

Identification

- English Creative Writing Minor, Department of English and Foreign Languages, College of Humanities and Social Sciences, Colorado State University-Pueblo
- Developed by: Katherine Frank, Chairperson of English and Foreign Languages and Juan Morales, Coordinator of Creative Writing
- May 2010
- Primary contact for assessment: Katherine Frank, Chairperson of English and Foreign Languages

Mission, goals and student learning outcomes

- Program mission and linkages to department and university mission:

The Creative Writing Minor is designed for students interested in pursuing an MFA in creative writing or students who intend to continue their creative activity after graduation. Since MFA degrees specialize in poetry, playwriting, creative nonfiction, or fiction, students will complete 21 credits of coursework concentrating on one genre while also establishing knowledge of the creative writing workshop, the drafting/revision process, and the business of writing.

- Student Learning Outcomes:

1. Demonstrates a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology and form within creative works to develop strong critiquing skills in the workshop environment.

2. Produces writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.

- Performance level: Creative writing manuscripts (written in the students' genre of emphasis) for English 414 are collected and scored holistically by the Coordinator of Creative Writing. Each manuscript is evaluated keyed to the stated English Creative Writing Emphasis SLOs. A score of 2.5 or above indicates satisfactory achievement. A score of 3.5 or above indicates outstanding achievement.
- Learning outcomes are currently listed in the course catalogue; developed by department faculty; and communicated to students in courses.

Curriculum

- The courses and their objectives, in aggregate, meet the outcomes for the program.
- The curriculum provides opportunities for students to demonstrate they have learned the program outcomes (informal and formal writing, independent and group projects, exams, capstone project).

Assessment methods

- Assessment Methods:
 1. Regular review of program syllabi and requirements.
 2. Development and evaluation of capstone creative writing manuscripts against a grid of rubrics reflecting program goals, conducted by the Coordinator of Creative Writing and a committee of faculty members and reported to faculty and administration.
 3. Development and implementation of a questionnaire to graduates of the minor, responses compiled and reported to faculty and administration by the Coordinator of Creative Writing to the Chair of English and Foreign Languages.
- Program Review (2010-2011):
 1. Thorough assessment of program using methods described above and department sub-committee work.
 2. Development of a complete curriculum map that aligns course curricula with student learning outcomes and identifies assessment measures.
 3. Identification of areas of success and needs.
 4. Identification of next steps and five-year goals.
- Faculty are responsible for assessing student learning in individual courses.
- Students assess teaching and learning at the conclusion of each course.

Assessment results

- The Coordinator of Creative Writing, under the guidance of the Chairperson of English and Foreign Languages, will generate an annual assessment report that is distributed to the faculty (will begin 2010/2011).
- Following the program's next five-year review (2010/2011), the program will consider reports more carefully each year and apply relevant changes.
- The program faculty considers data in light of intersections between program goals and the University's Strategic Plan.
- The program faculty will meet following the five-year review to generate plans for ongoing assessment and improved inclusion of all stakeholders.

Continuous processes

- Annual Update Measures: Annual assessment report, university reporting cycle, scheduled faculty meetings.
- Responsible Parties for Assessment, Implementation, and Follow-Up: Department chairperson and faculty.

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
FL 100 Introduction to Comparative Linguistics	study of relationship between English and other languages— both structural and genetic homework assignments on comparative reconstruction of parent languages	N/A	N/A	N/A	theory and techniques for analyzing words, phrases, and sentences. Homework assignments on analyzing language with generative grammar, on morphological analysis, and on structural ambiguity and other linguistic phenomena related to the syntax of phrases and sentences.	N/A

ENG/ANTHRO 106 Language, Thought, and Culture	Study of relation between language and culture (including--for the latter--ethnicity, social class, gender, and nation).	N/A	N/A	N/A	Essay assignments on issues related to language and culture. Essay exams. Studies and practices basic syntax, morphology, and usage.	Essay assignments on issues related to language and culture. Essay exams.
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 genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing 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 210 American Literature I	essays exams classroom dialogue	essays	essays exams classroom dialogue	essays exams a text classroom dialogue Annotating	essays	essays exams classroom dialogue

