

Millikin University College of Arts & Sciences
Assessment of Student Learning in English Writing Major 2006-2007
by Randy Brooks, Director of the Writing Major
July 14, 2007
Recommendations for improvements added by Writing Major Committee
October 15, 2007

Goals and Mission of English Writing Major

Millikin's English writing major program emphasizes experiences in a variety of writing contexts including: journalism, professional writing, academic writing, literary writing, editing, computer-aided publishing, and personal creativity. By learning to shift between these multiple contexts, Millikin's writing majors are prepared for a wide range of professional writing, editing and publishing opportunities. Students majoring in writing develop an area of advanced writing studies in one of three tracks: journalism, professional writing, or creative writing. Related extracurricular activities such as work on the *Decaturian* student newspaper and the *Collage* literary journal or the Bronze Man Books publishing company allow our students to put their theory into practice. Through a combination of theoretical understanding in courses such as "Applying Writing Theory" and numerous writing and publishing workshops culminating in professional writing internships, writing majors are prepared for professional employment or graduate studies.

Learning Outcome Goals

All writing major students will:

1. know classical and contemporary rhetorical theories.
2. apply writing theories and pedagogies to their own writing processes.
3. synthesize theories to produce original writing theory scholarship.
4. be able to critique their own writing processes and artifacts.
5. synthesize knowledge specific to their writing concentration and develop a personal theory of writing or poetics.

Writing major students will demonstrate specific learning goals of their area of concentration, including creative writing, journalism writing, or professional writing:

1. know the form and structure of genres and writing techniques in the concentration.
2. understand the tradition and contemporary responses to those traditions in the concentration.
3. be able to create or publish near professional texts in the concentration.

Snapshot of the Writing Major Program

The English Department has offered three major programs for a number of decades now: the English writing major, the English literature major and the English education major. Each shares a common core of English studies, but provides distinctive advanced levels of development.

History of the Writing Major

The English writing major began in 1986 with a strongly recommended professional writing internship and no specific requirements other than taking eighteen credits in writing courses. English writing majors completed the English major core and any eighteen credits in writing courses. A director of the writing major was hired in 1989, and he led an assessment study of the writing major students. The writing students talked about courses they took, but they had no common knowledge or skills. They couldn't explain what a writing major is or does beyond a list of courses taken. They had no critical perspective of what a writing major is or can do.

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, and (2) the development of one-credit writing roundtable workshops. The one-credit roundtable workshops were developed in order to provide English writing majors an opportunity to practice the art of writing every semester throughout their undergraduate studies. Modeled after studio and ensemble classes in the College of Fine Arts, these courses provide a gathering place for serious students interested in the writing arts. The one-credit workshops also provided an informal means of establishing a community of writers from all levels of undergraduate studies (first year through senior).

Another 1995 reform of the major was that the history of rhetorical theory course was split into two courses. Classical rhetorical theory was moved into English 241 Western Classical Traditions, a course in the English majors traditions core. Contemporary writing theory was redesigned as the "Applying Writing Theory" course sequenced for the junior year for all writing majors and English education majors. As a result, writing majors get an integrated introduction to rhetorical and literary theory in the Classical Traditions course as an introduction to theory in the major, and they get an advanced study of rhetorical theory and its practical applications to research or teaching in the Applying Writing Theory course.

The recent assessment of student learning in the English writing major has helped specify learning goals for all English writing students as well as specific learning goals for each area of advanced studies: creative writing, journalism and professional writing.

Student Snapshot

The number of students in the English Education degree has shown a tendency to fluctuate over the last six years, however all signs show that steady growth in the program may be expected (see Table 3).

	2000	2001	2002	2003	2004	2005	2006
English Writing	40	42	46	39	50	42	47
English Education	17	22	34	32	24	26	25
English Literature	35	23	16	15	15	12	12
Total Majors	92	87	96	86	89	80	84

The Learning Story

The curriculum map shows the sequence and strategy of how all writing major students will develop and fulfill the learning outcome goals. The curriculum map provides an indication of points of engagement in relation to each learning goal, but our assessment of student learning is based on review of artifacts in the English Writing major’s portfolio.

