Identification

- Professional Writing Minor, Department of English and Foreign Languages, College of Humanities and Social Sciences, Colorado State University-Pueblo
- Developed by: Scott Gage, Coordinator of Professional Writing
- May 2013
- Primary contact for assessment: Scott Gage, Coordinator of Professional Writing

Mission, goals, and student learning outcomes

- Program mission and linkages to department and university mission:

  Equipping students with the practical and theoretical skills necessary to create documents in any professional environment or workplace setting is the primary mission of the Professional Writing minor. Equally important, the minor calls students to develop sensitivity to the ethical and cultural issues that professional writers are likely to encounter in the workplace. This mission supports the mission of CSU-Pueblo in two ways. First, the minor fulfills the university's mission of providing a "strong professional focus" by helping students to enter the workforce as effective writers and communicators, including the ability to navigate both the technological and collaborative demands required of twenty-first century careers. Second, the professional writing minor provides students with "a firm grounding in the liberal arts" by cultivating student ability to employ rhetorical theory in the analysis of a range of professional writing texts.

- Student learning outcomes:

  1. Create rhetorically-effective documents that demonstrate the standards and expectations for documents employed in professional settings.

  2. Utilize a variety of media, ranging from standard prose, to video, and to other digitally-based media, in the creation of those documents.

  3. Apply rhetorical theory and history to analyze and address the rhetorical situation for professional writing in multiple genres with diverse audiences and purposes.

  4. Work collaboratively with peers to successfully complete projects modeled on workplace needs and scenarios.

  5. Display a sensitivity to the ethical and cultural issues that professional writers are likely to encounter in the workplace.

- Performance Level: Assignments designed to achieve the SLOs above are identified by the coordinator and evaluated by a minimum of two readers using a rubric keyed to the specific SLO being assessed. The results are submitted to the coordinator to be tabulated and analyzed. A score in the range of 1.0-2.5 indicates unsatisfactory achievement, a score in the range of 2.5-3.5 indicates satisfactory achievement, and a score of 3.5 or

higher indicates outstanding achievement. At least 75% of assignments are expected to register a score of 2.5 or above. Failure to meet that benchmark will trigger a revision of the professional writing curriculum to address the deficiency.

- Learning outcomes are developed by program faculty and are communicated to students and community members both by way of syllabi and by way of the university's course catalog.

Curriculum

- The courses and their objectives, in aggregate, meet the outcomes for the program.

- The curriculum provides opportunities for students to demonstrate they have achieved the professional writing minor's program outcomes (informal and formal writing, independent and group projects, exams)

Assessment Methods

1. Pre- and post-semester review of program syllabi and requirements to be conducted by the coordinator and to be discussed with program faculty.

2. The identification of the assignment to be evaluated by readers each fall and spring semester: The coordinator will select the assignment in the fall from the lowest-numbered professional writing course from which an assignment has yet to be evaluated. He or she will, then, select the assignment in the spring from the highest-numbered professional writing course from which an assignment has yet to be evaluated. Using the professional writing minor curriculum map (listed below), the assignment to be selected should be designed to achieve the SLO being assessed and should be the first assignment listed that has yet to be evaluated. Using different assignments to assess the program's outcomes will not only allow the program to assess its outcomes, but it will also allow us to assess whether or not particular assignments are helping in the fulfillment of those outcomes, which could, then, help to make important curricular decisions.

3. The identification of the SLO to be assessed each fall and spring semester: The coordinator will select the SLO to be assessed based on the following rotation:

  - Fall 2013: Outcome #1
  - Spring 2014: Outcome #2
  - Fall 2014: Outcome #3
  - Spring 2015: Outcome #4
  - Fall 2015: Outcome #5

  Once the fifth outcome has been assessed, the rotation will begin anew.

4. A minimum of two readers will assess the SLO for a given fall or spring semester using a rubric keyed to the SLO being assessed. The first reader should be a professional writing

faculty member who did not teach the class from which the assignment to be evaluated was selected. The second reader should, then, include any of the following: a faculty member from the Department of English and Foreign Languages who does not teach courses in the professional writing program; a faculty member outside of the Department of English and Foreign Languages, preferably one from a discipline relevant to professional writing (e.g., mass communications, business, engineering, etc.); or an external evaluator with professional experience relevant to the assignment being evaluated (e.g., a technical writer, a copyeditor, a web designer, etc.)

5. A questionnaire distributed via email to graduates of the minor at the completion of every academic year.

Assessment Results

- The coordinator will tabulate the results of the program assessment at the end of each fall and spring semester. The coordinator will, then, complete a written analysis of the assessment results at the end of the academic year. The analysis will be report to faculty and administration
- The coordinator will also compile and tabulate responses to the student questionnaire and will, likewise, complete a written analysis to be reported to faculty and administration.

