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ENGLISH Writing Plan

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Summary

In creating their writing-enriched curriculum plan, Dr. Oriana Gatta and Dr. Chauna Craig served as liaisons between WAC and English. They used a template borrowed from the University of Minnesota[1] and adapted by Siegel Finer (WAC Director) to thoroughly investigate where and how writing was already being taught in the ENGL curriculum, and where and how writing instruction could be added to the curriculum, in order to draft the DWP.

The English Department BA curriculum committee focused several meetings around assessment and the writing plan; they had two sessions with Oriana in AY 17-18, one with Chauna on 10/18/18 in which they looked specifically at and suggested revisions to the proposed writing-specific learning objectives, and another on 12/6/18 in which they discussed assessment results of the current ENGL 484 portfolios and what adjustments they need to make to the assignment and to the curriculum/classes to see the results the department is hoping for, particularly as related to writing.

At a meeting on March 20, 2019, the ENGL faculty voted unanimously to support the Department Writing Plan as described below in addition to the WAC Director's recommendations for continual DWP development on page 7 and 32 of this document.

In summer 2020, Drs. Emily Wender and Siegel Finer made revisions to the March 2019 document to add areas related to the BS in English Education.

In Spring 2021, Dr. Dan Weinstein provided biennial assessment results. At that time, Dr. Siegel Finer updated the whole document. Faculty voted online in November 2021 to accept the revisions.

In June 2024, Dr. Weinstein and Dr. Wender updated assessment results for the revised curriculum, which now results in a BA in English or a BA in English + a certificate in Secondary English Education. Dr. Siegel Finer updated the rest of the document. Faculty voted online in August 2024 to accept the revisions.

[1] University of Minnesota Writing Enriched Curriculum. 2013. http://wec.umn.edu/Writingplans.html

ENGLISH
Writing Plan
Rollout Fall 2019

Professional and Academic Genres in English

English Studies represents an umbrella over several disciplines and subdisciplines, including literature, literary criticism, film studies, cultural studies, creative writing, rhetoric and composition, TESOL, applied linguistics, and professional and technical writing. The professions into which individuals with undergraduate degrees in English enter are concomitantly broad, including (but not limited to) secondary and post-secondary educators, fiction writers, poets, journalists, editors, lawyers, non-profit organization leaders, print and digital media designers and marketers, and content analysts. Different genres of writing characterize success in each of these professions, e.g. poets may write free and formal verse, and/or grant applications; non-profit organization leaders write program reports, and teachers write unit plans, lesson plans, and feedback on students' writing.

However, despite what may at first appear to be a discipline defined by multiple, distinct types of writing, each with its own set of profession- and genre-specific characteristics, the Department agrees that effective writing in English Studies must be 1) *purposeful*, 2) *audience-aware*, 3) *clear (i.e., organization, style, grammar, mechanics)*, 4) *genre-specific*, 5) *medium-specific* (the means by which communication is transmitted, e.g. paper, ink, photograph, digital, film, etc.), 6) *mode-specific* (method or manner in which communication is shared, of which there are five: linguistic, visual, aural, gestural, and spatial), and 7) *context-specific (i.e. individual, social, cultural, historical, geographical, etc.)*. For example, the work created in response to a technical writing assignment asking students to compose an instructional manual for a device or system must consider the necessity of such a manual, i.e. the problem it is meant to address, (purpose-specific), by whom the manual will be read (audience-specific), the language that will most effectively communicate the manual's purpose to its audience (clear), the conventions of such manuals (genre-specific), whether the manual should be made available in multiple media, e.g. print manual, pdf file, and/or interactive website (medium- and mode-specific), and where and when the manual's audience will read and/or interact with the manual (context).

Further, the various professions and genres of writing composed within these professions involve several writing skills and characteristics that students completing an English major or minor at IUP will develop and be able to apply across professional (and even disciplinary) boundaries.

The English B.A. program curriculum is, therefore, designed to teach students the above-listed writing skills and characteristics so that they may write in a variety of genres requisite for a variety of professions in diverse contexts in and outside of the US.

The IUP Department of English is committed to helping students in improving their writing skills toward the goal of being able to communicate as professionals in the field are required to do.

Student Writing Skills and Abilities

According to the most recent update of the department's five-year plan (2015-16), the learning objectives the B.A. Program currently uses to assess the **writing-specific** skills and expertise of our majors duplicates IUP's EUSLOS for "Empowered Learners" -- students must "demonstrate that they can write clearly and forcefully, using both research skills and critical thinking." These objectives do not accurately represent the writing-specific skills and expertise with which we clearly expect (or hope) our students to graduate, as evidenced by syllabi from a cross-section of our majors courses.

The following B.A. Program objectives provide a summary representation of objectives explicitly or implicitly referenced in all major tracks' course syllabi:

- compose effective textual analyses using technical (e.g. critical, literary, rhetorical, craft-based) vocabulary specific to a variety of genre-specific writing forms.
- compose an effective argument by drawing on evidence deemed credible according to genre-specific conventions (e.g. evidence based on primary and/or secondary source analysis/evaluation).
- compose professional-level forms of writing within those genres in which students completed coursework.

The following English Education certificate outcomes reflect a summary of objectives implicitly or explicitly referenced in syllabi specifically for English Education courses. Teacher candidates:

- demonstrate knowledge of English language arts subject matter content that specifically includes language and writing and knowledge of adolescents as language users;
- compose a range of formal and informal texts (including multimodal texts) taking into consideration the interrelationships among form, audience, context, and purpose;
- characterize writing as a recursive process.

We want our students in all major tracks to be able compose writing that is

- **Purposeful**: purposeful writing includes writing for the purpose(s) of analysis, criticism, argumentation, persuasion, instruction, and/or aesthetic communication.
- **Audience-aware**: audience-aware writing involves the ability to identify the audience(s) with whom the writing is engaging and to communicate with this audience via effective employment of purpose-specific, genre-specific, medium-specific, mode-specific, and context-specific writing techniques.
- **Clear** (i.e., organization, style, grammar, mechanics): clear writing similarly results from the audience -aware and purpose-, genre-, medium-, mode-, and context-specific uses of organizational structure, stylistic choices, grammatical structure, and mechanical function, with a understanding of grammar and other language-related choices as rhetorical , strategic, and emergent from sociocultural and disciplinary expectations.
- **Genre, medium, and mode-specific**: genre, medium, and mode specificity involve the genres, media, and modes about which students write and in/with which students write; medium is the means by which communication is transmitted, e.g. paper, ink, photograph, digital, film, etc; mode is the method or manner in which communication is shared, of which there are five: linguistic, visual, aural, gestural, and spatial

- **Context-specific** (i.e. individual, social, cultural, historical, geographical, etc.): context, in addition a term encapsulating purpose, audience, genre, medium, and mode, involves writer's awareness of the individual, social, culture, historical precedents for and potential implications of their writing, and an awareness and consideration of global-local contexts of text production, distribution, and reception.

The IUP Department of English is committed to introducing, emphasizing, and reinforcing these skills and abilities throughout the curriculum, and does so through the purposeful mapping of writing assignments and activities that follows at the end of this document.

