

Most of them knew a single word processing program, but they were clearly lacking basic technical knowledge of contemporary publishing and editing. They knew broad literary history, but they lacked any knowledge of the intellectual heritage of rhetoric or writing theory. Based on a 1991 assessment study of the English writing major, new requirements were established in 1992. English writing majors were required to take a course on the history of rhetorical theory, a course in computer-aided publishing, and a senior capstone writing portfolio course. English writing majors also had to complete an area of advanced studies in one of three areas available at Millikin: creative writing, journalism or professional writing and publishing. The professional writing internship continued to be a strong experiential learning component of the major.

In 1995 based on MPSL guidelines for majors, the English writing major went through additional enhancements. One of the frustrations of writing students was the popularity of writing and publishing courses. Seniors and honors students from all majors often completely filled sections before sophomore or junior writing majors could enroll. Writing majors were frustrated by having to wait until their junior year to start study in their major. This led to two reforms: (1) English majors were pre-enrolled in English sections

Table 2: Curriculum Map for Writing Major Core Learning Goals

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: Curriculum Map for Creative Writing Learning Goals

Creative Writing Course Options	Creative Writing Learning Goals (acquired through choice of three advanced writing courses)		
	CW1-know form & structure of genres	CW2-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			

Professional writing students often serve as editors and designers for such as the English Department newsletter, the Projector, and other campus publications.

These advanced opportunities for integrating theory and practice prepare our writing majors for a variety of professional opportunities in the future. Employing their advanced writing, editing, and publishing skills in the service of others, writing majors often complete professional writing Internships in the community for a wide range of business and non-profit organizations.

In the spring of the junior year, all writing majors come together to take the course, Applying

Professional Writing Student scores on concentration goals (3 graduating seniors for 2007):

Table 9: Professional Writing Concentration Learning Goals Portfolio Evaluation (n=3)

	Green	Yellow	Red	total
Artifact 1: annotated writing samples				

How well did students perform on learning goals within each area of concentration?

Creative Writing. Creative Writing seniors are rated as ADEQUATE (YELLOW) in their level of performance on all three artifacts: Artifact 1 (annotated writing samples) is rated 2.07;

Assessment of Stude

Appendix 5: Writing Major Portfolio Ratings 2007

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 <i>(synthesizes classical & contemporary theories)</i>			
Artifact 2: writing theory research <i>(grounded in methods & issues of contemporary writing theory research)</i>			
Artifact 3: annotations of writing samples <i>(reveals richness of rhetorical strategies of near-professional performance in concentration)</i>			

Creative Writing Concentration Learning Goals Portfolio Evaluation Rubric

	Green	Yellow	Red
Artifact 1: annotated writing samples <i>(awareness of methods and forms of genres successfully implemented in samples)</i>			
Artifact 2: introductions, essays, annotations on traditions <i>(contextualize self in contemporary traditions)</i>			
Artifact 3: publishable or near professional texts <i>(engaging texts in variety of genres with lasting engagement or impression on reader)</i>			

Journalism Concentration Learning Goals Portfolio Evaluation Rubric

Green Yellow