

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