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-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: **Curriculum Map for Journalism Writing Concentration**

Journalism Writing Course Options	Journalism Writing Learning Goals (acquired through choice of three advanced writing courses)			
	JW1-gather & critically evaluate information from variety of sources	JW2-apply journalistic writing techniques & story formats	JW3- editing & revision skills for publication standards	JW4-understand multiple 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			•	
EN480 Writing Internship		•	•	

Table 5: **Curriculum Map for Professional Writing Concentration Learning Goals**

Professional Writing Course Options	Professional Writing Learning Goals (acquired through choice of three advanced writing courses)		
	PW1-know genres and professional publication conventions	PW2-understand audience expectations (ethical, legal, cultural implications of rhetorical choices)	PW3-write, edit, design and publish professional publication using computer technologies
EN200 Writing Seminar	•	•	
EN210 Business & Prof. Writing	•	•	
EN270 Computer Aided Publishing			•
EN301 Advanced Writing	•	•	
EN382 Advanced Publishing Projects			•
EN410 Senior Writing Portfolio			•
EN480 Professional Writing Internship			•

All writing majors complete the English major traditions core for historical breadth of the role of writing and literature in society over time. Within the traditions core, writing majors take a section of section of EN214 Western Classical Traditions, which specifically introduces them to 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 **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 **professional writing** 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 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 **journalism** acquire advanced writing and editing methods specific to journalistic story formats. Beginning students take News Writing in which they learn fundamental skills necessary to generate story ideas, interview sources, as well as write and edit stories. Advanced writing classes such as Feature Writing and Studies in Journalism teach students more sophisticated data collection and writing techniques. Additionally, these courses push students to further investigate the ever-changing role of the press and their contribution to it. While some students go on to graduate studies in journalism, others enter the print, broadcast, or Web news industries.

Students who major in writing take advantage of learning communities beyond the classroom. These advanced opportunities for integrating theory and practice prepare our writing majors for a variety of professional opportunities in the future.

The student paper, the *Decaturian*, is an on-going living classroom in which students blend theoretical lessons with practical experience. Students begin their intellectual inquiry as reporters assigned to "beat." In both the Journalism Lab as well as the News Writing, they learn skills necessary to craft and refine stories for publication in the *Decaturian*. Ethics is a continuing dialogue for students to understand the function and responsibilities of a free press in a democratic society. Students work their way up to senior editorial positions, taking on more leadership responsibilities, as well as further developing their creative inquiry. Their roles as editors provide more opportunities to mentor and train reporters. The production process encourages creativity and rigor on multiple levels, as students struggle to blend text with visual images and page layout. Senior staff is also responsible constructing and maintaining a budget, which is funded through Student Funding Allocation Committee, as well as the advertising revues. Student's efforts are rewarded with recognition at the Illinois College Press Association Conference, as well as internships and jobs throughout Illinois.

Creative Writing students often participate as editors for *Collage*, the student literary magazine as well as other student anthologies and events.

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 Writing Theory. This course on contemporary writing theories (again both Rhetoric and Poetic) prepares students to develop a rich theoretical understanding of writing in the current society. Students in Applying Writing Theory study one of the major applications of writing theory, the teaching of writing. They also apply the writing theories to a research project, studying writing as the subject of original research. This advanced theory and practice course is a gateway course for graduate studies in writing and prepares students to discuss their own writing abilities in future job interviews.

The final chapter of the writing major learning story is that all writing majors complete a senior writing portfolio in the fall semester their senior year. Each portfolio is a custom, creation, demonstrating the student's ability to write, edit, and design a collection of their best work. The portfolios provide a means of demonstrating the range of professional abilities, and it becomes a place for reflection on the student's abilities and future goals.

Assessment Methods

Between the Fall and Spring semester, English faculty on the Writing Major Committee reviewed the Senior Writing Portfolios evaluating the quality of learning demonstrated for each learning goal, using the portfolio review rubric.