Integration of Writing into Undergraduate Curriculum

Department faculty have participated in professional development training in writing-to-learn pedagogy[2] through writing workshops with the WAC director, participation in the end-of-year Liberal Studies writing workshop, and in full department faculty meetings that the WAC director has visited.

Writing instruction in ENGL is integrated in these two ways:

Writing-to-learn: Regular writing-to-learn activities in our courses include, but are not limited to, discussion posts, reading responses, and low-stakes in-class writing exercises.

Direct instruction in disciplinary genres: We offer several courses for which direct instruction in writing genres is the purpose, e.g. ENGL 220: Advanced Composition (in which students might compose feature stories, literacy histories, or web texts), ENGL 221: Creative Writing (in which students might compose short stories, poems, or nonfiction essays), ENGL 222: Technical Writing (in which students might compose instruction manuals, business plans, or proposals), at least one of which every student in the BA program takes. In addition to ENGL 220 or another advanced writing course of their choice, English Ed students also take ENGL 324: Teaching and Evaluating Writing (in which students analyze and write multiple genres, including lesson plans and feedback on student writing). Students may choose controlled or free electives focused on writing fiction, poetry, or creative nonfiction, digital writing, and editing/publishing. Writing is also integrated into courses that focus on other areas of English Studies, such as literature, pedagogy, public speaking, theory, and language.

Communicating Writing Expectations to Students

Writing is positioned as a skill of value across the major in two ways: through the curriculum itself and through extracurricular activities.

Controlled electives are distributed in such a way that students study and perform in a variety of professional and creative genres in digital, written, and oral forms and write analyses of applying

[2] "What is Writing to Learn?" *Writing Across the Curriculum Clearinghouse*. Colorado State University. 2015. http://wac.colostate.edu/intro/pop2d.cfm

rhetorical and literary theories to professional and student writing. Students in all tracks, including English Education, take the same fifteen credit core, which includes a 200-level writing class beyond the required Liberal Studies course ENGL 202: Composition II. The outcomes on these course syllabi make explicit the value of a variety of types of writing skills.

Further, the required portfolio assignment given in the BA capstone course explicitly asks students to "demonstrate that you can write clearly and effectively, using both research skills and critical thinking." Internships accepted for credit within our studio/portfolio category of the writing track must demonstrate substantial writing before they are approved as such, and the internship portfolio includes the products (e.g. reports, news releases, etc.) that emerge from the internship. In addition, English Education certificate students write several professional genres in their final courses before student teaching, including a detailed unit plan, an in-depth portrait of a student, and a classroom management plan.

Extra-curricular activities in the department reinforce the value of writing. The Department celebrates the National Day of Writing in November with a social media blast involving students and faculty and prizes. We also sponsor a writing contest in a variety of categories with prizes awarded at the annual spring Honors Ceremony. Our speakers series regularly includes writers, especially department alumni when possible, such as the Fall 2018 visit of Eric Bell ('08), an English minor who now publishes middle-grade novels. The National Council of Teachers of English student affiliate group, NCTE-IUP, incorporates discussion of writing into their meetings and activities, such as exploring engaging writing assignments for adolescents and partnering with the Western Pennsylvania Council of Teachers of English to judge their fall flash fiction contest for K-12 students. Sigma Tau Delta, Xi Xi, IUP's chapter of the Sigma Tau Delta International English Honors Society, regularly includes events focused on academic writing and creative writing. We also promote and celebrate *New Growth Arts Review*, a student organization that publishes IUP's annual literary magazine.

Syllabus Statement

To communicate writing expectations, the department will commit to adding the following statement to all syllabi where relevant:

The English Department is committed to developing students' writing skills throughout the curriculum. We value writing as a medium for critical inquiry and creative discovery and as a vital means of communication. In this class you will complete writing activities designed to improve a range of writing skills.

Implementation and Assessment of Department Writing Plan

The WAC Director recommends the following action items for continuing program facilitation:

- Elect at least one faculty member to continue to be the WAC/ENGL liaison (this should count as department Service)

- Provide all newly hired faculty a copy of the DWP, and recommending all faculty attend at least two WAC workshops or enroll in the self-paced online WAC D2L course
- All faculty should add "Department Commitment to Writing" statement to syllabus as appropriate
- Add areas for the teaching and assessment of writing as goals on department five-year review documents
- Continue to update the writing outcomes curriculum map as courses are added, removed, and revised in the ENGL curriculum (and communicate these changes to the WAC Director)

Writing Outcomes Curriculum Map

The Writing Outcomes Curriculum Map demonstrates:

- Conscious effort on the part of department faculty at placing core disciplinary genres at appropriate levels of the curriculum, scaffolding and reinforcing the writing skills necessary for students to succeed in writing those genres.
- Thoughtful integration of writing-to-learn activities in most courses in the curriculum.
- Balanced measures for assessing writing as process and product, that is, writing is graded for demonstrating mastery of course content as well as improvement of writing skills over time.

Course #	Writing Assignments	Writing to Learn Activities	Professional/ Disciplinary Genre(s)	Syllabi-Based, Writing-Specific Course Objectives/Outcomes
ENGL 122 Introduction to English Studies	In-Class Response Writing Out-of-Class Reading Response Writing Close Reading Essay Comparative Theory Essay Poetry in the Public Sphere Essay Reading and Writing Autobiography Critical Analysis Essay	Response Writing	Formal Academic Essay (Critical Analysis), Autobiography, Memoir, Poetry	Recognize and use technical vocabulary required of English majors and minors.
ENGL 208 Introduction to Film Studies	Narrative & Stylistic Elements Blog Posts Presentation and In-Class Discussion Summary Film Analysis Essay Online Film Discussion	Response Writing	Formal Academic Essay (Film Analysis); Formal Presentation	No writing-specific objectives.
ENGL 210 British Literature to 1600	Three Essays, on each genre (fiction, drama, and poetry)		Formal Academic Essay (Literary Analysis)	(**From 1988 Syllabus of Record**) (1) Students will be introduced to some of the various critical approaches in order to gain the ability to apply them. (2) Students will acquire the ability to read literature in each of the three major genres (fiction, drama, and poetry) with

