Colorado State University – Pueblo	Undergraduate Program Assessment Report for AY 2011-2012	Due June 2, 2014
------------------------------------	--	------------------

Program:	_English-Creative Writing	Date:	_05/15/14
Completed by:_	Juan Morales		

Please complete this form for <u>each undergraduate program</u> (e.g., B.A., B.S.) in your department and return it to Erin Frew, <u>erin.frew@colostate-pueblo.edu</u> as an email attachment before June 1, 2011. You'll also find the form at the assessment website at http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A.	B. When	C.	D.	E.	F.	G.	H.
Which of	was this	What	Who was	What is the	What were	What were	What
the	SLO last	method	assessed?	expected	the results	the	changes/improvemen
program	assessed	was used	Please fully	achievemen	of the	department'	ts to the program are
SLOs were	? Please	for	describe the	t level and	assessment	s conclusions	planned based on this
assessed	indicate	assessing	student	how many	?	about	assessment?
during this	the	the SLO?	group(s) and the	or what		student	
cycle?	semester	Please	number of	proportion		performance	
Please	and year.	include a	students or	of students		?	
include the		copy of	artifacts	should be			
outcome(s		any	Involved.	at it?			
) verbatim		rubrics					
from the		used in					
assessmen		the					
t plan.		assessmen					
		t process.					
As stated in	Established	For Creative	English 114 (Spring	414 students	In 414, 15	Overall,	Assessment methods
the catalog,	in May	Writing	2013) & 414 (Fall	should	students	student	were updated based on
the SLO is as	2010 to	emphasis	2012). This allows	complete a	completed a	performance in	received feedback to
follows:	accompany	and minor	the CW Program	2.75, the	score of 2.75	English 414 had	help clarify our
	the seven	students	to assess entering	same number	with nine at	improved their	methodology; however,
[Student]	English	starting the	and exiting	from previous	3.5. One did	full	assessment protocol will

demonstrate	major	CM/ Drogram	Croative Writing	assassment	not complete	norformanas	have to be revisited for
	major	CW Program	Creative Writing	assessment.	not complete	performance	
s a working	SLO's, to	(ENG 114)	students and to	1.444	a 2.5.	from the	English 114 since it will
vocabulary	further	and finishing	see overall growth	In 114, all		previous year's	not have Humanities-
for critical	distinguish	the CW	and progress	students	In 114, out of	results.	Expression and Arts
analysis	CW skills.	Program	through the	should at least	17 students,	Previously,	designation. This will
through		(ENG 414).	program's	meet	16 completed	their critiquing	change the student
theoretical	This		courses.	minimums	a 2.5. The 1	skills were in	demographic for the
venues as	outcome is	Each 414		and complete	student in	need of	course and create
well as in-	reviewed	student	Specific to the	a score of 2.5.	question stop	improvement,	excellent recruiting
depth study	annually in	produced a	Spring 2014		attending	and they were	opportunities. It may
of	May, with	final	semester, 15		class after six	improved with	also lead to less
terminology	the last	notebook,	students were		weeks in the	more class time	prepared students
and form	being May	which	assessed in English		class and did	dedicated	taking the course.
within	2013.	included a	414 (all senior		not withdraw.	toward small	Meanwhile, the recent
creative		manuscript	level students) and		13 students	group	English 414 points to
works to		in their genre	17 students in		completed a	workshop time.	more attention being
develop		of expertise	English 114 (with		3.5 or better.	In contrast to	given to publication
strong		(fiction,	50% freshmen,			last year,	opportunities and
critiquing		nonfiction,	25%			writing quality	exploration for students
skills in the		poetry, or	sophomores/junio			slightly dipped	with individual and
workshop		drama) and a	r, and 25%			with more	manuscript sized pieces.
environment.		reflective	seniors).			students	
		analysis of				committing	The Director of Creative
		their overall				surface level	Writing continues to
		coursework				errors (typos,	work with Creative
		in the areas				punctuation,	Writing professors to
		of process,				etc.) and MLA	assess current methods
		growth as a				formatting	and to address areas of
		writer, and				issues.	improvement for
		efforts in					students in assessment.
		publication.				Overall,	This included more daily
		The final				student	exercises, more time for
		manuscript is				performance in	small and full class
		submitted as				English 114	workshop, publication
	<u> </u>	Submitted as				-11811311 TT4	workshop, publication