Portfolio Artifact 1: personal writing theory or statement of poetics

Portfolio Artifact 2: sample of writing theory research

Portfolio Artifact 3: annotations of writing samples and/or publication designs

Concentration Portfolio Artifacts: writing samples and/or publication designs in area of concentration

Assessment Results Data

Assessment data is reported for all English writing majors, then broken into the three areas of concentration. Portfolios were evaluated using the rubrics, with judges scores averaged for each student rating for each artifact.

3.00 – 2.50 = green (excellent level of performance)

2.49 – 1.50 = yellow (adequate level of performance)

1.49 – 1.00 = red (inadequate level of performance)

In the following tables, the number of students rated in each level of performance are reported, along with a "total" composite score for all students. This total score indicates the level of performance of that group of senior English writing majors.

Total scores of all English writing majors (13 seniors for 2007):

Table 6: **Writing Major Core Learning Goals Portfolio Evaluation Ratings** (n=13)

	Green	Yellow	Red	total
Artifact 1: personal writing theory or statement of poetics (<i>synthesizes classical & contemporary theories</i>)	4 30.7%	7 53.8%	2 15.4%	2.28
Artifact 2: writing theory research (<i>grounded in methods & issues of contemporary writing theory research</i>)	6 46.2%	2 15.4%	5 38.5%	2.10
Artifact 3: annotations of writing samples (<i>reveals richness of rhetorical strategies of near-professional performance</i>)	9 69.2%	4 30.7%	0	2.62

Creative Writing Student scores on concentration goals (7 seniors for 2007):

Table 7: **Creative Writing Concentration** Learning Goals Portfolio Evaluation (n=7)

	Green	Yellow	Red	total
Artifact 1: annotated writing samples (<i>awareness of methods and forms of genres successfully implemented in samples</i>)	2 28.6%	3 42.9%	2 28.6%	2.07
Artifact 2: introductions, essays, annotations on writer's own goals and connections to traditions (<i>contextualize self in contemporary traditions</i>)	2 28.6%	3 42.9%	2 28.6%	2.00
Artifact 3: publishable or near professional texts (<i>engaging texts in variety of genres with lasting impression on reader</i>)	3 42.9%	3 42.9%	1 14.3%	2.31

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

Table 8: **Journalism Concentration** Learning Goals Portfolio Evaluation (n=3)

	Green	Yellow	Red	total
Artifact 1: annotated news stories (<i>variety of news stories demonstrate use of story format, sources and journalism techniques</i>)	3 100%	0	0	2.88
Artifact 2: editing skills sample (<i>demonstrates effective revision and editing of own or other's stories in AP style</i>)	3 100%	0	0	2.88
Artifact 3: research on role of media in society (<i>research on role of free press in society</i>)	1 33.3%	0	2 66.6%	1.77

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 <i>(variety shows knowledge of conventions, ethical and legal and cultural audience expectations)</i>	3 100%	0	0	2.83
Artifact 2: annotated publication design samples <i>(shows understanding of technical user knowledge, design rhetorical effectiveness, project management and tutoring knowledge)</i>	2 66.6%	1 33.3%	0	2.83

Analysis of Assessment Results

For academic year 2006-2007, all thirteen graduating seniors completed a writing portfolio in the senior capstone course, English 410. The portfolios were reviewed from faculty on the English Writing Major Committee, using the rubrics for evaluation of each artifact.

Overall, student performance was rated in the YELLOW range, with composite scores of 2.28 for Artifact 1 (a personal writing theory or statement of poetics), 2.10 for Artifact 2 (writing theory research), and 2.62 for Artifact 3 (annotations of writing samples). So as a group, the English writing students are demonstrating an adequate level of performance on the key learning outcome goals.

The lowest rated area, Artifact 2 (writing theory research) rated at 2.10, suggests that English writing majors are performing at uneven levels on the ability to conduct research based on writing theory. This could be a result of the fact that about five of the seniors had not yet taken, or successfully completed, the junior level course, English 310 Applying Writing Theory. This course includes a primary research study on writing, so without that course it was not surprising that about half of the students did not perform well on this goal.