				careful attention to the text and to write critical papers about what they have read.
ENGL 211 British Literature 1660-1900	Class Discussion Reports In-Class Response Writing Essay	Response Writing	Formal Academic Essay (Literary Analysis)	(1) Strengthen writing skills.
ENGL 212 American Literature to 1900	Moodle Discussion Posts Textual Analysis Essay Anthology Table of Contents Anthology Entry Headnotes Anthology Introduction Textual Recovery Proposal Outline of Introduction to Recovered Text Contextualizing Annotations for Recovered Text	Discussion Posts	Formal Academic Essay (Textual Analysis), Anthology, Proposal	(1) Construct a cogent, focused argument supported by your analysis of specific textual evidence.
ENGL 213 British and American Literature Since 1900	Reading Responses Poem or Piece of Prose Midterm Essay Exam Term Paper	Reading Responses	Formal Academic Essay, Poetry, Prose, Formal Academic Essay	(1) The ability to produce close readings of works of literature. (2) The ability to write about literature effectively.
English 220 Advanced Composition	Reading Responses Professional Website Writer's Bio Autoethnography Course Reflection Rhetorical Analysis Journal Writing Exploratory Essay Written Peer Critique	Discussion posts Blog entries	Professional website Autoethnography Rhetorical Reading Analysis Exploratory Essay	(Apply writing processes including drafting, sharing, developing, revising, editing, and proofreading to writing tasks of varying length and genre, including digital genres; understanding ways in which texts are published and shared online; Write in response to specific rhetorical situations, including those involving digital media, recognizing, and analyzing the role of audience, purpose, and context; Analyze and critically reflect on your own writing and the writing of others, looking for rhetorical choices, rhetorical effectiveness, and habits of mind (e.g., curiosity, openness, metacognition); Demonstrate critical thinking (through reading, discussion, and/or writing) by interpreting, responding, critiquing, and acknowledging diverse perspectives in relation to your own.
ENGL 221 Introduction to Creative Writing	Reading Reponses Formal Written Peer Critique Classmate's Portfolio Forward Portfolio Reflection Reading as a Writer Notecards In- and Out-of-Class Writing Exercises Poetry Fiction	Reading Responses, Written Peer Review Feedback, Reflective Writing, Reading Summaries; Genre-Specific Writing Practice	Foreword, Poetry, Fiction, Creative Nonfiction: Professional Portfolio	(1) You will be more skilled with a whole range of techniques to produce and revise prose and poetry. (2) Apply the moves writers make in various genres in order to draw readers in, hold their attention, and transport them to different worlds and understandings of the world. (3) Produce, critique, and revise drafts of creative work in order to improve writing, editing and critical skills. (4) Produce a body of creative work with conscious attention to stylistic choices, audience, voice, structure, appropriate syntax, and grammar.

	Creative Nonfiction Midterm Portfolio Final Portfolio Literary Event Write-Up			
ENGL 222 Technical Writing	Business Plan Gaming Proposal Progress Report Incident Report Ethical/Value Memo Graphic Analysis Newsletter Portfolio	Daily Reports; Group Work Plan; Informal Progress Reports	Business Plan; Report; Memo; Newsletter; Professional Portfolio	(1) Write professional and technical documents common to the workplace. The documents require that you: (a) address a specific audience, (b) use plain, objective language in concise sentences, (c) imply a tone appropriate to the author's goal, idea, and audience, (d) incorporate correct grammar, punctuation, and spelling. (2) Develop problem-solving strategies for determining the appropriate and effective choices in form, style, voice, and organization according to the purpose and audience of a document. (3) Practice writing technical and professional documents common to the workplace, such as letters and memos, short and long reports, brochures, descriptions, instructions, and proposals. (4) Prepare a professional portfolio of technical documents, suitable for use during job interviews, e.g. cover letters, resumes, skill sets, and reference letters. (5) Develop expertise in technology as relevant to writing professional documents via desktop publishing, website publishing, Microsoft Publisher, and advanced MS Word features.
ENGL 225 Introduction to Literature by Women	Weekly Writing Assignments Midterm Exam (w/ essay questions)	Reading Responses		(From **1997** Syllabus of Record) (2) As a result of weekly writing assignments, students will develop their small group communication skills, especially as they will be dealing with subjects about which they may. not be in complete agreement. (3) On the mid-term and final examinations, students will give evidence that they can read critically and that they can organize, focus, and convey their own interpretations clearly in writing.
ENGL 226 Survey of Global Literature Since 1900	Weekly Reading Responses Critical Analysis of Individual Text or Film Examination of a Theme within Historical and Cultural Contexts	Reading Responses	Formal Academic Essay (Critical Analysis)	(**From 2008 Syllabus of Record**) (6) Apply skills of literary analysis (critical thinking, writing, and interpretation) to the cultural concepts represented in works of global literature.
ENGL 227 Introduction to Legal Writing	Daily Reports/Memos (e.g. Legal Briefs and report, IRAC Report, Contracts and Agreements, Incident Report, Case Study Analysis, Promissory Notes, Analysis of State's Appellate Brief) Course Portfolio	Daily Writing	Professional Portfolio	(From 2014 Syllabus of Record) (3) Write memos, memoranda of law, basic legal briefs, observation essay, and other typical legal documents.
ENGL 265 Law and Literature	Crime Story Reflection Memo Written Draft Feedback	Reflection Writing; Written Peer Review Feedback	Crime Fiction; Memo	(1) Stronger writing skills.
ENGL 256 Digital Literature: Video Games	Note checks Reflection Essay Note check Essay	Reading Notebook; Reflection Writing;	Proposal	No writing-specific objectives.

	Sustainability Game Plan 3/4 Term Exam Essay Questions	Synthesis Essay		
ENGL 308 Critical Theory	Response Writing Critical Theory Manifested Project Description Critical Theory Manifested Starter Bibliography Critical Theory Manifested Artist's Statement	Response Writing	Annotated Bibliography, Artist's Statement	(1) Improve your writing.
ENGL 310 Public Speaking	Speech outline			(From recent syllabus) no writing-specific outcomes
	Speech analysis Midterm self-evaluation			
	Midterm self-evaluation			
ENGL 313 Rhetorical Trends and Traditions	Mini-analyses (1 page)			(From Syllabus of Record): Develop written analyses of persuasive texts
	Essay 1 (4-5 pages)			
	Main Project (6-8 pages)			
ENGL 314 Speech and Communication in the Secondary English Classroom	Public Speaking Event Analysis, Speech Self-Assessments, VoiceThread Storytelling Project, Vocabulary Pedagogical Speech, Academic Conversation Lesson Plan,	Dialogic Journal responses, Discussion self-assessment Journal,	Lesson Plan, Multi-modal narrative Vocabulary Pedagogical Presentation	Demonstrate effective oral and written performance skills and conceptual/theoretical understanding of relationships between speaking, writing, reading, and listening through speechmaking, presentations, creative dramatics, and other activities; assigned readings and viewings; and instructor-led and student-led discussions. Use communication technology in the English language arts classroom in ways that will extend and expand their repertoire for engaging students in appropriate learning activities and contexts. Self-assess public speaking and performance skills through oral and written reflections.
ENGL 321 Persuasive Speech and Writing	Glossary of Terms	Reading Responses, Reflective Writing, Presentation Responses	Persuasive Letter, Report, Position Paper, Professional Portfolio	(**From 2008 Syllabus of Record**) (1) Analyze, discuss, and present persuasive language (essays, letters, position papers, book, film, or music reviews) in both speech and writing, using conventional rubrics for classical and contemporary rhetoric. (3) Receive, process, and integrate feedback on both written and spoken projects. (5) Use rhetorical persuasive strategies to design and present a final original work of persuasive written and spoken language. (6) Prepare a portfolio of materials analyzing and performing persuasive speech in written and spoken formats; including, in the . . . . written mode, written documents to support the spoken projects, as well as argumentative essays and letters, reviews, and position papers.
	Reading Responses			
	Persuasive Letters			
	Individual Panel Presentation Responses			
	Written analytical argument about language choices in classrooms, at social events, and at work			
	Group Report			
	Individual Position Paper on Persuasion, Values and Culture, Integrating Visual Media			
	Argumentative Essay on Social and/or Political Change			
	Group Project Poster			
	Self-Reflective Review			
	Final Portfolio			

