**Assessment Plan Report 2017-18**

**Composition Program**

**December 2018**

The Composition Program has learning goals for those students who complete the two-course undergraduate writing requirement, WR 121 and WR 122/123 listed on the program’s website, along with recommendations for how faculty in all programs and departments can build on the preparation students receive in the 100-level writing courses:

**Program Learning Outcomes**

<https://composition.uoregon.edu/requirement/learning-outcomes/>

Upon completion of either WR 122 or WR 123, students should be able to achieve the following outcomes:

1. Write essays that develop and respond to a significant question that is relevant to the context in which it is written and appropriate for the audience to which it is addressed.
2. Provide logical answers to questions at issue and develop lines of reasoning in support of those answers, while taking into account and responding to objections or competing answers and lines of reasoning.
3. Write an essay that is unified around a main claim, proceeds in a logical way, and consists of cohesive paragraphs that separate and connect ideas effectively.
4. Produce written work that displays adherence to the conventions of academic writing, including control of grammar, spelling, word usage, syntax, and punctuation; appropriate tone, style, diction, and register; proper formatting, use, and documentation of sources.
5. Improve the content and organization of an essay draft in a revision process, both by reevaluating the reasoning and context of the essay and by responding to critiques from peers and instructors.

Faculty in all programs and departments can build on this preparation by helping students learn

* The reasons behind conventions of usage, specialized vocabulary, format, and citation systems in their fields or disciplines
* Strategies for controlling conventions in their fields or disciplines
* Factors that influence the ways work is designed, documented, and disseminated in their fields
* Ways to make informed decisions about intellectual property issues connected to common genres and modalities in their fields.

At our annual Fall Conference in September 2017, the entire teaching faculty engaged in an assessment activity to identify core values and principles teachers bring to teaching writing. After independent reflection, teachers gathered in groups to discuss their core values and how they relate to Learning Outcome #1: Write essays that develop and respond to a significant question that is relevant to the context in which it is written and appropriate for the audience to which it is addressed. In small groups, teachers discussed this outcome and recorded notes from their conversation on large paper with markers. Teachers then scored one student essay with Learning Outcome #1, gathered into their groups again, and discussed the results.

Out of this exercise, the Assessment Subcommittee of the Composition Committee recommended that the Composition Program develop learning outcomes by course to better articulate the emphasis and sequencing between courses and also revisit the program-level outcomes. The assessment subcommittee engaged in that development project during the academic year, consulting research and recommendations by professional associations in the field, leading discussions during program staff meetings during winter and spring terms, followed by a year-end meeting to draft course-level outcomes. These draft outcomes will be circulated to the Composition Committee this year in tandem with the state-wide draft outcomes from the Oregon Writing English Advisory Committee for recommendations and possible approval.

In October 2017, Emily Simnitt, Associate Director of Composition, organized a symposium on Ani-Racist Writing Assessment featuring speaker Asao Inoue, Director of University Writing and Writing Center, Professor of Interdisciplinary Arts and Sciences at University of Washington Tacoma. As part of the day-long event, Prof. Inoue assessed the existing Composition Program Learning Outcomes through a social justice framework for anti-racist writing assessment. The Composition Committee will also consider the results of this assessment as it considers the new course-level outcomes.