an electronic document and as a workshop and critiquing skills concentra need to be readings, workshop and critiquing skills concentra need to be readings, workshop and critiquing skills concentra need to be readings, workshop and critiquing skills concentra need to be readings, workshop and critiquing skills concentra need to be readings, workshop and critiquing skills concentrate need to be readings, workshop and critiquing skills need to be readings.	
and as a need to be readings, v	ted focus on
	-
	nore writing
preparation for and resear	rch time.
Each 114 next year's	
student assessment Both cours	ses should
produced a cycle. These continue t	o be used to
final are similar evaluate s	tudent
notebook, results to the progress in	n the start and
which previous two finish of the	ne program
included a years and will with the D	irector of
writing be addressed Creative V	riting and the
assignment with more professor	completing
in all four classes period the assess	ment work
genres dedicated to together.	
(fiction, introducing	
nonfiction, workshop	
drama, protocol to	
poetry) along students, new	
with a to this method	
reflective of learning.	
paper. The	
reflection	
required the	
students to	
discuss their	
writing	
process,	
revision	
techniques,	
overall	
growth in the	
course, and a	

					T	T	
		personal .					
		assessment					
		of their					
		course					
		performance					
As stated in	Established	For Creative	English 114 (Spring	414 students	In 414, 15	In 414,	Assessment methods
the catalog,	in May	Writing	2013) & 414 (Fall	should	students	students'	were updated based on
the SLO is as	2010 to	emphasis	2012). This allows	complete a	completed a	overall	received feedback to
follows:	accompany	and minor	the CW Program	2.75, the	score of 2.75	performance	help clarify our
	the seven	students	to assess entering	same number	with nine at	had strong	methodology; however,
[Student]	English	starting the	and exiting	from previous	3.5. One did	results, but	assessment protocol will
produces	major	CW Program	Creative Writing	assessment.	not complete	students'	have to be revisited for
writing	SLO's, to	(ENG 114)	students and to		a 2.5.	implementatio	English 114 since it will
competitive	further	and finishing	see overall growth	In 114, all		n of the	not have Humanities-
at a	distinguish	the CW	and progress	students	In 114, out of	revision	Expression and Arts
publishable	CW skills.	Program	through the	should at least	17 students,	process needs	designation. This will
level, which		(ENG 414).	program's	meet	16 completed	to be a focus	change the student
reflects an	This		courses.	minimums	a 2.5. The 1	for next year's	demographic for the
understandin	outcome is	Each 414		and complete	student in	course in	course and create
g of the	reviewed	student	Specific to the	a score of 2.5.	question stop	preparation for	excellent recruiting
creative	annually in	produced a	Spring 2014		attending	assessment.	opportunities. It may
writing	May, with	final	semester, 15		class after six		also lead to less
genres, the	the last	notebook,	students were		weeks in the	In 114,	prepared students
business of	being May	which	assessed in English		class and did	students	taking the course.
writing, and	2013.	included a	414 (all senior		not withdraw.	successfully	Meanwhile, the recent
the drafting		manuscript	level students) and		13 students	met these	English 414 points to
and revision		in their genre	17 students in		completed a	goals for the	more attention being
process for		of expertise	English 114 (with		3.5 or better.	entrance of the	given to publication
individual		(fiction,	50% freshmen,			CW Program.	opportunities and
and		nonfiction,	25%			They show	exploration for students
collections of		poetry, or	sophomores/junio			potential to	with individual and
works.		drama) and a	r, and 25%			grow in the	manuscript sized pieces.
		reflective	seniors).			areas of writing	