ENGL 323 The Teaching of Reading and Literature in the Middle and Secondary School	Discussion plan and teaching reflection, Non-fiction Reading Project, Unit Plan,	Questions and responses to readings, Lit Circle Responses, Non-fiction Genre Responses	Discussion Plan Unit Plan	Articulate discoveries about cognitive, affective, social, and political aspects of teaching literature and reading. Apply those discoveries to lesson and unit plans that offer authentic literacy experiences and assessments.
ENGL 324 The Teaching and Evaluation of Writing	Memoir Argumentative Blog Post Lesson Plan Student Feedback Project Genre Teaching Rationale	Reading Responses, Writer's Notebook, Writer's Notebook Reflection	Memoir, Argumentative Blog Post, Lesson Plan, Feedback on Student Work, Teaching Rationale	Identify how their beliefs about the teaching and learning of writing change over the course of the semester. Identify and discuss key terms that shape their beliefs about the teaching and learning of writing. Engage writing for various purposes – to think, to learn, to create, to share information, to persuade, etc. Describe their writing practices and processes as part of their knowledge base for teaching. Understand and apply current theory related to composition and composition pedagogy. Understand and apply modern approaches to the teaching of writing. Understand and apply learning theory that is relevant for the teaching of writing. Create a developmentally appropriate unit plan designed to foster the development of students' written language. Understand and be able to apply a variety of writing assessment practices and instruments. Understand and design feedback to student writers. Extend and expand proficiency with personal and academic writing.
ENGL 325 Writing Poetry	Poetry Chapbook Student Writing Exercises	Genre-specific Writing Practice/Exercises	Poetry Chapbook	(**From 1997 Syllabus of Record**) (3) Students will learn about their own writing process and sources and will develop their writing as practice and consciousness as they design their end of semester project. (4) Students will learn the basic devices of poetry writing, with emphasis on perceiving sources of material and strategies of conception of poems.
ENGL 326 Writing of Fiction	Craft Study Midterm Portfolio 6-Page Solution Language Exercise Flash Fiction Final Portfolio	Language Exercises	Flash Fiction; Professional Portfolio	(1) Write, critique, and revise multiple drafts of fictional works in order to improve writing, editing, and critical skills. (2) Produce polished writing projects with conscious attention to appropriate, intentional structural and stylistic choices.
ENGL 327 Writing Creative Nonfiction	Reading Journal Final Portfolio, including at least pieces of publishable creative nonfiction Reading as a Writer Notecards D2L Discussion Board Responses	Reading Journal Writing; Reading Notecard Writing; Online Discussion Response	Creative Nonfiction	(1) Students will demonstrate critical and reflective thinking skills by being able to articulate and effectively communicate how a text has become meaningful. (2) Produce, critique, and revise multiple drafts of creative work in order to improve writing, editing, and critical skills. (3) Produce a polished portfolio of creative work with conscious attention to

	In-Class and Out-of-Class Writing Exercises Collaborative Montage Essay Two works of creative nonfiction Midterm Portfolio Reflection Final Portfolio Reflection Extra Credit Reading Event Report	Writing; Writing Exercises; Reflection Writing		stylistic choices, such as audience, voice, structure, appropriate syntax, and grammar.
ENGL 335 Literary Nonfiction	In-class writing (part of participation grade) D2L Reading Journal Responses to classmates Reading Journals Project 1 (options include a family interview, a cultural analysis of the place of memoir; a literary analysis of a memoir; or poem(s) exploring relational self Project 2 (options include a compare/contrast essay on two autobiographical works, a book review, a written project of the student's own devising)	Reading Journal/Reading Responses, Written Discussion	Interviews, Formal Academic Essay (cultural analysis, literary analysis); Poetry; Memoir; Book Review; Autobiography	(4) Analyze texts through writing and discussion.
ENGL 336 Language, Gender, and Society				Catalogue Description: Investigates the various ways that language and gender interact and intersect in society. Examines such questions as: Does society use language to favor one sex over the other? Why is language a crucial component in formulating constructs of masculinity and femininity? What stereotypes of gender-based language are promoted in our society? How can we analyze language to reveal disparate views and treatment of the sexes?
ENGL 337 Myth	Course Journal Midterm Exam essay questions Final Exam essay questions Research Paper	Journal Writing	Formal Academic Essay	(**From 1996 Syllabus of Record**) 4. Students will explore the uses of myth in literature and culture, and demonstrate their expertise in oral and written performances, collaboratively and individually.
ENGL 342 Short Fiction (Online)	Reading Journal Epiphany Essay Short Answer Exam Questions	Reading Journal Writing		No writing-specific objectives.
ENGL 350 LGBTQ Literature, Theory, and Film	Discussion Leading/Pairs Essay #1: Essay #2 Final Exam Project/Presentation		Formal Academic Essay; Formal Presentation	No writing-specific objectives.
ENGL 354 Classical Literature in Translation	Short Answer Exam Questions Short Analytical Essays			

ENGL 360 Editing and Publishing	Blog Post Comments LinkedIn Analysis LinkedIn Profile Editing and Publishing in Context Online Magazine Major Publication Proposal	Reading and Writing Responses, Rough Drafting, Brainstorming	Professional Profile, Online Magazine, Magazine Feature Article, Letter From the Editor	(1) Identify and follow genre- and media-specific professional expectations regarding linguistic style and audio, visual, and digital design.
ENGL 361 Environmental Literature	Weekly Reading Responses In-class Response Writing Critical Essay 1 Critical Essay 2	Reading Response Writing	Formal Academic Essay (critical analysis)	(**From 2008 Syllabus of Record**) (3) Write successful critical papers from environmental perspectives.
ENGL 396 Literature of Emerging Nations	Analytical Reading Response Papers Criticism Essay (for majors) OR Analysis Essay (for non-majors) Final Research Project (Options include: a comparison of two or more writers that examines an issue such as colonial education; a theoretical analysis of a written work; a piece of creative fiction, creative nonfiction, or an artistic piece (drama, fine arts); a web guide to one or more postcolonial writers.	Reading Response Writing	Formal Academic Essay (Criticism; Analysis; Compare-Contrast); Creative Fiction; Creative Nonfiction, creative art (drama and fine art); Web Guide	(**From 2002 Syllabus of Record**) No writing-specific objectives included.
ENGL 398 Global Genres	Catalogue Description: Focuses on a specific literary genre (including, but not limited to, poetry, drama, film, the short story, or the novel) as it has been developed and transformed in global contexts beyond the typical domains of the British or American literary traditions. Situates the use of a genre within transnational literary and historical developments. The global genre studied in a particular semester to be announced in advance.			
ENGL 415 English Language Studies for Teachers	Catalogue Description: Focuses on the fundamentals of language study with equal emphasis on the sound, the word, the sentence, the meaning, and the discourse patterns of English as they manifest in daily lives. Educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature, varieties of grammar, and linguistic descriptions of styles and registers are an integral part of the course.	Response to readings	Grammar in context lesson plan Reflection on teaching	