ENG 212	<p>Historical survey of American Literature from 1865 to the present. Three short-essay exams require students to analyze passages from the literature, focusing on features of the texts that are significant markers of the period in which the literature was written.</p>	<p>Students engage in a problem-based project on Huck Finn which requires them to use articles on Huck Finn to support their argument.</p>	<p>Students are required to read three critical articles on Huck Finn, available on e-reserve. Students write two essays, one on Huck Finn and one on A Streetcar Named Desire.</p>	<ol style="list-style-type: none"> 1. class discussion 2. occasional small-group work which is presented to the class as a whole 3. essay exams <p>two essay assignments</p>	<p>Two essay assignments</p>	<p>Two essay assignments</p>
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<p>ENG 240 Survey of Ethnic Literature</p>	<p>Eng 240 is an introduction to four ethnic American literary traditions. The course examines how writers who draw from their ethnic backgrounds are influenced by American literary traditions and contribute to them. Students write four essays focusing on the cultural contexts of the literature on the course reading list.</p>			<ul style="list-style-type: none"> * class discussion * occasional small-group work which is presented to the class as a whole * four essay assignments analyzing one or more of the texts from each of the ethnic literary traditions discussed * a comprehensive final essay exam requires students to compare/contrast texts from the diverse literary traditions. 	<p>Four essay assignments</p>	<p>Four essay assignments</p>
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ENG 251 Traditional Grammar Theory	N/A	N/A	N/A	N/A	daily written homework exercises on analyzing and using language correctly. Online exercises on analyzing and using language correctly, used in class. Exams.	N/A
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ENG 304 History and Theory of Rhetoric	The course does not demonstrate knowledge of traditions and historical contexts of literature per se, but it certainly does so for traditions and historical contexts of rhetoric. It does so primarily by: 1) Providing an historical overview of every period we cover in readings and class discussions 2) Examining how the historical and cultural context of a given period influence the rhetorical theory that developed during the period 3) Requiring students to demonstrate an	1) Multimedia projects require groups of students to provide detailed explanations of the unit’s most important concepts, requiring, in turn, both sufficient research and an evaluation of the research 2) Research application projects require students to provide a detailed explanation of how a rhetorical concept informs or is used within a particular career, requiring research on both the concept and the career	1) Provides understanding of significant rhetorical theories in readings and class discussion 2) Applies rhetorical theory to the analysis of a variety of texts 3) Applies understanding of rhetorical theory in short answer and essay questions on unit exams 4) Applies rhetorical theory in the completion of multimedia projects, research application paper, and in-class activities	While the course does not analyze literature, it does: 1) Require students to synthesize ideas and demonstrate clear and accurate relationships between theory and practice in the research application paper 2) Require students to synthesize clearly and accurately a variety of rhetorical theories and perspectives in their unit exams	1) Students employ more informal syntactical structures in multimedia projects 2) Students employ more formal syntactical structures in the research application paper and the unit exams	1) Multimedia projects require students to present information to classmates in an engaging manner, requiring appeals to credibility and emotion 2) Research application projects require students to demonstrate a connection between rhetorical theory and a particular career through credibility and reasoned argument 3) Unit exams require students to demonstrate knowledge of the course material through essay requiring
