssonPatricia Freitag <1950->
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction / Patricia Freitag Ericsson and Richard H. Haswell -- Interested complicities : the dialectic of computer-assisted writing assessment / Ken S. McAllister and Edward M. White -- The meaning of meaning : is a paragraph more than an equation? / Patricia Freitag Ericsson -- Can't touch this : reflections on the servitude of computers as readers / Chris M. Anson -- Automatons and automated scoring : drudges and black boxes, and dei ex machina / Richard H. Haswell -- Taking a spin on the intelligent essay assessor / Tim McGee -- ACCUPLACER's essay-scoring technology : when reliability does not equal validity / Edmund Jones -- WritePlacer Plus in place : an exploratory case study / Anne Herrington and Charles Moran -- E-Write as a means for placement into three composition courses : a pilot study / Richard N. Matzen Jr. and Colleen Sorensen -- Computerized

writing assessment : community college faculty find reasons to say "Not yet" / William W. Ziegler -- Piloting the COMPASS E-Write software at Jackson State Community College / Teri T. Maddox -- The role of the writing coordinator in a culture of placement by ACCUPLACER / Gail S. Corso -- Always already : automated essay scoring and grammar-checkers in college writing courses / Carl Whithaus -- Automated essay grading in the sociology classroom : finding common ground / Edward Brent and Martha Townsend -- Automated writing instruction : computer-assisted or computer-driven pedagogies? / Beth Ann Rothermel -- Why less is not more : what we lose by letting a computer score writing samples / William Condon -- More work for teachers? possible futures of teaching writing in the age of computerized writing assessment / Bob Broad -- A bibliography of machine scoring of student writing, 1962-2005 / Richard H. Haswell.

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Sommario/riassunto

The current trend toward machine-scoring of student work, Ericsson and Haswell argue, has created an emerging issue with implications for higher education across the disciplines, but with particular importance for those in English departments and in administration. The academic community has been silent on the issue-some would say excluded from it-while the commercial entities who develop essay-scoring software have been very active. Machine Scoring of Student Essays is the first volume to seriously consider the educational mechanisms and consequences of this trend, and it off

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