ENGL 418 Young Adult Literature	Catalogue Description: Introduces literature for and about young adults. Emphasizes critical study of the literature and its classification as well as resources and rationales for using young adult literature in the middle and secondary classroom. Explores selection of literature and various methods of literature instruction.	Analytical reading notebook (interpretive and creative reading responses) Article summaries &. Responses	Literary Analysis Webquest	Construct detailed rationales for the teaching of specific young adult literature texts. Conduct individual research to further pedagogical goals or scholarly argument.
ENGL 420 Writer's Studio	Reading Response Blog Post Comments Visual Rhetorical Analysis Radical Revision Visual(s) Radical Revision Analysis Final Project Proposal Final Project Annotated Bibliography Final Project Visual(s) Final Project Presentation		Any Genre of Primarily Alphanumeric Text; Any Genre of Primarily Non-alphanumeric Visual, Formal Academic Essay, Proposal, Formal Presentation	(1) Understand and articulate the ways in which primarily non-alphanumeric images are forms of writing. (2) Experiment with a variety of approaches to writing with visuals in various print and digital genres and media. (3) Understand and articulate the ways rhetorical awareness informs various methods for interpreting meaning in visuals.
ENGL 421 Digital Writing	Responses to readings and examples of digital composition Digital Media Experiments Digital Media Project Reflective Assessment Essay		Any Genre of Digital Media	(1) Author and design basic websites. (2) Write for varied digital environments (such as blogs, wikis, and podcasts) with an awareness of genres and audiences. (3) Make sound choices about the incorporation of audio, video, and graphic design elements. (4) Demonstrate an understanding of the complexity of representation and expression in digital media environments. (5) Analyze the social and material transformation of writing in digital environments. (6) Use appropriate software applications to produce individual and/or collaborative digital projects.
ENGL 424 Second-Language Acquisition	Reading responses Educational Philosophy Assessment Designs	Reading responses	Educational Philosophy Assessments for K-12 students	
ENGL 426 ESL Methods and Materials	Dialogue Journal ESL Classroom Visit Report Learning Synthesis Report	Teaching philosophy and linked unit plan		Students will apply pedagogical knowledge to design and write a unit plan.
ENGL 434 Shakespeare	Play Adaptation Papers Movie Adaptation Journal Analytical Paper (10-12 pages)			(From 2018 syllabus): Demonstrate an understanding of the concept of adaptation as it applies to the works studied in the course
ENGL 436 Major American Authors	Catalogue Description: Studies in the literary output of a major American author or authors against the background of the social and literary milieus in which the works were created. Specific subject or subjects to be announced by the instructor			

ENL 442 Cross-Cultural Communication	Reading Responses Literacy Interviews &. Analysis	Reading Responses	Interview questions & analysis (qualitative. Research)	
ENGL 450 Film Theory	Three 3-page reading responses Independent Research Paper		Formal Academic Essay	No writing-specific objectives.
ENGL 460 Topics in Film	Catalogue Description: Selected films dealing with a specific, advanced topic are viewed and assessed to explore the different roles that film plays. Topic to be announced in advance.			
ENGL 461 Topics in British Literature	Catalogue Description: Selected films dealing with a specific, advanced topic are viewed and assessed to explore the different roles that film plays. Topic to be announced in advance.			
ENGL 481 Special Topics: Write Your Novel	Craft Analysis Writing Plan (Book Outline and Goals Proposal) Writing Log (small-group meetings & write-alongs) Reflection and Writing Plan, Part 2 Revised Chapter Film Analysis	Writing Log, Reflective Writing	Novel, Book Proposal, Formal Academic Essay (Craft Analysis and Film Analysis)	Engage in serious, intensive practice of novel writing, focusing on development of novel plot structure, setting, conflict and character.
ENGL 484 Topics in English	Short Assignments (typically discussion board posts and responses to classmates' posts) Capstone Presentation Annotated Bibliography Capstone Project Reflective Essay Exam English Studies Portfolio Notebook Vignettes Collaborative Conversation Group Presentation Autobiography Primary Project Autobiography Reflection Essays Autobiography Project Midterm Presentation Autobiography Project Final Presentation		Professional Presentation, Annotated Bibliography, Professional Portfolio, Autobiography, Any Genre Connected to English Studies	(1) Demonstrate, in the form of written and verbal evidence, that they have used existing knowledge in the field of English Studies to discover new ways of making knowledge. (2) Demonstrate, in the form of written and verbal evidence, that they have synthesized existing ways of making meaning in the discipline of English Studies in order to create and reflect upon the effectiveness of new ways of making meaning. (3) Practice applying creative writing techniques to intellectual reflection.
ENGL 493	Bi-weekly Work Log Update			No writing-specific objectives.

Internship	Two Internship Artifacts each with an Explanatory Paragraph Internship Portfolio Introduction Internship Reflection Essay		Professional Portfolio	
EDUC 242 Pre-Student Teaching Clinical I	Lesson Plan Final reflection Observation notes Reading responses	Observation notes Reading responses	Lesson Plan	
EDUC 342/CHSS 343 Pre-Student Teaching Clinical II	Classroom Management Plan Lesson Plan & Reflection Student Observation Qualitative Research Project	Reading Responses Observation Notes Reflections on Diversity Events	Lesson Plan, Qualitative Research Paper, Accommodations Recommendations, Classroom Procedures Presentation	Apply classroom observation and interpretive skills to produce reflective and thoughtful written representations of learners and school environments. Articulate definitions of classroom management and create and teach culturally responsive classroom procedures (CRSE 8.B & 8.C). Demonstrate a growth mindset by reading and responding to professional literature and attending and reflecting on professional learning opportunities that explore culturally responsive teaching methods; the impact of structural biases; and the real-world experiences and diverse funds of knowledge of learners, educators, and families. (CRSE 1, 2, 3, 9, NCTE 5)
EDUC 441 Student Teaching	Lesson Plans Teacher Work Sample	Reflective Journal Entries	Lesson Plans, Unit Plan, Action Research Project (Teacher Work Sample), Emails to parents and colleagues	Communicate effectively with parents/guardians, other agencies, and members of the wider community, as appropriate to the student teaching role, in support of improved student learning.
EDUC 452 Teaching of English and Communication	Teaching Philosophy Unit Plan Lesson Plans and Reflections	Reading Responses Reflection on Professional Development	Lesson Plans, Unit Plan, Teaching Philosophy	Teacher candidates will provide both verbal and written evidence in the required course documents listed in the syllabus to illustrate that they are leaving our program with a clear and solid understanding of critical literacy practices beneficial to classroom and academic settings as well as the ability to demonstrate those practices themselves. (NCTE 1 Structure of the Basic Program; CAEP 1, 1.B, E) Teacher candidates will read, write about, and discuss current teaching theories and practices to prepare for student teaching and careers in English education. (NCTE 3 Candidate Knowledge of ELA; CAEP 1.A)

Appendix A – Assessment Protocol for Writing Samples for BA Program

A random sample will be collected from the senior capstone course (ENGL 484), where students will complete portfolios as described below.

Students are required to submit a writing portfolio in order to pass the capstone course, but the portfolio itself is not graded as part of the class.