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<p>ENG 305 Scientific and Technical Writing</p>	<p>N/A</p>	<p>Conducts, evaluates, and integrates research in the completion of collaborative projects, including community- and campus-based projects that require students to obtain and report data to appropriate audiences</p>	<p>N/A</p>	<p>N/A</p>	<p>Requires students to compose in a range of professional writing genres, including professional correspondence, formal reports, and daily “on-demand” writing activities, all of which require attention to different levels of formality and, thus, varying syntactic structures</p>	<p>By requiring students to complete various forms of technical writing, the course requires students to employ a range of rhetorical techniques, including ethos, delivery, arrangement, logos, and audience-awareness.</p>
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<p>ENG 306 Visual Rhetoric</p>	<p>N/A</p>	<p>1) Visual Explanation assignment requires secondary research to demonstrate a sufficient understanding of key principles of visual design</p> <p>2) Visual Analysis assignment requires students to conduct extensive research into the historical and cultural context in which an image circulated</p> <p>3) Visual Argument assignment requires secondary research into a controversy in order to provide students with information necessary to compose the argument</p>	<p>1) Develops an understanding of specific critical principles and theories with which to analyze and produce images</p> <p>2) Applies a critical understanding of images in the detailed analysis of an image in the Visual Analysis assignment</p> <p>3) Applies a critical understanding of images in the strategic production of persuasive images</p>	<p>While the course does not analyze literature, it does:</p> <p>1) Require students to synthesize and demonstrate a clear and accurate understanding of visual design principles through the Visual Explanation assignment</p> <p>2) Requires students to synthesize and demonstrate a clear and accurate understanding of critical principles in the analysis of an image in the Visual Analysis assignment</p> <p>3) Requires students to synthesize complex ideas clearly and accurately in the development of a series of images in the Visual Narrative, Visual Alteration, and Visual Argument projects</p>	<p>1) Requires the use of formal syntactical structures in the written analysis of images and in the verbal analysis of images in classroom discussion and activities</p> <p>2) Requires the use of visual syntax through the effective use of design principles in the composing of visual images</p>	<p>1) Students employ a range of design principles (visual argumentative strategies and techniques) in the composing of images for various genres, audiences, and purposes</p> <p>2) Requires students to use images to make appropriate appeals to audiences using credibility, emotion, and logic in the completion of all major projects</p>
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<p>ENG 307 Poetry</p>	<p>Reading, composing, discussion, and close reading of canonical works within the traditions of poetry while analyzing the conventions, theory, terminology in order to define its distinctive qualities.</p>	<p>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.</p>	<p>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.</p>	<p>Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students establish an original theoretical argument on the genre and readings of their own design.</p>	<p>In-class writing, essays, and genre-specific writing assignments required to adhere to syntactical conventions of the English language as well as MLA standards.</p>	<p>Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing through essays, in-class writing, and exams.</p>
<p>ENG 308 Fiction</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students establish an original theoretical argument on the genre and readings of their own design.</p>	<p>In-class writing, essays, and genre-specific writing assignments required to adhere to syntactical conventions of the English language as well as MLA standards.</p>	<p>Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing through essays, in-class writing, and exams.</p>