Continuous processes

- The coordinator and the program faculty are responsible for ensuring the assessment of the professional writing minor as described in this document. The coordinator and the program faculty are also responsible for the continual improvement of the professional writing minor and for ensuring that the results of each year's program assessment are the basis for future curricular and pedagogical action.

Professional Writing Minor Curriculum Map: Required Courses

Outcomes	Create rhetorically-effective documents that demonstrate the standards and expectations for documents employed in professional settings	Utilize a variety of media, ranging from standard prose, to video, and to other digitally-based media, in the creation of those documents	Apply rhetorical theory and history to analyze and address the rhetorical situation for professional writing in multiple genres with diverse audiences and purposes	Work collaboratively with peers to successfully complete projects modeled on workplace needs and scenarios	Display a sensitivity to the ethical and cultural issues that professional writers are likely to encounter in the workplace
ENG 161 Careers for English Majors	1) Academic biography 2) Statement of Purpose/Cover Letter **Level of Proficiency: Introductory**	1) Multi-media project and presentation (Future Plans assignment) **Level of Proficiency: Introductory**	1) Multi-media collaborative project and presentation (Jobs Assignment) **Level of Proficiency: Introductory**	1) Multi-media collaborative project and presentation (Jobs Assignment) **Level of Proficiency: Introductory**	1) Classroom discussion (Participation) **Level of Proficiency: Introductory**
ENG 304 The History and Theory of Rhetoric	1) Multi-media collaborative project and presentation **Level of Proficiency: Intermediate**	1) Multi-media collaborative project and presentation **Level of Proficiency: Intermediate**	1) Unit application papers 2) Unit reflections 3) Discussion board responses **Level of Proficiency: Expert**	1) Multi-media collaborative project and presentation **Level of Proficiency: Intermediate**	1) Unit reflections 2) Discussion board responses **Level of Proficiency: Intermediate**

ENG 326 Writing for the Web	1) Collaborative web site **Level of Proficiency: Intermediate**	1) Individual digital composition 2) Collaborative web site 3) Formal presentations **Level of Proficiency: Expert**	1) Reader responses (SRRs) **Level of Proficiency: Expert**	1) Collaborative web site 2) Formal presentations **Level of Proficiency: Intermediate**	1) Reader responses (SRRs) 2) Unit reflections 3) Discussion board responses **Level of Proficiency: Intermediate**
ENG 317 Creative Nonfiction	1) Memoir assignments 2) Publication submission writing assignments **Level of Proficiency: Intermediate**	1) Utilization of Blackboard and similar computer programs for workshop **Level of Proficiency: Expert**	1) Memoir assignments 2) Process and genre analysis writing assignments **Level of Proficiency: Expert**	1) Creative Writing Workshops (in-class and online commentary and feedback) 2) In-class writing exercises **Level of Proficiency: Expert**	1) Creative Writing Workshops (in-class and online commentary and feedback) 2) Classroom discussion (Participation) **Level of Proficiency: Expert**
ENG 404 Writing in the Professions	1) Creating memorandums 2) Creating Instructions 3) Multi-media collaborative project and presentation (Research and Report writing) **Level of Proficiency: Expert**	1) Creating memorandums 2) Creating Instructions 3) Multi-media collaborative project and presentation (Research and Report writing) **Level of Proficiency: Expert**	1) Creating memorandums 2) Creating Instructions 3) Multi-media collaborative project and presentation (Research and Report writing) **Level of Proficiency: Expert**	1) Creating Instructions 2) Multi-media collaborative project and presentation (Research and Report writing) **Level of Proficiency: Expert**	1) Creating memorandums 2) Creating Instructions 3) Multi-media collaborative project and presentation (Research and Report writing) **Level of Proficiency: Expert**
ENG 440 Magazine Writing	1) Front material article 2) Feature article 3) Collaborative online magazine **Level of Proficiency: Intermediate**	1) Front material article 2) Feature article 3) Collaborative online magazine **Level of Proficiency: Expert**	1) Unit reflections 2) Discussion board responses **Level of Proficiency: Expert**	1) Collaborative online magazine **Level of Proficiency: Expert**	1) Unit reflections 2) Discussion board responses **Level of Proficiency: Expert**
ENG 461 Careers for	1) Academic biography	1) Multi-media project and	1) Multi-media collaborative	1) Multi-media collaborative	1) Classroom discussion

English Majors	2) Statement of Purpose/Cover Letter **Level of Proficiency: Expert**	presentation (Future Plans assignment) **Level of Proficiency: Expert**	project and presentation (Jobs Assignment) **Level of Proficiency: Expert**	project and presentation (Jobs Assignment) **Level of Proficiency: Expert**	(Participation) **Level of Proficiency: Expert**