This year, two faculty members read and rated the portfolios. This group of raters included the BA program director, and one volunteer member of the BA English Programs and Curriculum Committee. The two scores for each criterion were then averaged, after which they were broken down by track for the purposes of university-wide IMPROVE assessment reporting.

Protocol

The English Studies Portfolio

While this portfolio does not compute in your final grade for ENGL 484 (because it's a departmental requirement, not a class one), its satisfactory completion is required for your graduation. Here, you are asked to compile a selection of your most significant work (around 25 pages of assorted documents you produced as an English major) – and a four-page (double-spaced) letter in which you introduce the documents you selected and explain what your texts reveal about your development as an English Studies major and how they illustrate your acquisition of the skills outlined in the rubric below (3a->3e). In your letter, you should also touch upon how at least one product developed through multiple revisions and discuss what you were trying to accomplish with each project. This portfolio (especially the reflective letter) will be reviewed and evaluated by a committee of English Department faculty members about two-thirds into the semester. The reflective letter by itself should also, at this time, be uploaded to D2L under Assessments Assignments.

Please note that these portfolios will be evaluated anonymously for program assessment purposes.

TASK: To compile and reflect on the most significant work you've done as an English major and to demonstrate your growth and development as a new member of the English Studies community.

PURPOSE: The Capstone Portfolio is a required element of the English Studies curriculum as part of program assessment and improvement. To graduate with a major in English, you need to demonstrate to us that you've done something significant. But the portfolio is also an opportunity for you to look at the work you've done here at IUP and reflect on where you've been, where you are, and where you want to go. This portfolio does not count towards your grade in ENGL 484, though it is required to pass the class.

HELP? You bet! We'll set aside at least a day to work on this class.

CONTENTS:

1. Cover sheet with your name, Banner ID, and e-mail address.
2. A table of contents that indicates the title of the piece, the course in which it was created (include semester and professor information, please), and a brief (25 words or so) description.
3. Your most significant English Studies accomplishments. These can be essays, poems, stories, lesson plans, etc. Here's the question: What are the things that you've created as an English Major that have helped you get a grip on what you hope to be and which illustrate the skills

you've gained over time? How many things should be included? Twenty-five pages of documents are about as much as you want to include in this portfolio. Most people find that his equates to around four or five pieces. HOWEVER, these documents should collectively demonstrate proficient or above skills in the following rubric areas:

a. Critical Thinking: Students will demonstrate critical reading and literary analysis skills in relation to the use of evidence and sources
b. Purposeful Writing: Students will demonstrate that they can write clearly and effectively and will create texts that show an awareness of the interrelationships among form, audience, content, and purpose, and that demonstrate research skills.
c. Textual Analysis: Students will demonstrate ability to analyze and contextualize diverse texts, with respect to history, culture, and the ethical or aesthetic dimensions of text.
d. Reflection: Students demonstrates clear, insightful understanding of their own development and processes as a writer/reader/thinker, and how to make use of multiple revisions
e. Effective Use of Language: Student stylistically, rhetorically, and grammatically shows a command of the use of the English language

4. A 4-page reflection essay. Using the texts that you included in the portfolio as illustrations, reflect critically on what you've accomplished as an English Major, how you've come to understand yourself as part of the worldwide English Studies community, and how you've developed as an artist, writer, teacher, scholar, etc. Remember, each document you choose to include in your portfolio should illustrate one or more of the areas detailed above.

FORMAT:
Make sure everything looks good, is well organized, and is user-friendly. Your portfolio should be put in a slim binder, with tabs separating the sections and texts. This is a keeper, so build it to last.

Note: Even if you're creative writer, do not include just creative writing in your portfolio since you need to speak to all rubric areas. As well, if you include creative writing, make explicit how you engage(d) with one or more of the rubric areas in your piece.

Assessment Rubric

The following rubric is used for university-wide Program Level outcomes assessment. Five criteria are assessed on a scale from 1-9, with 9 being the top score. Scoring translates to 1-3 = Not Proficient, 4-6 = Proficient, and 7-9 being Exemplary. We consider students have met expectations when they rate a score within the range of "Proficient."

	Exemplary (7-9 pts)	**Proficient (4-6 pts)**	**Not Proficient (1-3 pts)**
Intr **Critical Thinking:** Students will demonstrate critical thinking, reading, and writing skills	• Demonstrates the ability to recognize and thoroughly analyze assumptions and contexts when taking a position. • Issue/problem is stated clearly and described comprehensively, with all relevant	• Demonstrates the ability to recognize and analyze assumptions and contexts when taking a position • Issue/problem to be considered critically is stated but leaves some	• Does not clearly identify assumptions and contexts when taking a position • Information is taken from source(s) without much interpretation or evaluation.

	information necessary for full understanding • Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order	terms undefined, ambiguities unexplored, and/or backgrounds unknown. • Conclusion is logically tied to previous information some related outcomes (consequences and implications) are identified clearly.	• Viewpoints of experts are taken as fact, without question. • Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
Purposeful Writing: Students will demonstrate that they can write clearly and effectively and will create texts that show an awareness of the interrelationships among form, audience, content, and purpose, and that demonstrate research skills.	• Skillfully adapts writing/rhetorical style to meet the needs of various audiences and purposes • Provides a rich set of support/details that anticipate audience needs connected to genre and occasion • Demonstrates thorough research and fair evaluation of sources appropriate to purpose	• Adapts writing/rhetorical style to audience • Provides support/details that anticipate audience needs • Demonstrates adequate research and fair evaluation of sources appropriate to purpose	• Does not adequately adapt writing/rhetorical style to specific audience and context • Support and details are loosely related to purpose and form • Demonstrates little research connected to purpose
Textual Analysis: Students will demonstrate ability to analyze and contextualize diverse texts, with respect to history, culture, and the ethical or aesthetic dimensions of text.	• Interprets and critically analyzes and evaluates ideas presented in one or more texts. • Analyzes style and literary devices of the texts to support ideas/thesis. • Offers convincing evidence, textual examples, and relevant	• Interprets, analyzes and evaluates ideas presented in one or more texts. • Demonstrates awareness of style and literary devices of the analyzed texts • Offers sufficient *evidence, textual* examples, and quotations to support idea/thesis	• Restates or summarizes the text(s). • Makes no reference to style or literary devices. • Relies on one or two reasons and examples that weakly support ideas/thesis • Interpretations are poorly supported. • Relates the works to personal experience but does not situate the works within any other concern.

	quotations to support ideas/thesis. • Elaborates on interpretations with convincing explanations, well-chosen examples, and other relevant evidence from text(s). • Situates the works within their genre, cultural, historical contexts and/or personal experience AND discusses their significance, importance and relevance.	• Supports interpretations with sufficient *analysis* and textual examples • Situates the works within their genres; cultural, historical contexts, and/or personal experience	
P **Reflection** Students demonstrate understanding of their own development and processes as writers, readers, and thinkers	• Demonstrates clear, insightful understanding of one's own development and processes as a writer/reader/thinker • Recognizes and articulates revisions in drafts or personal approaches with supporting evidence	• Demonstrates understanding of one's development and processes as a student, writer, reader, and thinker • Demonstrates revision in writing/thinking with evidence	• Does not effectively demonstrate understanding of one's own processes as a student, writer, reader, and thinker • Does not effectively demonstrate awareness of one's own personal and professional revisions
Effective Use of Language Students will demonstrate the ability to use standard guidelines of grammar, syntax, and, where appropriate, citations and the ability to use word choice and	• Is free from error in grammar, usage, and mechanics. • Has an effective, fluent style marked by syntactic variety, precise word choice, and a clear command of the language. • Communicates with a confident voice	• Is generally free of distracting errors in grammar, usage, and mechanics • Demonstrates syntactic variety and effective word choice. • Communicates with a sense of voice and	• Numerous errors in grammar, usage, and mechanics that distract readers or interfere with meaning. • Limited control of syntax and vocabulary. • Student's voice is largely absent.