ENG 309 Drama	essays classroom dialogue	essays	essays exams classroom dialogue	essays exams classroom dialogue	essays	Essays exams classroom dialogue
ENG 310 Advanced Literary Forms & Genres	Reading, composing, discussion, and close reading of canonical works within the generally unknown subgenres in dialogue with traditional genres while analyzing the conventions, theory, terminology in order to define its distinctive qualities (i.e. prose poetry & flash fiction).	Research, book reviews, theoretical summaries, 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 unknown and also canonical works and readings in order to create their own original arguments that address trends, conventions, and traditions in the genre while also looking at undefined qualities of the genre.	Readings, in-class discussion, theoretical summaries, writing exercises, and genre-specific 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.

<p>ENG 315 Creative Writing: Poetry</p>	<p>Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing poetry with a more intensive workshop approach.</p>	<p>Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on poetry.</p>	<p>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.</p>	<p>Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.</p>	<p>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.</p>	<p>Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.</p>
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<p>ENG 316 Creative Writing: Fiction</p>	<p>Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing fiction with a more intensive workshop approach.</p>	<p>Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on fiction.</p>	<p>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.</p>	<p>Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.</p>	<p>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.</p>	<p>Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.</p>
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<p>ENG 317 Creative Writing: Nonfiction</p>	<p>Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing nonfiction with a more intensive workshop approach.</p>	<p>Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on nonfiction.</p>	<p>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.</p>	<p>Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.</p>	<p>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.</p>	<p>Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.</p>
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<p>ENG 318 Creative Writing: Drama</p>	<p>Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing drama with a more intensive workshop approach.</p>	<p>Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on drama.</p>	<p>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.</p>	<p>Readings, in-class discussion, performances, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements</p>	<p>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 genre.</p>	<p>Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.</p>
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<p>ENG 319 Professional Editing</p>	<p>N/A</p>	<p>1) Group presentations require students to conduct sufficient and effective research into the field of professional editing for the purpose of generating an informational presentation to classmates</p>	<p>1) Develops an understanding of principles specific to the field of professional editing 2) Applies those principles in the critical analysis of various examples of editing work, ranging from substantive editing and proofreading 3) Applies a critical understanding of editorial work in the completion of various editing projects, including a substantive editorial project and a series of detailed copyediting and proofreading assignments</p>	<p>While the course does not analyze literature, it does: 1) Require students to synthesize various sources and provide a clear and accurate explanation of those sources in the Group Presentation 2) Requires students to formulate clear and accurate evaluations of sample editorial work 3) Substantive editorial project requires students to demonstrate an ability to evaluate the writer's ability to synthesize information and to communicate clearly and accurately</p>	<p>1) Students employ less formal syntactical structures in their Group Presentations 2) Students employ formal syntactical structures in Substantive editorial responses and in written reflections 3) Requires an awareness of various syntactical structures in order to complete editorial projects and tasks</p>	<p>1) Students must employ credibility and audience awareness in the Group Presentations 2) Students must employ credibility, logos, audience awareness, and appropriate style in the Substantive editing projects 3) Students must employ credibility and an awareness of audience, purpose, and genre in Copyediting and Proofreading project</p>
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ENG 321 American Romanticism	exams	essays Précis of Scholarly Article, Annotating a Text, New historicist Approach to research	essays exams classroom dialogue	Annotating a text	essays	essays exams classroom dialogue
ENG 322 American Literary Realism, 1870-1910	This course examines the development of American Literary Realism from the end of the Civil War to World War I.	In addition to the primary texts, students will research and discuss contemporary social issues such as industrialization, social Darwinism, immigration, and the “woman question”.	Three essay assignments.	*Daily writing prompts to guide class discussion. * occasional small-group work which is presented to the class as a whole * three essay assignments * a comprehensive final essay exam	Three essay assignments	Three essay assignments

