Eligibility:
You must have previously completed or be currently enrolled in a summer session of ACCT:2200 Managerial Accounting (or course equivalent) to be eligible for this assessment.

Essay Instructions:
The newspaper article in this assessment appeared recently in the general audience business press (e.g. the Wall Street Journal or the New York Times). In an essay, briefly summarize the article and analyze it by identifying a particular issue raised in the article and examining its implications. You are not being assessed for knowledge of current economic issues; however, the narrower the focus of your thesis statement position in the analysis the more effective your essay will be.

The article should be the only source you use in your essay. Feel free to include direct quotations from the article but be sure to properly use quotation marks around any phrases or sentences you quote. The essay should read as one coherent whole, so do not label the parts of the essay “summary” and “analysis”. Your response should have a clearly identifiable thesis position for the analysis and include well-substantiated claims. The summary should be no more than one-third of your total essay.

You have 75 minutes in which to read the article and write your essay in the writing assessment course page in ICON (Iowa Courses Online). Use full and grammatically correct sentences and paragraphs. Because the ICON page identifies misspelled words, spelling will be assessed. However, you should not use any outside assistance or writing/grammar programs to write your assessment. Make sure to save some time to proofread your essay prior to submission.

If you experience technical or internet connectivity problems as you are completing or submitting your assessment, contact Carl Follmer via email (carl-follmer@uiowa.edu) or phone (319-335-0913) as soon as possible to discuss your particular situation.

Essays will be scored on a scale of 20 points, with a maximum of 4 points allotted for each of 5 categories: grammar and usage (micro skills), thesis statement construction, development of summary and analysis paragraphs, clarity of expression (precise word choices), and style. A score of 10.0 will be considered a passing score for this assessment.

Students will receive e-mail notification of their overall score within a few days of completing the assessment on ICON. Students who wish to know their scores in each category or to discuss any questions about their assessment score should contact Carl Follmer. Once on-campus activities resume, grade sheets will be available in Carl Follmer’s office (C353 PBB). Students who do not receive a passing score for this assessment may elect to take the fall 2020 writing assessment to meet the requirements for access to accounting major courses in spring 2021.
Frequently Asked Questions (FAQ)

Who must take the assessment? A successful writing assessment score or a B- grade in BUS:3000 Business Communication and Protocol (or a P grade in the spring 2020 semester) is required for access to accounting major courses in the fall 2020 semester. Accounting major courses include all ACCT:3000-level courses except for ACCT:3020 Financial Accounting Reporting and ACCT:3100 Professional Accounting Seminar.

Do I need to take the assessment if I received a B- or higher grade in BUS:3000 (or a P grade in the spring 2020 semester)? No, a B- grade in BUS:3000 (or a P grade in the spring 2020 semester) will substitute for the writing assessment. If you are currently taking BUS:3000 this summer, you should still take the writing assessment to ensure you meet the requirements to access accounting major courses.

What if I have passed the Department of Accounting writing assessment in a previous semester? If you previously passed the Department of Accounting assessment, then you have met this particular requirement for access to accounting major courses and do not need to take it again.

Who is eligible to take the assessment? You must have previously completed or be enrolled in a summer session of ACCT:2200 Managerial Accounting (or course equivalent) to be eligible for this assessment.

When and where is the assessment? The assessment will be administered virtually using the writing assessment course page in ICON. Students can take the assessment on ICON at any point during the Summer 2020 session. The last day to take the assessment and qualify for entry for Accounting major courses is August 17, 2020.

How do I sign up for the assessment? Select “register for the writing assessment” from the writing assessment website (https://tippie.uiowa.edu/current-students/undergraduates/academics/majors-and-minors/accounting/accounting-writing-skills-assessment) and enter your information. If you are an incoming transfer student and do not have a University of Iowa ID or email address, you can just enter your first name, last name, an alternative email address, and leave the Student ID line blank. After registration, you will be automatically enrolled in the writing assessment course page in ICON.

What if I have a conflict with the Summer 2020 assessment? Contact Kevin Den Adel (Kevin-denadel@uiowa.edu) and Carl Follmer (carl-follmer@uiowa.edu) to discuss your particular situation.

What if I have technical or internet problems during the assessment? Contact Carl Follmer via email (carl-follmer@uiowa.edu) or phone (319-335-0913) as soon as possible to discuss your particular situation.