arrangement toward creating a sense of voice appropriate to	and skillful use of rhetorical techniques that are appropriate to the purpose, audience, and medium. • Cites textual evidence consistently when appropriate, *accurately and consistently*	rhetorical techniques appropriate to the purpose, audience, and medium. • Cites textual evidence consistently when appropriate, *accurately and consistently*	• Does not cite textual evidence accurately or consistently.

Appendix B – Assessment Results 2024 (BA Program) and Discussion

The Fall 2018 results are considered “baseline” results from the first assessment of 11 student writing samples from the 400-level English capstone seminar. Students are considered to be meeting program-level expectations when their writing is scored 4 or above on a 9-point scale.

Areas in which department is above expectations

Spring 2024: This year, students' performances across assessment criteria have shown noteworthy progress. The Critical Thinking category observed a substantial number of students scoring in the Exemplary range (scores 7-9), with an average score of 8.02. Purposeful Writing also stood out with an average score of 7.99, indicating effective communication tailored to diverse audiences. Textual Analysis maintained a strong performance with an average score of 7.90. The Reflection category, with an average of 7.99, highlighted students' deep understanding of their writing processes. Lastly, the Effective Use of Language recorded an average score of 7.95..

Spring 2021: There were 4 areas in which one or more students received scores above the Proficient level. Textual Analysis had the highest number of students in the Exemplary range, with 5/20 or 25% receiving that rating. Scores were high enough for some students that the average in this category was 5.675, nearly two points above the minimum score for proficient. In Critical Thinking, Effective Use of Language, and Reflection, 1/20 or .05% were rated Exemplary, which for us means above expectations.

Fall 2018: There were no areas in which the majority of students received scores above the Proficient level. Purposeful writing had the highest number of students in the Exemplary range, with 5/11 or 45% receiving that rating. Scores were high enough for some students that the average in this category was 6.1, or just above the top score for proficient. In Effective Use of Language and Reflection, 4/11 or 36% were rated Exemplary, which for us means above expectations.

Areas in which department is meeting expectations

Spring 2024: In the latest assessment cycle, all students met or exceeded the Proficient threshold in every category.

Spring 2021: Our students are meeting expectations in all criteria areas. The majority of students were rated Proficient in all categories with averaged scores ranging from 5.5 (Critical Thinking and Effective Use of Language) to 5.9 (Reflection).

Fall 2018: Our students are meeting expectations in all criteria areas. The majority of students were rated Proficient in all categories with averaged scores ranging from 4.7 (Textual Analysis) to 6.1 (Purposeful Writing).

Areas in which department is below expectations

Spring 2024: Despite overall strong performance, there were isolated cases where individual assessments fell into the Proficient range, particularly in Textual Analysis and Reflection, where complex analytical tasks challenged some students. This indicates areas where targeted instructional support may be needed to further enhance student outcomes.

Spring 2021: Our students were never collectively below expectations for any category, but in three categories (Textual Analysis and Reflection), two students received scores in the Not Proficient range. In one category (Effective Use of Language), one student received a score in the Not Proficient range.

Fall 2018: Our students were never collectively below expectations for any category, but we should note that the sample is small (n=11), and in two categories (Textual Analysis and Reflection), two students received scores in the Not Proficient range.

The English BA program, consisting of four specializations—Writing Studies, Literature and Culture, New Media Literacy, and English Education (discussed separately below)— has focused our assessment of portfolios in these areas: students' ability to demonstrate 1) critical thinking, 2) purposeful writing, 3) textual analysis, 4) reflection, and 5) effective use of language. The first three are measures reported for each track in the university's IMPROVE assessment tool. All of these skills are demonstrated through writing and are thus pertinent to the writing plan.

We are currently assessing only the portfolios produced for the senior-level capstone course, ENGL 484, so the sample is determined by the enrollment in that course. Thus, the sample will always be relatively small.

In Fall 2018, our first assessment with the new measures, all students in all tracks were proficient in critical thinking, purposeful writing, and effective use of language. Two of the eleven students did not demonstrate proficiency in textual analysis or reflection. The area with the highest average score was in purposeful writing, while the lowest average score was in textual analysis. Though our expectation is for all our graduating to be at least proficient in all areas, the expectation listed in the writing plan is that 75% of students are meeting the criteria, and so the current cohort of students near graduation demonstrate proficiency exceeding those expectations. Eighty-two percent (82%) of our students are meeting our criteria for proficiency in all five areas, and in three of those five areas, 100% of the students met the criteria for proficiency.

Appendix C – Assessment Protocol for Writing Samples for English Education BA with Certificate

Protocol

All Teacher Education majors are required to submit an electronic portfolio of documents and artifacts created and compiled by the student to provide evidence that they have met the rigorous standards and requirements of our teacher preparation programs. The portfolio is developed and evaluated in LiveText at three stages. A completed portfolio is a requirement for graduation from all of IUP's teacher preparation programs.

For the purposes of WAC, the department is using students' Stage 2 portfolio, which is evaluated by the instructor who teaches the Pre-Service Clinical II course, taken before student teaching during the senior year. Students are directed to collect artifacts that meet specific standards according to education program accreditors; those same standards are then used as a rubric to assess the portfolios (see below).

Students are given the following instructions by the College of Education:

Link appropriate artifacts from your courses that demonstrate the standard below.
Copy and paste your reflection to accompany this artifact or artifacts for this standard in which you:

1. describe why you selected this particular artifact and how it addresses the corresponding standard,
2. connect the artifact to learning theories and teaching practices, and
3. describe what you learned as a result of this entry (pertaining to learning, teaching, working with learners, etc.) and/or how you grew professionally.

The depth of understanding and knowledge of education evident in your reflection statement are critical factors in determining the quality of your portfolio. Be certain to address the above in a thoughtful and professional manner in the reflection statement for each artifact.
Remember to delete the directions once you have completed this standard.