<p>ENG 323 Modern American Literature</p>	<p>This course examines the development of American literary modernism between World War I and World War II. Comprehensive final essay exam on the historical and cultural contexts of American literary modernism.</p>	<p>A final research project on some aspect of American literary modernism using at least three secondary sources.</p>	<p>For each of the six novels on the reading list, students receive a list of discussion questions and a bibliography of critical articles. Students respond to a discussion question or summarize an article about each of the novels. Students post six responses/summaries on Blackboard, and present them orally in class discussion.</p>	<p>* class discussion * six responses/summaries posted on Blackboard and presented orally * a ten-page research project * a comprehensive final essay exam</p>	<p>Ten-page research project</p>	<p>Ten-page research project</p>
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<p>ENG 325 Nature Writing in the West</p>	<p>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).</p>	<p>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 environment issues.</p>	<p>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.</p>	<p>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.</p>	<p>In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language.</p>	<p>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.</p>
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<p>ENG 326 Writing for the Web</p>	<p>N/A</p>	<p>Students must conduct, evaluate, and integrate the research necessary to compose audience-appropriate digital texts and to persuade audiences of their credibility</p>	<p>N/A</p>	<p>N/A</p>	<p>Requires students to participate in a range of communicative acts, including reflective writing, formal presentations, and audience-appropriate digital texts such as blogs and web sites, all of which necessitate the use of different syntactic structures</p>	<p>In the completion of digital texts such as blogs, web sites, and a collaborative online campaign, students must employ a range of rhetorical strategies, including, but not limited to, ethos, pathos, arrangement, and audience-awareness. Students must also be adept at employing visual design as a rhetorical technique.</p>
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<p>ENG 328 Contemporary American Literature</p>	<p>This course is an in-depth study of the contemporary American short-story cycle. The course examines the central components of the genre, discusses what distinguishes it from other genres such as the novel, and explores why this genre has been attractive to ethnic writers and to writers dealing with national traumas, such as the Vietnam War. Comprehensive final essay exam on the historical and cultural contexts of the contemporary American short story cycle.</p>	<p>A final research project on some aspect of the contemporary American short story cycle using at least three secondary sources.</p>	<p>For each of the six texts on the reading list, students receive a list of discussion questions and a bibliography of critical articles. Students respond to a discussion question or summarize an article about each of the texts. Students post six responses/summaries on Blackboard, and present them orally in class discussion.</p>	<p>* class discussion * six responses/summaries posted on Blackboard and presented orally * a ten-page research project * a comprehensive final essay exam</p>	<p>Ten-page research project</p>	<p>Ten-page research project</p>
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<p>ENG 330</p>	<p>This course traces the history of the novel and its connection to realism, modernism, and postmodernism, and examines critical approaches to fiction.</p>	<p>Students write a 10-page research project on some aspect of the development of the novel and are required to use at least 3 secondary sources</p>	<p>*Students a short response to a discussion question or summarize a critical article on each of the six novels on the reading list. *Students are expected to demonstrate their understanding of critical approaches to fiction in their research projects and in the comprehensive final essay exam.</p>	<p>*class discussion *students post their responses/summaries on Blackboard * 10-page research project *comprehensive final exam</p>	<p>Ten-page research project</p>	<p>Ten-page research project</p>
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<p>ENG/SPCOM/WS 335 Gender and Communication</p>	<p>analysis and discussion of historical and modern claims about differences between women's and men's styles of speaking and writing critical summary and presentation of research article, daily discussion board for research articles read, in-class discussion, major paper or report on original linguistic survey, storytelling with incorporation of gender-identified characteristics, two oral presentations of research.</p>	<p>Research discussed daily in-class and in online Discussion Board. Students research specific topics related to gender and language. critical summary and presentation of research article, daily discussion board for research articles read, in-class discussion, major paper or report on original linguistic survey, storytelling with incorporation of gender-identified characteristics, two oral presentations of research.</p>	<p>N/A</p>	<p>N/A</p>	<p>Developed and demonstrated through daily written assignments, essay exams, and major papers. critical summary and presentation of research article, daily discussion board for research articles read, in-class discussion, major paper or report on original linguistic survey, storytelling with incorporation of gender-identified characteristics, two oral presentations of research.</p>	<p>Through a variety of assignments throughout the semester. critical summary and presentation of research article, daily discussion board for research articles read, in-class discussion, major paper or report on original linguistic survey, two oral presentations of research.</p>
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<p>ENG 340 Women in Literature</p>	<p>This course is a survey of literature written by women from the 17th century to the present. The course examines the ways in which women's literature both critiques and contributes to the larger culture. *class discussion *three short essay exams which require students to discuss the historical and cultural contexts of literary texts.</p>		<p>In addition to reading poetry, prose, and dramatic works by women writers, students also read central feminist theorists and apply that theory to literary texts. Students demonstrate their understanding of feminist theory by applying it to literary texts in two essay assignments.</p>	<p>*class discussion *small group discussions/presentations *three short essay exams *two essay assignments</p>	<p>Two essay assignments</p>	<p>Two essay assignments</p>
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ENG 352 Syntax and Usage	N/A	N/A	N/A	N/A	Studies and practices syntax, morphology, and usage at the advanced level. daily written homework exercises on analyzing and using language correctly. Online exercises on analyzing and using language correctly, used in class. Exams.	N/A
ENG 353 Language in the USA	major papers on language issue in U.S., essay exams, presentations on language issues, daily in-class and online discussion	Responds daily to research articles read in writing (in online discussion) and orally (in class).	N/A	N/A	major papers, essay exams, online discussion	major papers, online discussion
ENG 372 Early Modern Literature	essays classroom dialogue	essays	essays exams classroom dialogue	essays exams classroom dialogue	essays	essays exams classroom dialogue