RECOMMENDATION: we need to improve advising so that all English writing majors complete EN310 before taking EN410. The Writing Major Committee recommends that EN310 Applying Writing Theory be offered both Fall and Spring semesters, instead of the current Spring only schedule. Therefore students who flunk the course or who have not taken it before taking EN410 could enroll in EN310 and EN410 simultaneously and do a better job fulfilling this learning goal. Also, the committee recommends better advising among English faculty to get students enrolled in EN310 before taking EN410 if at all possible.

Portfolio Artifact 4 (annotations of writing samples and/or publication designs) is assessed within the student’s area of concentration. In two concentrations, students are performing at the GREEN level: Journalism students rating is 2.88 on annotated samples; Professional Writing students rating is 2.88 on annotated samples. Creative Writing students rating is 2.07 which is in the ADEQUATE level.

RECOMMENDATION: The creative writing portfolios had a good range of writing samples, but the annotations and writer’s discussion about those artifacts was not as rich as in the other areas of concentration. It should be noted that there were 3-4 seniors in creative writing who were known to have struggled and not been as high quality as usual in the major. However, even among the high achievers, the Writing Major Committee noted that creative writing students need more opportunities to develop and discuss their poetics or theoretical perspectives related to their own work. Or this could be that we had an unusual number of weaker seniors in creative writing in this year, as suggested by one portfolio reviewer.

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; Artifact 2 (writer's own goals and connections to traditions) is rated 2.00; Artifact 3 (publishable texts) is rated 2.31. As a group, the Creative Writing seniors are not performing at excellent levels, but they are clearly meeting the expectations of the program at an adequate level.

Journalism Concentration. English majors with a concentration in Journalism are rated as performing at an EXCELLENT (GREEN) level in two artifacts: Artifact 1 (annotated news stories) is rated 2.88; Artifact 2 (editing skills sample) is rated at 2.88. However, two of the three seniors is rated as INADEQUATE (RED) on Artifact 3 (research on the role of media in society). Their total score for Artifact 3 is rated 1.77 due to the fact that the third student is rated at the excellent level.

RECOMMENDATION: An artifact on the role of media in society is not guaranteed by the current curriculum in the Journalism concentration. Students are not required to take EN380 Studies in Journalism, the course that most directly engages this learning goal. The Writing Major Committee recommends that En315 Beat Reporting be removed from the curriculum map as a means of engaging students in this goal. That course is a practicum instead of a theory emphasis course. The committee also recommends that EN380 become a requirement of all students seeking the Journalism concentration. As in the case of the Applying Writing Theory course, this should be taken before or simultaneously with EN410.

Professional Writing. Professional Writing seniors are rated as performing at an EXCELLENT (GREEN) level in both artifacts: Artifact 1 (annotated writing samples) is rated at 2.83; Artifact 2 (annotated publication design samples) is rated at 2.83. Portfolio reviews demonstrate that all Professional Writing seniors are demonstrating an excellent level of performance.

Improvement Plans

The annual report will be shared with the Writing Major Faculty Committee and the English department faculty in order for them to discuss and implement ways to improve the quality of student learning experiences in the writing major. Discussion and development of improvement plans and initiative will take place in a fall English departmental meeting focused on the 2006-2007 academic year assessment results.

Addendum, October 16, 2007: Please note that Writing Major Committee recommendations have been added to this revised version of the 2006-2007 report.