Г	analisia af	Т	anna litera	The Discrete of Court
	analysis of		quality,	The Director of Creative
	their overall		revision, and	Writing continues to
	coursework		publication.	work with Creative
	in the areas			Writing professors to
	of process,			assess current methods
	growth as a			and to address areas of
	writer, and			improvement for
	efforts in			students in assessment.
	publication.			This included more daily
	The final			exercises, more time for
	manuscript is			small and full class
	submitted as			workshop, publication
	an electronic			assignments,
	document			concentrated focus on
	and as a			readings, which gave
	bound book.			students more writing
				and research time.
	Each 114			
	student			Both courses should
	produced a			continue to be used to
	final			evaluate student
	notebook,			progress in the start and
	which			finish of the program
	included a			with the Director of
	writing			Creative Writing and the
	assignment			professor completing
	in all four			the assessment work
	genres			together.
	(fiction,			
	nonfiction,			
	drama,			
	poetry) along			
	with a			
	reflective			
	TOTICOLIVE			

paper. The reflection required the students to		
discuss their		
writing		
process,		
revision		
techniques,		
overall		
growth in the		
course, and a		
personal		
assessment		
of their		
course		
performance		

Comments:

Overall methods of assessment were maintained from the previous year since our SLO's for the English 114 and English 414 have not changed. However, teaching areas and units were revised to focus on areas that students demonstrated a need to improve. Additionally, this year's assessment report includes clarified language based on the feedback we received regarding our program's assessment methods in 2012 since reports indicated some areas were Unclear and In-Progress. We also completed a Curriculum Map this year, which will help us clarify other procedures to give our students knowledge and expertise as they complete the Creative Writing Emphasis or Minor.

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A.	B.	C.	D.	E.
What SLO(s)	When was this SLO	What were the	Were the	What were the results of the changes?
did you	last assessed?	recommendations for change	recommendations for	If the changes were not effective, what
address?	Please indicate the	from the previous	change acted upon? If not,	are the next steps or the new
Please include	semester and year.	assessment?	why?	recommendations?
the				
outcome(s)				
verbatim from				
the				
assessment				
plan.				
As stated in	Established in May	Last year's recommendations	Similar to the previous two	Assessment in the previous years put
the catalog,	2010 to accompany	demonstrated that CW	years, updates were	an emphasis on ensuring creative
the SLO is as	the seven English	Program assessment	included in this year's	writing professors have time to
follows:	major SLO's, to	improved based on significant	assessment, but the biggest	manuscripts in 414 and four creative
	further distinguish CW	changes made in May 2012.	step was further	writing genres in 114, and time was
Demonstrates	skills.	One of the biggest	clarification of our	clearly managed more effectively
a working		suggestions in May 2013	methods, assignments, and	during 2013-14. This will now allow us
vocabulary for	This outcome is	assessment was to clarify the	assessment techniques to	to put more effort into helping
critical	reviewed annually in	pedagogy used in English 114	ensure assessors outside of	students improve their editing and
analysis	May with the most	and 414. In order to address	our department can	revising techniques.
through	recent being May	this request, we placed more	understand our assessment	
theoretical	2013.	emphasis on class time on	procedure and process. We	The CW Program will benefit with more
venues as well		students' critiquing skills and	received improved	focus and approach on revision
as in-depth		clarification on the use of	feedback between 2012	projects, helping students with
study of		small group and full class	and 2013, so we continued	critiquing skills in the workshop, and
terminology		workshop time.	to make smaller details to	the continued approach toward giving
and form			our description for 2014.	students practical applications of
within creative		We worked to address that	This includes rewording	creative writing, whether that be
works to		through our explanation in	and also distinguishing the	publication or graduate school. This
develop		this and similar documents.	data between 2013 and the	points to a need to clarify students' skill
strong		Additionally, more specific	current assessment year.	as they exit the program, which can be
critiquing skills		assignments were given to		accomplished with the reflection
in the		students to further		assignment that is part of their final

