

2008

Mission

As a means of integrating specific ideas with developing cognitive abilities, writing constitutes an essential element of the "total educational experience of the highest quality," necessary as our diverse student body becomes prepared "for leadership" (College Mission Statement). To accomplish this component of our mission, the English Writing Department develops high caliber writing in students. The Department prepares students in all disciplines to write effectively: to develop complex concepts clearly and fully, to organize essays logically, to acknowledge the conventions of standard written English and write using effective rhetorical strategies for a variety of scholarly and civic audiences. We promote these goals in writing throughout our classes and they form the bases of all our courses.

Goals and Outcomes

Students will be able to write texts which:

Goal 1: Pose worthwhile questions and move adeptly and thoughtfully among facts, arguments, inferences, and opinions;

Outcome 1.1: Students will produce logical, thesis-driven essays, substantiated with appropriate evidence;

Outcome 1.2: Students will write essays marked by qualified, complex arguments;

Goal 2: Assess their own and others' writing with insight and sensitivity, showing they recognize writing as intellectual and communicative;

Outcome 2.1: Students will generate constructive comments on other student drafts;

Outcome 2.2: Students will make reflective comments on their own work;

Goal 3: Articulate complex ideas in a clear, organized manner suitable to the content;

Outcome 3.1: Students will construct coherent arguments with thesis and topic sentences;

Outcome 3.2: Students will revise essays to develop complex, coherent and unified arguments;

Goal 4: Research and document ideas with appropriate evidence and demonstrate an understanding of the integrity of ideas and intellectual property;

Outcome 4.1: Students will produce a discipline-appropriate list of works cited;

Outcome 4.2: Students will properly integrate the ideas and words of other sources;

Goal 5: Use language and grammar appropriate to a variety of academic discourses and respond rhetorically to audience and disciplinary difference;

Outcome 5.1: Students will write papers in a variety of academic discourse styles, using Standard Written English.

Course/Program Alignment

Outcome	201. The Art of Essay Writing	275. Rhetoric in the Health Professions	285. Journalism Workshop	286. Principles of Journalism	301. Creative Non- Fiction	395. Theory and Pedagogy of Writing	401. Writing Across the Curriculum
1.1	I/D	D	I	D	M	M	M
1.2	I/D	D	I	D	M	M	M
2.1	I/D		D		M	M	M
2.2	I/D		D		M	M	M
3.1	I/D	D	D	M		M	M
3.2	D		I	M	M		M
4.1	I/D		D		M	M	
4.2	I/D		D	M	M	M	
5.1	I/D		D	M	M	M	M

(Key: I = Introduced, D = Developed and Practiced with Feedback, M = Mastery)

Implementation of Assessment

The department plans to assess the outcomes according to the following cycle:

'06-'07: Outcomes 1.1, 1.2

Assessment Plan

'07-'08: Outcomes 3.1

'08-'09: Outcomes 3.2, 2.1, 2.2

'09-'10: Outcomes 4.1, 4.2, 5.1

We will collect portfolios from a small number of students—no more than three to five in each class, given the small numbers in our classes—chosen using random numbers generated by an Internet program. The full-time members of the department will meet during finals week to conduct an assessment, applying rubrics adapted from the six-point scale used in determining first-year writing scores.