How do I learn more about the assessment? Review the Department of Accounting writing assessment website: https://tippie.uiowa.edu/current-students/undergraduates/academics/majors-and-minors/accounting/accounting-writing-skills-assessment. You may also contact Kevin Den Adel (kevin-denadel@uiowa.edu) and Carl Follmer (carl-follmer@uiowa.edu) with any questions.

Why is this assessment required? The Department of Accounting has had a writing program and assessments since 1998. Meeting at least minimum writing requirements before starting the accounting major courses will enable students to be competitively positioned for internships and build on the strength of the departmental writing program. Our accounting graduates possess an advantage relative
to students from competing schools because they have the opportunity to develop the writing skills employers demand. Establishing minimum writing competency requirements for admission helps to ensure all undergraduate majors will meet the expectations of future employers with respect to written communication skills.

What is the format of the assessment? In the ICON course page, students will have 75 minutes in which to read an article from the business press (e.g. Wall Street Journal, New York Times) and then write a summary of the article and an analysis in which they identify a particular issue raised in the article and develop a position on it. No outside assistance or writing/grammar programs should be used while you take the assessment. See the accompanying instruction sheet (page 1) for additional information.

What do I need to take the assessment? You will need a computer, internet connection, and access to the Accounting Admission Writing Assessment ICON site. When you register for the assessment, you will be automatically enrolled on the ICON site.

What writing skills is the Department of Accounting assessing? The writing will be assessed in 5 areas: micro skills (grammar/usage), thesis statement (for the analysis), development of the position in the analysis, clarity of expression, and style. Because the ICON page identifies misspelled words, spelling will be assessed. However, you should not use any outside assistance or writing/grammar programs to write your assessment. See the assessment scoring rubric and skills checklist (pages 5-7) for additional information.

How will the assessment be scored? Each of the 5 areas will be scored on a scale of 1 – 4, for a maximum score of 20 and a minimum score of 5.

What is a passing score for access to accounting major courses? A minimum total score of 10 is required. Students with score totals below 10 have not met the writing assessment requirement for access to accounting major courses.

When will I learn the results of the assessment? Students will receive e-mail notification of their score within a few days of completing the assessment on ICON.

What happens if I do not pass the writing assessment? If you do not pass the writing assessment, and have been admitted into the Tippie College of Business, you can continue to take courses required for your B.B.A. If you are still interested in access to accounting major courses, you can take the fall 2020 writing assessment for access during the spring 2021 semester. Alternatively, you may want to consider another major (e.g., Economics, Finance, Marketing, Management and Entrepreneurship, Business Analytics and Information Systems). Plan on talking to your advisor in the Undergraduate Program Office (C140 Pappajohn Business Building) about your options if you do not pass.

May I retake the assessment? No, not during the summer 2020 session. You may take the fall 2020 writing assessment for access to accounting major courses for the spring 2021 semester.

What can I do to prepare for the assessment?
• Make sure to read carefully the general instruction sheet at the start of this document.
• Read the daily Wall Street Journal or New York Times to familiarize yourself with business press articles.
• Writing assessment resources are available at the Department of Accounting website https://tippie.uiowa.edu/current-students/undergraduates/academics/majors-and-minors/accounting/accounting-writing-skills-assessment.


• Writing tip sheets are available from the Judith R. Frank Business Communications Center website (https://tippie.uiowa.edu/about-tippie/centers-institutes/frank-business-communication-center/tips-and-resources).

What if I require special testing conditions? Students registered with the Office of Student Disability Services (SDS) may arrange for their required test modification upon receipt of the appropriate documentation to Carl Follmer (carl-follmer@uiowa.edu)

Who can I contact with questions? Kevin Den Adel (kevin-denadel@uiowa.edu) is the Department of Accounting contact for questions regarding administration of the writing assessment. Carl Follmer (carl-follmer@uiowa.edu) is the contact for special testing arrangement requests.
<table>
<thead>
<tr>
<th>Micro skills</th>
<th>Unacceptable (score of 1-2.5)</th>
<th>Acceptable (score of 3-3.5)</th>
<th>Superior (score of 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>obvious errors in grammar and usage that impede the ability of the reader to take in information and/or distract from the information presented.</td>
<td>minor errors in grammar and usage that do not distract the reader from taking in the necessary information.</td>
<td>free of errors in grammar and usage.</td>
</tr>
</tbody>
</table>