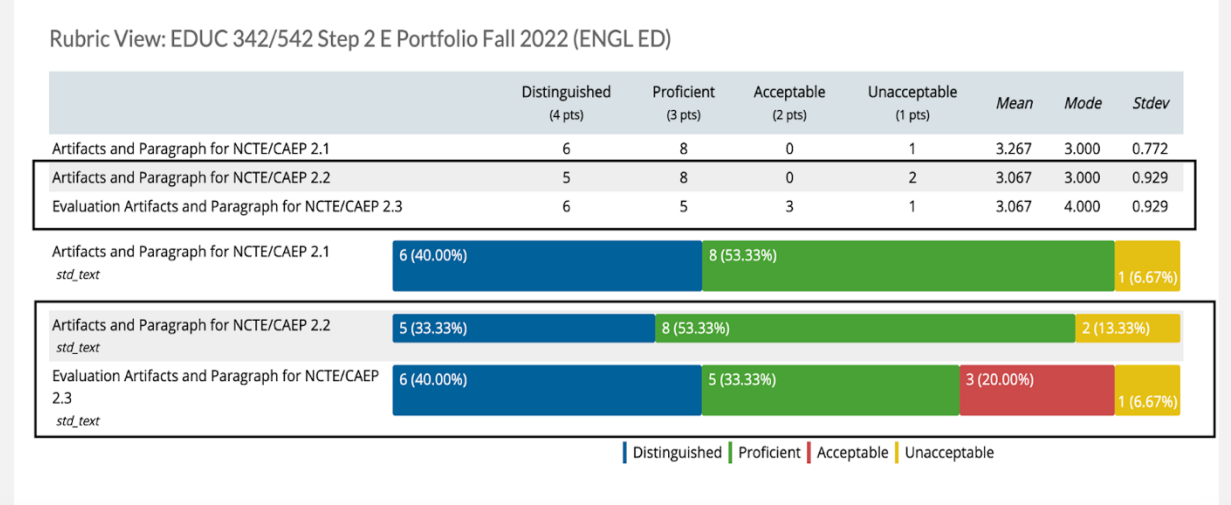
Standards/Rubric

NCTE/CAEP Standard 2.2: Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).				
	Exceeds	**Proficient**	**Basic**	**Unacceptable**

NCTE/CAEP 2.2 InTASC 4 Danielson 1a	3 artifacts provide ample evidence of the standard. Paragraph highlights how artifacts offer different approaches to the standard, highlighting depth and breadth of knowledge. Paragraph connects content knowledge to potential teaching choices.	3 artifacts provide evidence of the standard. Paragraph highlights how artifacts offer different approaches to the standard, highlighting breadth of knowledge. Paragraph connects content knowledge to potential teaching choices.	2 or 3 artifacts provide some evidence of the standard. Paragraph highlights how artifacts demonstrate the standard. Paragraph may not connect content knowledge to potential teaching choices.	Inadequate evidence of the standard due to insufficient number of artifacts, lack of explanation of artifacts, or poor quality of artifacts.

NCTE/CAEP Standard 2.3: Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.				
	Exceeds	**Proficient**	**Basic**	**Unacceptable**
NCTE/CAEP 2.3 InTASC 4 Danielson 1a	3 artifacts provide ample evidence of the standard. Paragraph highlights how artifacts offer different approaches to the standard, highlighting depth and breadth of knowledge. Paragraph connects content knowledge to potential teaching choices.	3 artifacts provide evidence of the standard. Paragraph highlights how artifacts offer different approaches to the standard, highlighting breadth of knowledge. Paragraph connects content knowledge to potential teaching choices.	2 or 3 artifacts provide some evidence of the standard. Paragraph highlights how artifacts demonstrate the standard. Paragraph may not connect content knowledge to potential teaching choices.	Inadequate evidence of the standard due to insufficient number of artifacts, lack of explanation of artifacts, or poor quality of artifacts.

Appendix D – Assessment Results 2024 (English Education BA and Certificate) and Discussion



The data above is pulled from LiveText after submission from the course instructor. It represents the work of fifteen English Education students. The rectangles display the scores for the NCTE/CAEP standards that are assessed for writing.

Areas in which program is above expectations:
5/15 students, 33.33%, scored distinguished on the following standard, NCTE/CAEP 2.2: Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).

It is worth noting that the five students who were rated distinguished on NCTE/CAEP 2.2 drew from a variety of courses for their artifacts. All of these students drew from at least one course primarily focused on writing: ENGL 220 Advanced Composition, ENGL 202 Composition II, and ENGL 324 Teaching and Evaluating Writing. All of these students also drew from a range of literature and speaking courses within the English department: ENGL 208 Introduction to Film, ENGL 212 British Literature, ENGL 310 Public Speaking, and ENGL 418 Young Adult Literature. Two students drew from coursework outside of English in music history and theater. Students who scored distinguished were most able to articulate how their linked artifacts--which had to be developed, rhetorically situated, and compelling pieces of writing--met the specifics of the standard. These students all thoughtfully used terminology from the standard when discussing their writing.

6/15 students, 40%, scored distinguished on the following standard, NCTE/CAEP 2.3: Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the

impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

It is worth noting that the six students who were rated distinguished on NCTE/CAEP 2.3 all drew from at least one of the three main language courses within the English Education specialization, all of which address some aspect of this standard in their course content: ENGL 324 Teaching and Evaluating Writing, ENGL 415 English Language Grammar for Teachers, and ENGL 426 ESL Methods and Materials. We recently added a grammar lesson plan assignment to EDUC 452 Teaching of English and Communication in the Secondary School, and two students utilized this artifact. In addition, 3 of these 6 students were also ESL Certificate students. All three ESL Certificate students drew from at least one of their additional ESL Certificate courses: ENGL 424 Second Language Acquisition and ENGL 442 Cross Cultural Communication, both of which are required for the ESL Certificate program but not for the English Education specialization.

Areas in which program is meeting expectations:
8/15 students, 53.33%, scored proficient on the following standard, NCTE/CAEP 2.2: Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).

5/15 students, 33.33%, scored proficient, and 3/15 students, scored acceptable on the following standard, NCTE/CAEP 2.3: Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

Areas in which program is below expectations:
2/15 students, 13.33%, scored unacceptable on the following standard, NCTE/CAEP 2.2: Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).

1 student's portfolio was rated Unacceptable because the student did not follow the directions, and the links to their artifacts did not work. The other student was rated Unacceptable because the student described and linked artifacts related to pedagogy, not writing. This is an issue with understanding the standard and following directions.

1/15 students, 6.67%, scored unacceptable on the following standard, NCTE/CAEP 2.3: Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

1 student's portfolio was rated Unacceptable because the student did not follow the directions, and the links to their artifacts did not work.

Appendix E: Recommendations from the WAC Director Based on Assessment Results

The WAC Director recommends the following in order to "close the loop" between the assessment results, the outcomes map, and other features of the writing plan specifically related to the BA Program:

- consider two revisions to the assessment rubric: (1) divide the rubric into four levels instead of three so that there is more differentiation in the high and low end of proficiency; this makes the results more actionable, and (2) add a holistic measure to the rubric in order to corroborate some of the individual criteria and achieve an overall sense of the individual and collective portfolio writing
- consider using two raters instead of four; use a handful of older portfolios to norm with the rubric, and adjudicate scores with large differentials in order to achieve adjacent scores either with a third rater or through discussion
- textual analysis is an area of struggle identified in the assessment; consider professional development opportunities as a way to share teaching strategies, and use the outcomes map above as a way to guide the BA committee in scaffolding that skill purposefully throughout courses over the next two years (through the next WAC assessment)
- in the next WAC assessment (Spring 2026) use a full year of capstone students in order to achieve a larger sample size and possibly acquire samples from all/most graduating seniors