

July 1, 2017

The English Departm

Table 2:

Writing Major Requirements	Writing Major Core Learning Goals				
	WM1-knowledge of classical & contemporary rhetorics	WM2-apply writing theories to own processes	WM3-produce original writing theory research	WM4-reflect on & critique own writing	WM5-develop own personal theory of writing or poetics
EN241 Classical Traditions	•				
EN310 Applying Writing Theory	•	•	•		
EN410 Senior Writing Portfolio				•	•

Table 3:

Creative Writing Course Options	Creative Writing Learning Goals (acquired through choice of three advanced writing courses)		
	CW1-know form & structure of genres	CW2-know contemporary writers' aesthetic responses to tradition & own contributions to those traditions	CW3-creation of publishable or near professional texts
EN200 Writing Seminar	•		
EN201 Introduction to Creative Writing	•		
EN300 Advanced Creative Writing	•	•	
EN301 Advanced Writing	•	•	
EN382 Advanced Publishing Projects			•
EN410 Senior Writing Portfolio			•
EN480 Professional Writing Internship			•

Table 4:

Journalism Writing Course Options	Journalism Writing Learning Goals (acquired through choice of three advanced writing courses)			
	JW1-gather & critically evaluate	JW2-apply journalistic	JW3- editing & revision skills	JW4-understand multiple

	information from variety of sources	writing techniques & story formats	for publication standards	perspectives on the role of a free press in society
EN215 Newswriting 1	•	•	•	
EN280 Journalism lab	•	•		
EN315 Beat Reporting	•			

Assessment of Student Learning in the English Writing Major

publishable or near professional texts <i>(engaging texts in variety of genres with lasting impression on reader)</i>	■	■
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Table 12: Learning Goals Portfolio Ratings

annotated news stories <i>(variety of news stories demonstrate use of story format, sources and journalism techniques)</i>	■	■
editing skills sample <i>(demonstrates effective revision and editing of own or other's stories in AP style)</i>	■	■
research on role of media in society <i>(research on role of free press in society)</i>	■	■

Table 13: Learning Goals Portfolio Ratings

annotated writing samples <i>(variety shows knowledge of conventions, ethical and legal and cultural audience expectations)</i>	■	■
annotated publication design samples <i>(shows understanding of technical user knowledge, design rhetorical effectiveness, project management and tutoring knowledge)</i>	■	■

For academic year 2016-17, eight graduating seniors completed a writing portfolio in the senior capstone course, English 410. Formal annotations and journalism research have been formalized and show improvements in the assessment over the last two years. The portfolios were reviewed by the two English Department faculty (including the department Chair) using the rubrics for evaluation of each artifact.

Overall, student performance was rated in the GREEN range, with composite scores of 2.68 for Artifact 1 (a personal writi

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nstructions in the portfolio73()5(al)-4(ass)3()5(an)7(d)-3()5(i)-5(n)-6()5(t)-5(h)6(e)-3()52612 792 re-3()526

Appendix 1: Writing Major Core Learning Goals Portfolio Evaluation Rubric

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personal
writing theory
or statement
of poetics

Related
goals:
WM1 WM3

Appendix 2: Creative Writing Concentration Learning Goals Portfolio Evaluation Rubric

<p>annotated writing samples</p> <p>Related goals: CW1</p>	<p>Senior writing portfolio includes writing samples with critical annotations that show the writer is not only aware of the methods and forms of a variety of genres but successfully carries out formal and structural arrangements of the materials in their writing.</p>	<p>Senior writing portfolio includes a variety of writing samples with discussion that shows some awareness of the methods and forms of a variety of genres. Students attempt to practice and follow-through on formal and structural arrangements of the materials in their writing.</p>	<p>Senior writing portfolio lacks a variety of writing samples. Samples and annotations suggest the writer is not consistent and does not show awareness or command of form and structure of genres.</p>
<p>introductions or essays and annotations on writer's own goals and connections to contemporary traditions</p> <p>Related goals: CW2</p>	<p>Senior writing portfolio shows an awareness of contemporary writers' aesthetic responses to the tradition, but accurately identifies themselves and their own work within a specific group of contemporary writers and recognizes that group's response to the tradition.</p>	<p>Senior writing portfolio shows an awareness of contemporary writers' aesthetic responses to the tradition. Students attempt to understand how to contextualize their</p> <p>6(al)-4(i)-5(z)5(e)-3()5</p>	

Appendix 4: Professional Writing Concentration Learning Goals Portfolio Evaluation Rubric

<p>annotated writing samples</p> <p>Related goals: PW1 & PW2</p>	<p>Senior writing portfolio includes a rich variety of writing samples with critical annotations discussing the writer's knowledge of conventions and ethical, legal and cultural implications of audience expectations.</p>	<p>Senior writing portfolio includes a variety of writing samples with some discussion of the writer's critical thinking and understanding of professional conventions and audience expectations.</p>	<p>Senior writing portfolio lacks a variety of writing samples. Samples and annotations suggest a lack of knowledge of professional writing conventions and audience expectations.</p>
<p>annotated publication design samples</p> <p>Related goals: PW3</p>	<p>Senior writing portfolio includes a rich variety of professional publication designs. Annotations reveal an understanding and creative application of (1) user knowledge of computer technology for editing and publishing, (2) design knowledge based on the rhetorical goals of the design, (3) project management knowledge, and (4) an overall ability to teach others to understand professional publishing.</p>	<p>Senior writing portfolio includes a variety of professional publication designs. Annotations reveal an some understanding and reasonable application of (1) user knowledge of computer technology for editing and publishing, (2) design knowledge based on the rhetorical goals of the design, (3) project management knowledge, and (4) an overall ability to teach others to understand professional publishing.</p>	<p>Senior writing portfolio includes a limited variety of professional publication designs. Annotations reveal a lack of understanding and limited strategies for editing and publishing techniques. Poor quality publication samples will be evident, with a lack of deliberate choices of emphasis, limited typographical control, and excessive reliance on templates.</p>

Appendix 5:

Student Name:

Writing Concentration (circle one): creative writing journalism professional writing

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