| Thesis statement                  | For an analytical document: a statement too broad and vague to establish a specific argument. | For an analytical document: a statement adequately establishing a specific argument, but perhaps lacking in a “because” or “why” reason for that argument. | For an analytical document: a statement establishing a clear, narrow and specific argument and the primary reason(s) for that holding that position. |
|                                  | For an informative document: lacks a statement that indicates to reader why he is reading the document. | For an informative document: signals intention of document, although perhaps more generally than specifically. | For an informative document: signals specific intention of document and why reader of document should be reading it. |

| Development                      | Provides insufficient support for the position taken and/or reiterates evidence already established in the document in lieu of providing additional necessary support. | Provides sufficient information to support the primary recommendation or argument in a document. | Provides compelling evidence in support of the position taken in the document; anticipates and addresses potential questions/concerns a reader may have about a position taken in the document. |

<p>| Clarity                          | Document is difficult to follow because of deficits in organization and/or precision in language. Awareness of writing a document to a specific audience may be lacking. | Document is easy to follow and generally uses precise language. Document takes into account whom it is being written for and what the intended audience needs to know. | Consistent use of precise language and keen awareness of the needs of the specific audience. Superior organization of information so that the readers has very little work to do in terms of negotiating the document and extracting the most important information. |</p>
<table>
<thead>
<tr>
<th>Style</th>
<th>Document lacks appropriate opening/closing. Overuse of descriptive language and/or of passive voice sentence constructions. Little effort made to prune the document of extraneous material.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Generally uses sufficiently transparent language so as not to obscure important information. Mixes active and passive voice sentence constructions. No major repetition of material in the document.</td>
</tr>
<tr>
<td></td>
<td>Streamlines sentences and omits repetitive phrasings to be as concise as possible. Varies non-technical language and sentence structures so that distinctions in content are not buried in sentences that all look the same. Information “pops off” the page.</td>
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</table>
Skills Checklist for ________________________ 

Accounting Admission Essay Assessment

Suggested areas of improvement: All items circled below need work.

<table>
<thead>
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<tbody>
<tr>
<td>Correct word usage</td>
<td>Run-on sentences or fragments</td>
<td>Clear and specific thesis</td>
<td>Organizing facts</td>
<td>Strong beginning and ending</td>
</tr>
<tr>
<td>Word order</td>
<td>Subject/verb or tense agreements</td>
<td>Claim statements to begin paragraphs</td>
<td>Logical paragraph breaks</td>
<td>Interesting word choice</td>
</tr>
<tr>
<td>Missing words: verbs,</td>
<td>Correct verb form</td>
<td>Paragraph structure</td>
<td>Avoiding long or awkward sentences</td>
<td>Omit needless words</td>
</tr>
<tr>
<td>prepositions, etc.</td>
<td>Adverbs vs. adjectives</td>
<td>Too much/insufficient summary</td>
<td>Awareness of Audience: informal lang., jargon, etc.</td>
<td>Excess “to be” forms</td>
</tr>
<tr>
<td>Use of articles (a, the)</td>
<td>Pronoun agreement</td>
<td>Insufficient analysis/argument</td>
<td>Precision in language</td>
<td>Varied sentence structure</td>
</tr>
<tr>
<td>Correct use of quotations</td>
<td>Confusing pronoun use</td>
<td>Derivative evidence/analysis</td>
<td>Repetitive phrasing</td>
<td>Use of active voice</td>
</tr>
<tr>
<td>Plurals vs. possessives</td>
<td>Parallel structures</td>
<td></td>
<td>“This” + noun</td>
<td>Use of 2nd Person (you/your)</td>
</tr>
<tr>
<td>Commas</td>
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<td></td>
<td></td>
<td>Professional tone throughout</td>
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Micro skills | Thesis | Development | Clarity | Style

Max of 4 pts/category

Total score:

Score ranges & categories (Passing scores are 10 and above):

- Superior: 18.5 - 20 Needs Improvement: 12 - 13
- High Acceptable: 17.5 - 18 Needs Improvement (low): 11 - 11.5
- Acceptable: 15.5 - 17 Borderline Unacceptable: 10 - 10.5
- Borderline Acceptable: 14.5 - 15 Unacceptable (does not pass): 9.5 and below
- Needs Improvement (high): 13.5 - 14

Check the Writing Web Site: [http://tippie.uiowa.edu/accounting/writing](http://tippie.uiowa.edu/accounting/writing)