workshop		strengthen "quality" over		notebook.
environment.		"quantity," which gave professors more time to		Finally, we decided at this time to keep
		adequately teach all course		one evaluation rubric for 114 and 414
		materials in a less hurried		instead of a different one for each
		pace. It remains important		course. The form has the ability to
		that the course professors of		cater to students entering and then
		114 and 414 courses		exiting the Creative Writing Program.
		complete the assessment		exiting the creative writing riogram.
		process while grading final		
		notebooks and manuscripts.		
		notebooks and manascripts.		
		We received the suggestion		
		to complete a curriculum		
		map, which is separate from		
		the English Department's		
		Curriculum Map, which was		
		done in February 2013. The		
		separate curriculum map has		
		not been completed at this		
		time, and we continue to		
		determine if there is a clear		
		need for a separate		
		curriculum map.		
As stated in	Established in May	Last year's recommendations	Similar to the previous two	Assessment in the previous years put
the catalog,	2010 to accompany	demonstrated that CW	years, updates were	an emphasis on ensuring creative
the SLO is as	the seven English	Program assessment	included in this year's	writing professors have time to
follows:	major SLO's, to	improved based on significant	assessment, but the biggest	manuscripts in 414 and four creative
	further distinguish CW	changes made in May 2012.	step was further	writing genres in 114, and time was
Produces	skills.	One of the biggest	clarification of our	clearly managed more effectively
writing		suggestions in May 2013	methods, assignments, and	during 2013-14. This will now allow us
competitive at	This outcome is	assessment was to clarify the	assessment techniques to	to put more effort into helping
a publishable	reviewed annually in	pedagogy used in English 114	ensure assessors outside of	students improve their editing and
level, which	May with the most	and 414. In order to address	our department can	revising techniques.

	1	T	Ι	
reflects an	recent being May	this request, we placed more	understand our assessment	
understanding	2014.	emphasis on class time on	procedure and process. We	The CW Program will benefit with more
of the creative		students' critiquing skills and	received improved	focus and approach on revision
writing		clarification on the use of	feedback between 2012	projects, helping students with
genres, the		small group and full class	and 2013, so we continued	critiquing skills in the workshop, and
business of		workshop time.	to make smaller details to	the continued approach toward giving
writing, and			our description for 2014.	students practical applications of
the drafting		We worked to address that	This includes rewording	creative writing, whether that be
and revision		through our explanation in	and also distinguishing the	publication or graduate school. This
process for		this and similar documents.	data between 2013 and the	points to a need to clarify students' skill
individual and		Additionally, more specific	current assessment year.	as they exit the program, which can be
collections of		assignments were given to		accomplished with the reflection
works.		students to further		assignment that is part of their final
		strengthen "quality" over		notebook.
		"quantity," which gave		
		professors more time to		Finally, we decided at this time to keep
		adequately teach all course		one evaluation rubric for 114 and 414
		materials in a less hurried		instead of a different one for each
		pace. It remains important		course. The form has the ability to
		that the course professors of		cater to students entering and then
		114 and 414 courses		exiting the Creative Writing Program.
		complete the assessment		
		process while grading final		
		notebooks and manuscripts.		
		·		
		We received the suggestion		
		to complete a curriculum		
		map, which is separate from		
		the English Department's		
		Curriculum Map, which was		
		done in February 2013. The		
		separate curriculum map has		
		not been completed at this		
		time, and we continue to		
		and we continue to		

determine if there is a clear	
need for a separate	
curriculum map.	

Comments:

In 2012, the Creative Writing Program made significant changes to assessment, and they clearly have improved our methods and have also helped us articulate our approach with more clarity. Overall methods of assessment were maintained from the previous year since our SLO's for the English 114 and English 414 have not changed. However, teaching areas and units were revised to focus on areas that students demonstrated a need to improve in the areas of in-class workshop and the skill of critiquing. We continue to rely on the Curriculum Map composed in early 2013, which continues to help us clarify other procedures to give our students knowledge and expertise as they complete the Creative Writing Emphasis or Minor. Next year will be a new challenge since English 114 will now be a Humanities-Arts & Expression course, which will require us to review whether or not the student demographic changes and if it expands the demand for this course. Clearly, it can be a strong recruiting opportunity for our emphasis and minor, but it can require us to reshape our pedagogical approach to the class.

Course Name	Demonstrates Knowledge of Significant Traditions and Historical and Cultural Contexts of Literature	Conducts, Evaluates, and Integrates Academic Research	Understands and Applies Techniques of Critical Theory	Analyzes Literature and Synthesizes Ideas with Clarity and Accuracy	Uses a Range of English Syntactic Structures Effectively	Constructs an Original and Convincing Argument Using a Range of Rhetorical Techniques
ENG 114 Introduction to Creative Writing	Reading, composing, discussion, and close reading of canonical works within the traditions of the four creative writing genres (fiction, nonfiction, drama, poetry).	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays and theory.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, writing exercises, and genrespecific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing through reflections and genre- specific assignments.
ENG 307 Poetry	Reading, composing, discussion, and close reading of canonical works within	Research, book reviews, and essays that explore the genre's literary	Through essays and in-class discussion, students learn to synthesize critical theory	Readings, in-class discussion, writing exercises, and genre- specific writing assignments to help students establish an	In-class writing, essays, and genre-specific writing assignments	Distinguishes the approach of literary analysis and critical theory writing with

