

**Creative Writing Minor  
Student Learning Outcome Assessment Plan**

**College of Humanities and Social Sciences  
Colorado State University Pueblo  
Preliminary assessment plan: 5/25/25  
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<b>Student Learning Outcome</b>	<b>Measure description (direct or indirect?)</b>	<b>Expected level of student proficiency (definition and percentage)</b>	<b>Timeline or cycle</b>
SLO1 Read literature as a writer with particular attention to style, context, and elements of craft.	Reading responses & analysis essays (Direct)  Rubric used to score reading responses in ENG 114 and rubric used to score analysis essays in ENG 414	All students are expected to be proficient in this SLO (see rubric for defining criteria).	Each year
SLO2 Practice writing and revision in multiple genres with attention to elements of craft and style.	Final portfolios in ENG 114 & 414 (Direct)  Rubric used to score final portfolios	All students are expected to be proficient in this SLO (see rubric for defining criteria).	Each year
SLO3 Develop the critical, analytical, and editing skills necessary to evaluate works in progress and participate in a creative writing community.	Peer workshop participation & feedback to peers (Direct)  Rubric used to evaluate participation & feedback	All students are expected to be proficient in this SLO (see rubric for defining criteria).	Each year
SLO4 Demonstrate an awareness of the literary, cultural, and historical contexts within which creative writing occurs including the influence of the past and present on artistic choices.	Final portfolios in ENG 114, 310, 315, 316, 316 & 414 (Direct)  Rubric used to score final portfolios	All students are expected to be proficient in this SLO (see rubric for defining criteria).	Each year

<p>SLO5</p> <p>Generate an original body of creative writing culminating in a manuscript-length work of poetry, fiction, creative nonfiction, or a hybrid genre.</p>	<p>Final portfolio in ENG 414 (Direct)</p> <p>Rubric used to score final portfolios</p>	<p>All students are expected to be proficient in this SLO (see rubric for defining criteria).</p>	<p>Each year</p>
<p>SLO6</p> <p>Attend literary events and demonstrate a basic knowledge of literary publishing.</p>	<p>Attendance at SoCo Reading Series events (Direct)</p> <p>Literary journal analysis essays in ENG 445, response essays to events in ENG 414 &amp; ENG 114 (Direct)</p> <p>Rubric used to evaluate essays &amp; responses</p>	<p>All students are expected to be proficient in this SLO (see rubric for defining criteria).</p>	<p>Each year</p>

## Appendix A: Rubrics used to evaluate SLOs

**Student Learning Outcome 1:** Read literature as a writer with particular attention to style, context, and elements of craft.

Student: \_\_\_\_\_ Scorer: \_\_\_\_\_

Proficiency Levels	0	1	2	3
	Not proficient		Proficient	
Identify elements of craft, style, and context in assigned readings				

Total: \_\_\_\_\_

### Identify elements of craft, style, and context in assigned readings

3: The paper demonstrates a mastery of identifying elements of craft, style, and context in texts based on class discussions, lectures, and readings

2: The paper demonstrates developing abilities in identifying elements of craft, style, and context in texts based on class discussions, lectures, and readings

1: The paper demonstrates underdeveloped abilities in identifying elements of craft, style, and context in texts based on class discussions, lectures, and readings

0: The paper fails to identify elements of craft, style, and context in texts based on class discussions, lectures, and readings

**Student Learning Outcome 2:** Practice writing and revision in multiple genres with attention to elements of craft and style.

Student: \_\_\_\_\_

Scorer: \_\_\_\_\_

Proficiency Levels	0		1		2		3	
	Not proficient		Proficient					
Write and revise original creative work in multiple genres, successfully employing elements of craft and style appropriate for that genre								

Total: \_\_\_\_\_

**Write and revise original creative work in multiple genres, successfully employing elements of craft and style.**

3: The work demonstrates writing & revising original creative work in multiple genres, successfully employing elements of craft and style appropriate for that genre.

2: The work demonstrates developing abilities in writing & revising original creative work in multiple genres, successfully employing elements of craft and style appropriate for that genre.

1: The work demonstrates underdeveloped abilities in writing & revising original creative work in multiple genres, successfully employing elements of craft and style appropriate for that genre.

0: The work fails to demonstrate any abilities in writing & revising original creative work in multiple genres, successfully employing elements of craft and style appropriate for that genre.

**Student Learning Outcome 3:** Develop the critical, analytical, and editing skills necessary to evaluate works in progress and participate in a creative writing community.

Student: \_\_\_\_\_

Scorer: \_\_\_\_\_

	0	1	2	3
Proficiency Levels	Not proficient		Proficient	
A. Workshop comments demonstrate a clear understanding of craft, constructive criticism, and workshop etiquette.				

Total: \_\_\_\_\_

**Workshop comments demonstrate a clear understanding of craft and constructive criticism**

3: Student demonstrates sophisticated abilities to give feedback to classmates based on knowledge of craft, constructive criticism, and workshop etiquette.

2: Student demonstrates developing abilities to give feedback to classmates based on knowledge of craft, constructive criticism, and workshop etiquette.

