

| | 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 | | | | |
| EN316 Feature Writing | | | | |
| EN380 Studies in Journalism | | | | |
| EN410 Senior Writing Portfolio | | | | |

complete three advanced studies courses in the area of concentration and one advanced writing course outside their chosen area of concentration.



Writing majors concentrating in *Creative Writing* develop advanced creative writing abilities in a variety of methods and genre. All creative writing concentration majors begin with the Introduction to Creative Writing course. They can then take as many Advanced Creative Writing Courses as they like, depending on their interests. Topics for Advanced courses range from poetry translation, scriptwriting, fiction, prose and poetry sequences, to courses where students collect their work in chapbook and/or manuscript form and reflect on it. Students are prepared with the professional skills needed to prepare and submit their work for publication. Creative writing concentration majors often find homes for their work in *Collage* or with Bronze Man Books. These concentration majors generally plan to enter MA, MFA, and/or Ph. D programs in Creative Writing.

Writing majors concentrating in *Journalism* develop advanced editing, publishing, and business writing abilities. They typically take two or three courses on print media publishing, web publishing, technical or business communication, and related courses on public relations or marketing. Some of the professional writing students plan to go directly into the industry as web designers, publication editors, or technical writers. Others plan to go to graduate school, usually with a combination of rhetoric, composition, or professional writing.

Writing majors concentrating in

| | | |
|------------------------------|--|--|
| <i>impression on reader)</i> | | |
|------------------------------|--|--|

Table 12: Learning Goals Portfolio Ratings

| Learning Goals Portfolio | Ratings | |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| annotated news stories <i>(variety of news stories demonstrate use of story format, sources and journalism techniques)</i> |  |  |

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 goals and connections to contemporary traditions</p> <p>Related goals: CW2</p> | <p>Senior writing portfolio shows an awareness of aesthetic responses to the tradition, but accurately identifies themselves and their own work within a specific group of contemporary writers and recognizes that the tradition.</p> | <p>Senior writing portfolio shows an awareness of aesthetic responses to the tradition. Students attempt to understand how to contextualize their own work within these traditions.</p> | <p>Senior writing portfolio lacks an introduction or statement of poetics. The writer is not consistent in recognizing aesthetic responses to the tradition and/or cannot place his or her own writing in contexts with one another, including himself or herself.</p> |
| <p>publishable or near professional texts</p> <p>Related goals: CW3</p> | <p>Senior writing portfolio includes samples of engaging and compelling texts in a variety of genres that demonstrates longevity and an enduring or lasting impression on the reader.</p> | <p>Senior writing portfolio includes samples of attempts to create readable texts in a variety of genres</p> | <p>Senior writing portfolio includes samples that suggest the student is limited in ability to write in a variety of genres and/or does not produce readable or lasting texts.</p> |

Assessment of S