	the traditions of poetry while analyzing the conventions, theory, terminology in order to define its distinctive qualities.	elements and its departures from the sole focus on writing process and craft-based essays and theory found in a regular creative writing	into canonical works and readings in order to create their own original arguments that address trends, conventions, and traditions in the genre.	original theoretical argument on the genre and readings of their own design.	required to adhere to syntactical conventions of the English language as well as MLA standards.	the art of creative writing through essays, inclass writing, and exams.
ENG 308 Fiction	Reading, composing, discussion, and close reading of canonical works within the traditions of fiction while analyzing the conventions, theory, terminology in order to define its distinctive qualities.	Research, book reviews, and essays that explore the genre's literary elements and its departures from the sole focus on writing process and craft-based essays and theory found in a regular creative writing course.	Through essays and in-class discussion, students learn to synthesize critical theory into canonical works and readings in order to create their own original arguments that address trends, conventions, and traditions in the genre.	Readings, in-class discussion, writing exercises, and genrespecific writing assignments to help students establish an original theoretical argument on the genre and readings of their own design.	In-class writing, essays, and genre-specific writing assignments required to adhere to syntactical conventions of the English language as well as MLA standards.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing through essays, in- class writing, and exams.
ENG 309	essays	essays	essays	essays	essays	essays

Drama	classroom		exams	exams		exams
	dialogue		classroom	classroom dialogue		classroom
			dialogue			dialogue
ENG 310	Reading,	Research,	Through essays	Readings, in-class	In-class	Distinguishes
Advanced Literary	composing,	book reviews,	and in-class	discussion, theoretical	writing,	the approach
Forms & Genres	discussion, and	theoretical	discussion,	summaries, writing	essays, and	of literary
	close reading of	summaries,	students learn	exercises, and genre-	genre-specific	analysis and
	canonical	and essays	to synthesize	specific writing	writing	critical theory
	works within	that explore	critical theory	assignments to help	assignments	writing with
	the generally	the genre's	into unknown	students establish an	required to	the art of
	unknown	literary	and also	original theoretical	adhere to	creative
	subgenres in	elements and	canonical	argument on the genre	syntactical	writing
	dialogue with	its departures	works and	and readings of their	conventions of	through
	traditional	from the sole	readings in	own design.	the English	essays, in-
	genres while	focus on	order to create		language as	class writing,
	analyzing the	writing	their own		well as MLA	and exams.
	conventions,	process and	original		standards.	
	theory,	craft-based	arguments that			
	terminology in	essays and	address trends,			
	order to define	theory found	conventions,			
	its distinctive	in a regular	and traditions			
	qualities (i.e.	creative	in the genre			
	prose poetry &	writing	while also			
	flash fiction).	course.	looking at			
			undefined			
			qualities of the			
ENG 215	D I'	D 1 1	genre.	Dardhara in 1	T., -1	Distinct 1
ENG 315	Reading,	Research and	Students'	Readings, in-class	In-class	Distinguishes
Creative Writing:	composing,	applications of	original writing	discussion, writing	writing and	the approach
Poetry	discussion, and	students' own	informed by the	exercises, and genre-	genre-specific	of literary
	close reading of	writing	study of critical	specific writing	writing	analysis and
	canonical	process	theory with a	assignments to help	assignments	critical theory
	works within	through the	creative writing	students match their	required to	writing with

	the traditions of creative writing poetry with a more intensive workshop approach.	reading and analysis of process and craft-based essays on poetry.	lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	assignments to their authorial intentions and creative writing assignment requirements.	adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the genre.	the art of creative writing.
ENG 316 Creative Writing: Fiction	Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing fiction with a more intensive workshop approach.	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on fiction.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, writing exercises, and genrespecific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the genre.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.
ENG 317 Creative	Reading,	Research and	Students'	Readings, in-class	In-class	Distinguishes
Writing: Nonfiction	composing, discussion, and	applications of students' own	original writing informed by the	discussion, writing exercises, and genre-	writing and genre-specific	the approach of literary