1: Student demonstrates underdeveloped abilities to give feedback to classmates based on knowledge of craft, constructive criticism, and workshop etiquette.

0: Student fails to demonstrate abilities to give feedback to classmates based on knowledge of craft, constructive criticism, and workshop etiquette.

**Student Learning Outcome 4:** Demonstrate an awareness of the literary, cultural, and historical contexts within which creative writing occurs including the influence of the past and present on artistic choices.

Student: \_\_\_\_\_ Scorer: \_\_\_\_\_

	0	1	2	3
Proficiency Levels	Not proficient		Proficient	
A. Identify how both current and previous literary, cultural, and historical contexts influence one's own creative work.				

Total: \_\_\_\_\_

**Demonstrate an awareness of the literary, cultural, and historical contexts within which creative writing occurs including the influence of the past and present on artistic choices.**

3: Student demonstrates sophisticated awareness of how both current and previous literary, cultural, and historical contexts influence one's own creative work.

2: Student demonstrates developing awareness of how both current and previous literary, cultural, and historical contexts influence one's own creative work.

1: Student demonstrates underdeveloped awareness of how both current and previous literary, cultural, and historical contexts influence one's own creative work.

0: Student fails to demonstrate awareness of how both current and previous literary, cultural, and historical contexts influence one's own creative work.

**Student Learning Outcome 5:** Generate an original body of creative writing culminating in a manuscript-length work of poetry, fiction, creative nonfiction, or a hybrid genre.

Student: \_\_\_\_\_ Scorer: \_\_\_\_\_

	0	1	2	3
Proficiency Levels	Not proficient		Proficient	
A. Create a cohesive chapbook length body of creative writing with attention to genre, craft, and style.				

Total: \_\_\_\_\_

**Generate an original body of creative writing culminating in a manuscript-length work of poetry, fiction, creative nonfiction, or a hybrid genre.**

3: Student successfully created a cohesive chapbook length body of creative writing with attention to genre, craft, and style.

2: Student demonstrated a developing awareness of how to create a cohesive chapbook length body of creative writing with attention to genre, craft, and style.

1: Student demonstrates underdeveloped awareness of how to create a cohesive chapbook length body of creative writing with attention to genre, craft, and style.

0: Student fails to demonstrate awareness of how to create a cohesive chapbook length body of creative writing with attention to genre, craft, and style.

**Student Learning Outcome 6:** Attend literary events and gain a basic knowledge of literary publishing.

Student: \_\_\_\_\_ Scorer: \_\_\_\_\_

	0	1	2	3
Proficiency Levels	Not proficient		Proficient	
A. Student has been present at a literary event on campus or virtually.				
B. Through submission to <i>Tempered Steel</i> and written essays and/or responses, the student has demonstrated a basic knowledge of how literary journals function, how to submit to one, how to choose where to submit, and where to find submission information.				

Total: \_\_\_\_\_

**A. Attend literary events and gain a basic knowledge of literary publishing.**

3: Student demonstrates sophisticated awareness of how both current and previous literary, cultural, and historical contexts influence one's own creative work.

2: Student demonstrates developing awareness of how both current and previous literary, cultural, and historical contexts influence one's own creative work.

1: Student demonstrates underdeveloped awareness of how both current and previous literary, cultural, and historical contexts influence one's own creative work.

0: Student fails to demonstrate awareness of how both current and previous literary, cultural, and historical contexts influence one's own creative work.

**B. Through submission to *Tempered Steel* and written essays and/or responses, the student has demonstrated a basic knowledge of how literary journals function, how to submit to one, how to choose where to submit and where to find submission information.**

3: Student demonstrates a basic knowledge of how literary journals function, how to submit to one, how to choose where to submit and where to find submission information. Student has submitted to *Tempered Steel*.

2: Student demonstrates a developing knowledge of how literary journals function, how to submit to one, how to choose where to submit and where to find submission information. Student has submitted to *Tempered Steel*.

1: Student demonstrates underdeveloped knowledge of how literary journals function, how to submit to one, how to choose where to submit and where to find submission information. Student has submitted to *Tempered Steel*.

0: Student fails to demonstrate knowledge of how literary journals function, how to submit to one, how to choose where to submit and where to find submission information. Student has NOT submitted to *Tempered Steel*.





## Creative Writing Minor Curriculum Map

SLO	Course	Expected Proficiency
Read literature as a writer with particular attention to style, context, and elements of craft.	All courses	Proficient
Practice writing and revision in multiple genres with attention to elements of craft and style.	English 114 & English 414	Proficient
Develop the critical, analytical, and editing skills necessary to evaluate works in progress and participate in a creative writing community.	All courses	Proficient
Demonstrate an awareness of the literary, cultural, and historical contexts within which creative writing occurs including the influence of the past and present on artistic choices.	All courses	Proficient
Generate an original body of creative writing culminating in a manuscript-length work of poetry, fiction, creative nonfiction, or a hybrid genre.	English 414	Proficient
Attend literary events and gain a basic knowledge of literary publishing.	All courses	Not proficient: English 114 Proficient: All other courses