

Composition Program 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.

Final Portfolio Documents

Document	When Composed	Role in Program Assessment
Initial Reflection	First week of the term	Practice writing reflections
Final Reflection	Final week of the term	Learning Outcome 1
Final version of an essay of the student's choice (probably the last full essay in WR 121)		Learning Outcome 1

Rationale and Purpose for Each Stage of Reflection

Initial Reflection:

This short, formal assignment will replace what some have called a diagnostic and may be used in tandem with a writing questionnaire to get more specific history about the student's writing and study of writing. It is required but ungraded.

- For the student: This reflective piece prompts a reflective practice to assist with transferability of skills beyond the writing classroom and to focus on the specific goals of the course.
- For the teacher: This piece provides one way to get to know students' experiences with and attitudes toward writing and a baseline for writing ability.
- For program assessment: Students practice writing about their writing so that the final documents for the course are more usable

Midterm Reflection: (*not in final portfolio*)

This is a short, in-class piece very similar to the self-assessment pieces students have been writing for program assessment in previous years. Students will respond to two questions, one about LO #1 and another that follows from the Initial Reflection. It is required but ungraded.

- For the student: This is practice for writing about the learning outcome and a check-in about the goals they wrote about in the Initial Reflection.
- For the teacher: This piece shows how well students can articulate and identify the LO in their own work and gives information about what students would like to work on in their writing for the rest of the term.
- For program assessment: This piece gives students practice writing about the learning outcome in order to meet the requirements of the final reflection at the end of the term.

Final Reflection:

This short, formal assignment replaces the Final Self-Assessment from previous iterations of program assessment. It will ask two questions very similar to those in the midterm reflection.

- For the student: This piece reinforces the importance of having goals for their own learning beyond the writing class and helps them make plans for continuing to work on them. In emphasizing LO 1, the short paper highlights the importance of considering the audience and significance of a question in generating an essay.
- For the teacher: This piece shows how well students understand how LO 1 applies to their writing and gives perspective on how students think about their process of becoming stronger writers.
- For program assessment: This piece is a second sample for scoring LO 1.

Note: Teachers may supplement these program assessment questions at any stage, but those answers need to be kept separate from materials that are submitted to the program in anonymous sampling.

Introductory Essay

WR 121: Critical Reading and Academic Inquiry

Writing is essential to college success. Every major will ask you to analyze, synthesize, and interpret information in your own words. Often, you will do this while making your own arguments in structured essays. For this introductory, formal writing assignment, please assess your current relationship to writing in three or four paragraphs by responding to these questions: What role, negative or positive, has writing played in your education up to this point? What concerns you most about writing at the university level and what excites you most about it? What specific areas of writing would you like this course to address and why?

WR 122: Developing Arguments

In Writing 122, we'll navigate complex readings and develop sustained arguments in the context of those readings, synthesizing different points of view while generating our own unique lines of reasoning. For this introductory, formal assignment, describe your experiences developing your writing voice in the context of other voices by answering the following questions in three or four paragraphs: What role, negative or positive, has writing played in your education up to this point? What are some of the differences you have observed in various kinds of writing? What kinds of writing do you find yourself most comfortable responding to? What kind of writing are you least comfortable with? What do you hope this course will do for you as a writer?

WR 123: Reasoning in the Context of Research

Writing 123 focuses on developing lines of reasoning in the context of research. In this course, we will investigate a multiplicity of viewpoints in our writing. This introductory, formal assignment asks you to assess your experiences developing your own writing voice in the context of other writing voices. In three or four paragraphs, please answer the following questions: How has encountering different points of view affected your own writing? How would you characterize the academic writing that you've found to be especially compelling and the academic writing that you've found to be particularly unapproachable? What do you hope this course will do for you as a writer?

Midterm Reflection Prompts

In-class writing after each essay's second version is completed

Think back over this last assignment series and write a short paragraph in response to each of these two questions

1. Describe how this essay cycle (assignment) has helped you work on one of your own goals for writing in this course.
2. In your essay, where and how do you address who should care about its question at issue and why they should care about this question at issue? How have you factored in your audience in your response to the question at issue?

Final Reflection Prompts

Having completed the major writing assignments for the course, you have the opportunity in this short reflective assignment to think about what you've worked on in your writing this term, to plan what you will focus on next in your writing, and to show how one of your assignments meets one of the learning outcomes for the Composition Program.

1. Read over the Initial Reflective Assignment you wrote at the beginning of the term and in three or so paragraphs, discuss how you have worked on the skills you thought most important for you as a writer this term. You may respond to the following questions as a way to structure your response:

- What aspect of writing do you want to work on when you next write an essay for one of your classes?
 - What is most challenging for you about writing, and how do you plan to work on it in your next class (whether it's a writing class or in another department)?
2. Choose the essay you wrote for this class that does the best job of explaining the question at issue it is answering. In 1-2 paragraphs, explain these aspects of question at issue and audience in the essay:
- Where and how does the essay address why the audience should care about this question at issue.
 - How has your audience influenced your response to the question at issue in the claim and line of reasoning?

Scoring

Based on LEAP (Liberal Education and America's Promise) VALUE rubrics from the American Association of Colleges and Universities

Score	LO 1 Understanding	LO 1 Performance
4	Student articulates a thorough consideration of a significant question and the related role of audience and context in the essay.	Paper demonstrates a thorough consideration of a significant question and the role of audience and context.
3	Student articulates an adequate consideration of a significant question and the related role of audience and context in the essay.	Paper demonstrates an adequate consideration of a significant question and the role of audience and context.
2	Student articulates awareness of consideration of a significant question and the related role of audience and context in the essay.	Paper demonstrates awareness of consideration of a significant question and the role of audience and context.
1	Student articulates minimal awareness of a significant question at issue and the related role of audience and context in the essay.	Paper demonstrates minimal attention to a significant question