	close reading of canonical works within the traditions of creative writing nonfiction with a more intensive workshop approach.	writing process through the reading and analysis of process and craft-based essays on nonfiction.	study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	writing assignments required to adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the genre.	analysis and critical theory writing with the art of creative writing.
ENG 318 Creative Writing: Drama	Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing drama with a more intensive workshop approach.	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on drama.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, performances, writing exercises, and genrespecific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements	In-class writing, staged readings, and genre-specific writing assignments required to adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.

					genre.	
ENG 319	N/A	1) Group	1) Develops an	While the course does	1) Students	1) Students
Professional		presentations	understanding	not analyze literature, it	employ less	must employ
Editing		require	of principles	does:	formal	credibility
		students to	specific to the		syntactical	and audience
		conduct	field of	1) Require students to	structures in	awareness in
		sufficient and	professional	synthesize various	their Group	the Group
		effective	editing	sources and provide a	Presentations	Presentations
		research into		clear and accurate		
		the field of	2) Applies	explanation of those	2) Students	2) Students
		professional	those principles	sources in the Group	employ formal	must employ
		editing for the	in the critical	Presentation	syntactical	credibility,
		purpose of	analysis of		structures in	logos,
		generating an	various	2) Requires students to	Substantive	audience
		informational	examples of	formulate clear and	editorial	awareness,
		presentation to	editing work,	accurate evaluations of	responses and	and
		classmates	ranging from	sample editorial work	in written	appropriate
			substantive		reflections	style in the
			editing and	3) Substantive editorial		Substantive
			proofreading	project requires students	3) Requires an	editing
				to demonstrate an ability	awareness of	projects
			3) Applies a	to evaluate the writer's	various	
			critical	ability to synthesize	syntactical	3) Students
			understanding	information and to	structures in	must employ
			of editorial	communicate clearly and	order to	credibility
			work in the	accurately	complete	and an
			completion of		editorial	awareness of
			various editing		projects and	audience,
			projects,		tasks	purpose, and
			including a			genre in
			substantive			Copyediting
			editorial project			and
			and a series of			Proofreading

ENG 325 Nature Writing in the West	Reading, composing, discussion, and close reading of canonical works within the traditions of western American nature writing that spans all four genres (fiction, nonfiction, drama, poetry).	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays surrounding the western American landscape and relevant	detailed copyediting and proofreading assignments Students' original writing informed by the study of critical theory with an eco-poetic lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, writing exercises, and environmentally-focused writing assignments to help students match their work to their authorial intentions and creative writing assignment requirements.	In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language.	Distinguishes the approach of literary analysis and critical eco- theory writing with the art of place-based creative writing and environmental issues in the American west.
ENG 414	drama, poetry). Reading,	landscape and relevant environment issues. Research and	exercises. Students'	Readings, in-class	In-class	Distinguishes
Advanced Writing	composing,	applications of	original writing	discussion, writing	writing and	the approach
Workshop	discussion, and	students' own	informed by the	exercises, and genre-	manuscript-	of literary
_	close reading of	writing	study of critical	specific writing	based writing	analysis and
	contemporary	process that	theory with a	assignments to help	assignments	critical theory
	poetry	distinguishes	creative writing	students match their	required to	writing with
	collections,	the act of	lens through	manuscripts to their	adhere to	the art of
	novels, and	writing shorter	the completion	authorial intentions and	syntactical	creative
	memoires that	works vs. a	of students'	creative writing	conventions of	writing as
	demonstrate	manuscript	manuscripts,	assignment requirements	the English	well as further

I	methods of	through the	process	language with	distinctions
	composing,	reading and	reflection	further	between
	organizing, and	analysis of	projects, in-	consideration	creative
3	assembling a	process and	class writing	to layout,	writing in the
r	manuscript that	craft-based	exercises, and	design, and	short and
f	fulfills the	essays and	leadership	publishing	book-length
	creative writing	theory.	activities in the	considerations.	form.
<u> </u>	genre's		field of creative		
r	requirements.		writing.		