ENG 381 Shakespeare	essays classroom dialogue	essays	essays exams classroom dialogue	essays exams classroom dialogue	essays	essays exams classroom dialogue
ENG 384 Studies in a Major Writer or Writers	essays classroom dialogue	essays Precis of Scholarly Article, Annotating a Text, New historicist Approach to research	essays exams classroom dialogue	essays exams classroom dialogue	essays	essays exams classroom dialogue
ENG 385 Literary Theory	essays classroom dialogue	essays	essays exams classroom dialogue	essays exams classroom dialogue	essays	Essays exams classroom dialogue

<p>ENG 404 Writing in the Professions</p>	<p>N/A</p>	<p>Conducts research integral to understanding client-based need, evaluates the appropriateness of the research, and integrates findings in the form of three projects: project analysis, project presentation, and project deliverable</p>	<p>N/A</p>	<p>N/A</p>	<p>Requires student to engage in a variety of rhetorical situations such as formal reports and presentation and reflective writing, all of which require a range of syntactic structures.</p>	<p>Requires students to compose formal presentations and reports for clients, both of which require a range of rhetorical techniques, including, but not limited to, an effective use of ethos, delivery, and visual design.</p>
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<p>ENG 414 Advanced Writing Workshop</p>	<p>Reading, composing, discussion, and close reading of contemporary poetry collections, novels, and memoirs that demonstrate methods of composing, organizing, and assembling a manuscript that fulfills the creative writing genre's requirements.</p>	<p>Research and applications of students' own writing process that distinguishes the act of writing shorter works vs. a manuscript through the reading and analysis of process and craft-based essays and theory.</p>	<p>Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' manuscripts, process reflection projects, in-class writing exercises, and leadership activities in the field of creative writing.</p>	<p>Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their manuscripts to their authorial intentions and creative writing assignment requirements</p>	<p>In-class writing and manuscript-based writing assignments required to adhere to syntactical conventions of the English language with further consideration to layout, design, and publishing considerations.</p>	<p>Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing as well as further distinctions between creative writing in the short and book-length form.</p>
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ENG 440 Magazine Writing	N/A	Students must conduct, evaluate, and integrate any research necessary to the completion of audience- and genre-appropriate magazine pieces such as feature articles	N/A	N/A	Students write feature articles and front material for a range of genres and audiences as well as reflective writing responding to course readings, all of which requires attention to a range of syntactic structures	Students write feature articles and front materials for a range of genres and audience and, thus, employ a range of rhetorical techniques, including pathos, arrangement, style, and audience-awareness
ENG 441 Chaucer and his Age	essays classroom dialogue	essays	essays exams classroom dialogue	essays exams classroom dialogue	Essays	Essays exams classroom dialogue

ENG 452 History of the English Language	major paper, essay exams, several oral presentations of research with accompanying write-up, written exercises analyzing structure of English from earlier periods	major paper, essay exams	N/A	written exercises on the use of language in writing from earlier periods (Old English, Middle English, Early Modern English)	major paper, essay exams, write-ups for several presentations	major paper
ENG 493 Senior Seminar	essays classroom dialogue	essays Précis of Scholarly Article, Annotating a Text, New historicist Approach to research	essays exams classroom dialogue	essays exams classroom dialogue	essays	essays exams classroom dialogue

___ Creative Writing _____ Program Assessment Plan Summary

Date Submitted: ___ May 31, 2017 _____ For Academic Years: ___ 2016-2017 _____

Student Learning Outcome	Measure description (direct or indirect?)	Timeline or cycle
<p><i>SLO1</i> <i>Demonstrates a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology and form within creative works to develop strong critiquing skills in the workshop environment.</i></p>	<p><i>Measure 1 (direct)-Rubric will score student final notebook portfolios for English 114-Intro to CW courses and English 414-Advanced Writing Workshop course. The portfolio will include their body of work and a critical reflection of their writing.</i></p>	<p><i>Annually</i></p>
	<p><i>Measure2 (indirect) (e.g. survey of students)</i></p>	
<p><i>SLO2</i> <i>Produces writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.</i></p>	<p><i>Measure 1 (direct)-Rubric will score student final notebook portfolios for English 114-Intro to CW courses and English 414-Advanced Writing Workshop course. The portfolio will include their body of work and a critical reflection of their writing.</i></p>	<p><i>Annually</i></p>
	<p><i>Measure 2 (direct)-Students will submit creative writing assignments to Tempered Steel, CSU-Pueblo's student literary magazine and literary magazines after revision.</i></p>	<p><i>Annually</i></p>
<p><i>SLO3</i></p>	<p><i>Etc.</i></p>	
<p><i>SLO4</i></p>		
<p>Expected level of student proficiency (definition and percentage)</p>	<p><i>In past CW, 75% of students will attain an average score of 2.75 or higher in all SLOs. Due to the increased amount of Intro to Creative Writing courses being offered, that serves General Education requirements, we will attain the same goal of 75% of students with an average score of 2.75 or higher in all SLOs.</i></p> <p><i>Please see the rubric for English 114 course below. Note: English 414 follows the same rubric.</i></p>	

