Assessment of Student Learning in the English Writing Major

review of artifacts in the English Writing major's portfolio, which demonstrates a culmination of these learning engagements.

Table 2: Cu	rriculum Map	for Writing	Major Core	Learning Goals
-------------	--------------	-------------	------------	----------------

Writing Major	Writing Major Core Learning Goals				
Requirements					
	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	•	'		1	

Classical Traditions

the origins of writing theory, both rhetoric and poetic. All writing majors also complete at least one course on publishing contemporary technology.

Writing majors choose an area of concentration for advanced studies in writing. We offer three areas of concentration: creative writing, journalism, and professional writing. Students must 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 develop advanced creative writing abilities in a variety of methods and genre. All creative writing concentration majors begin with the

The final chapter of the writing major learning story is that all writing majors complete a

(awareness of methods and forms of genres successfully implemented in samples)	25%	75%	%	
Artifact 2: introductions, essays, annotations on writer's own goals and connections to traditions (contextualize self in contemporary traditions)	2 50%	2 50%	%	2.5
Artifact 3: publishable or near professional texts (engaging texts in variety of genres with lasting impression on reader)	2 50%	2 50%		2.5

Table 8: 2013 Journalism Concentration Learning Goals Portfolio Evaluation (n=0)

	Green	Yellow	Red	total
Artifact 1: annotated news stories (variety of news stories demonstrate use of story format, sources and journalism techniques)	1 50%	1 50%		<mark>2.5</mark>
Artifact 2: editing skills sample (demonstrates effective revision and editing of own or other's stories in AP style)		2		

	Green	Yellow	Red
Artifact 1:	Senior writing	Senior writing portfolio	Senior writing portfolio
annotated	portfolio includes a	includes a variety of	lacks a variety of news
news stories	rich variety of news	news stories with some	stories and includes only
	stories with critical	discussion of the writer's	superficial levels of
Related goals:	annotations	critical thinking and	discussion of the writer's
JW1 & JW2	discussing the writer's	understanding of	evaluation of information
	evaluation of sources,	journalistic story formats	formats and techniques.
	story format and	and techniques	
	journalistic	employed.	
	techniques.		
Artifact 2:	Senior writing	Senior writing portfolio	Senior writing portfolio
editing skills	portfolio includes a	includes a sample of	lacks a sample of editing
sample	sample of effective	editing of the student's	skills or demonstrates
	revision and editing	own writing, with little	low quality editing
Related goals:	of the student's own	more than low-level edits	throughout the portfolio
JW3	writing or editing of	evident. Student work	due to typos, errors or
	other's stories	demonstrates some	evident lack of AP style.
	showing mastery of	understanding of AP	
	AP Style.	style.	
Artifact 3:			
research on			

Appendix 3: Journalism Concentration Learning Goals Portfolio Evaluation Rubric

role of media in society1 0 0 '

	Green	Yellow	Red
Artifact 1: annotated writing samples	Senior writing portfolio includes a rich variety of writing samples with critical annotations	Senior writing portfolio includes a variety of writing samples with some discussion of the writer's critical thinking	Senior writing portfolio lacks a variety of writing samples. Samples and annotations suggest a lack of knowledge of
Related goals: PW1 & PW2	discussing the writer's knowledge of conventions and ethical, legal and cultural implications of audience expectations.	and understanding of professional conventions and audience expectations.	professional writing conventions and audience expectations.

Appendix 4: Professional Writing Concentration Learning Goals Portfolio Evaluation Rubric

Appendix 5: Writing Major Portfolio Ratings 2009 Student Name:

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

Writing Major Core Learning Goals Portfolio Evaluation Ratings

	Green	Yellow	Red
Artifact 1: personal writing theory or statement of poetics (synthesizes classical & contemporary theories)			
Artifact 2: writing theory research (grounded in methods & issues of contemporary writing theory research)			
Artifact 3: annotations of writing samples (reveals richness of rhetorical strategies of near-professional performance in concentration)			

Creative Writing Concentration Learning Goals Portfolio Evaluation Rubric

	Green	Yellow	Red
Artifact 1: annotated writing samples			
(awareness of methods and forms of genres			
successfully implemented in samples)			
Artifact 2: introductions, essays, annotations on			
writer's own goals and connections to			
traditions (contextualize self in			
contemporary traditions)			
Artifact 3: publishable or near professional texts			
(engaging texts in variety of genres with			
lasting engagement or impression on			
reader)			

Journalism Concentration Learning Goals Portfolio Evaluation Rubric

Green Yellow Red

Artifact 1: annotated news stories