Assessment of Student Learning in the English Writing Major 10

Appendix 1: Writing Major Core Learning Goals Portfolio Evaluation Rubric

	Green	Yellow	Red
<p>Artifact 1: personal writing theory or statement of poetics</p> <p>Related goals: WM1 WM3 WM5</p>	<p>Senior writing portfolio includes a personal theory of writing (within the student's concentration) that synthesizes appropriate applications of classical and contemporary writing theories.</p>	<p>Senior writing portfolio includes a personal theory of writing (within the student's concentration) but provides only a superficial acknowledgement of connections to classical and contemporary theories.</p>	<p>Senior writing portfolio lacks a personal theory of writing (within the student's concentration) or conveys a lack of theoretical basis for the student's writing strategies. "Good writing is a gift or knack."</p>
<p>Artifact 2: writing theory research</p> <p>Related goals: WM3</p>	<p>Senior writing portfolio includes high quality original research on writing grounded in methods and issues of contemporary writing theory research.</p>	<p>Senior writing portfolio includes original research on writing grounded in issues of contemporary writing theory, but lacks significance or connection to current issues.</p>	<p>Senior writing portfolio includes no evidence or poor quality research on writing (lacks grounding in issues of contemporary writing theory).</p>
<p>Artifact 3: annotations of writing samples</p> <p>Related goals: WM4</p>	<p>Senior writing portfolio includes critical annotations on the student's own writing revealing a richness of strategies and high levels of understanding of the skills of near-professional writing.</p>	<p>Senior writing portfolio includes critical annotations on the student's own writing revealing some understanding of strategies and skills of near-professional writing.</p>	<p>Senior writing portfolio includes arbitrary annotations that demonstrate the inability of the writer to be self-critical or to seriously reflect on higher levels of strategies of near-professional writing.</p>

Appendix 2: Creative Writing Concentration Learning Goals Portfolio Evaluation Rubric

	Green	Yellow	Red
<p>Artifact 1: 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>Artifact 2: 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 own work within these traditions.</p>	<p>Senior writing portfolio lacks an introduction or statement of poetics. The writer is not consistent in recognizing contemporary writers' 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>Artifact 3: 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 Student Learning in the English Writing Major 12

Appendix 3: Journalism Concentration Learning Goals Portfolio Evaluation Rubric

	Green	Yellow	Red
<p>Artifact 1: annotated news stories</p> <p>Related goals: JW1 & JW2</p>	<p>Senior writing portfolio includes a rich variety of news stories with critical annotations discussing the writer's evaluation of sources, story format and journalistic techniques.</p>	<p>Senior writing portfolio includes a variety of news stories with some discussion of the writer's critical thinking and understanding of journalistic story formats and techniques employed.</p>	<p>Senior writing portfolio lacks a variety of news stories and includes only superficial levels of discussion of the writer's evaluation of information formats and techniques.</p>
<p>Artifact 2: editing skills sample</p> <p>Related goals: JW3</p>	<p>Senior writing portfolio includes a sample of effective revision and editing of the student's own writing or editing of other's stories showing mastery of AP Style.</p>	<p>Senior writing portfolio includes a sample of editing of the student's own writing, with little more than low-level edits evident. Student work demonstrates some understanding of AP style.</p>	<p>Senior writing portfolio lacks a sample of editing skills or demonstrates low quality editing throughout the portfolio due to typos, errors or evident lack of AP style.</p>
<p>Artifact 3: research on role of media in society</p> <p>Related goals: JW4</p>	<p>Senior writing portfolio includes a sample of high quality research on the role of a free press in society.</p>	<p>Senior writing portfolio includes research on media but does not reach insights about the role of a free press in society.</p>	<p>Senior writing portfolio lacks research on media or demonstrates a lack of understanding of multiple perspectives on the role of a free press in society.</p>

Appendix 4: Professional Writing Concentration Learning Goals Portfolio Evaluation Rubric

	Green	Yellow	Red
<p>Artifact 1: 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>Artifact 2: 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: **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 writer's own goals and connections to 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	Red
Artifact 1: annotated news stories <i>(variety of news stories demonstrate use of story format, sources and journalism techniques)</i>			
Artifact 2: editing skills sample <i>(demonstrates effective revision and editing of own or other's stories in AP style)</i>			
Artifact 3: research on role of media in society <i>(research on role of free press in society)</i>			

Professional Writing Concentration Learning Goals Portfolio Evaluation Rubric

	Green	Yellow	Red
Artifact 1: annotated writing samples <i>(variety shows knowledge of conventions, ethical and legal and cultural audience expectations)</i>			
Artifact 2: annotated publication design samples <i>(shows understanding of technical user knowledge, design rhetorical effectiveness, project management and tutoring knowledge)</i>			