Student Proficiency definition and percentage are included in the 2015-2020 University Strategic Plan. This may be defined for each distinct SLO or summarized overall by student (as in above example).

English 114-Introduction to Creative Writing Workshop Final Notebook Evaluation Sheet

Notebook Number: _____ Scorer: _____

Rate each essay in each category on a scale of 0 to 4, 4 being the highest. The rubrics are explained on the reverse.

0 1 2 3 4

Reveals Writing Skills Appropriate to the Work's Genre(s) and Proper Use of Conventions, Terminology, and Traditions					
Demonstrates an Appropriate and Thematically Accurate Organization of Collected Work					
Incorporates Relevant and Accurate Theories and Techniques of Literary Criticism, Rhetoric, and Research Methods					
Manifests Pedagogical Theories and Techniques Appropriate to English Studies and Creative Writing Workshops					

Notes:

English 114-Introduction to Creative Writing Workshop Final Notebook Evaluation Standards

Reveals Creative Writing Appropriate to the Work's Genre(s) and Proper Use of Conventions, Terminology, and Traditions Approaching a Publishable Level

4. The creative writing reflects and makes effective use of accurate knowledge and originality within the genre's conventions, terminology, and traditions.
3. The writing makes no significant errors regarding such contexts.
2. The writing is weakened by lack of knowledge and understanding of relevant contexts.
1. The writing contains significant errors regarding genre's conventions, terminology, and traditions and shows little originality.
0. The paper reveals little or no familiarity with any conventions, terminology, and traditions or very limited originality.

Demonstrates an Appropriate and Thematically Accurate Organization of Collected Work

4. The notebook reflects and makes appropriate use of an understanding of critical theory.
3. The notebook makes no significant errors in using critical theory.
2. The notebook is weakened by inadequate knowledge or use of critical theory.
1. The paper contains significant errors regarding critical theory or its use.
0. The notebook reveals little or no understanding of critical theory.

Incorporates Relevant and Accurate Theories and Techniques of Literary Criticism, Rhetoric, and Research Methods

4. The notebook reflects proficiency in writing about process, creative writing conventions, and in analyzing and synthesizing ideas.
3. The notebook reflects acceptable competency in writing about process, creative writing conventions, and in analyzing and synthesizing ideas.
2. The notebook is weakened by inadequate skill in writing about process, creative writing conventions, or in analyzing and synthesizing ideas.
1. The notebook contains significant errors in writing about process, creative writing conventions, or in analyzing and synthesizing ideas.
0. The notebook does not manifest college-level skills in writing process, creative writing conventions, or in analyzing and synthesizing ideas.

Manifests Pedagogical Theories and Techniques Appropriate to English Studies and Creative Writing Workshops

4. The notebook manifests a sophisticated level of language awareness, as reflected in the sophisticated use of effective syntactic structures utilized in creative writing workshops.
3. The notebook manifests a satisfactory level of language awareness, as reflected in the acceptable use of effective syntactic structures in creative writing workshops.
2. The notebook is weakened by inadequate mastery of English syntactic structures and elements of creative writing workshops.
1. The notebook makes significant errors in syntax and creative writing workshop elements.
0. The notebook does not manifest college-level skills in English syntax or the elements of creative writing workshops.