

THE WRITING PROGRAM AT GUSTAVUS
ADOLPHUS COLLEGE

ASSESSMENT PLAN

Prepared by Jeanne Herman, Director of WAC, and the
Writing Program Advisory Committee, 2009-2010

Committee members: Aaron Banks, Carolyn Dobler,
Becky Fremo, Sujay Rao, Kathy Tunheim

Writing Across the Curriculum– PROGRAM DESCRIPTION

WAC at Gustavus draws from "writing to learn" theories (WTL), which suggest that students write in order to think through challenging material, internalize what they know, and express themselves more effectively and fluently. Our WAC program asserts that students can best learn the conventions of academic writing by taking writing intensive courses in many disciplines. The WAC program demands shared responsibility for writing instruction across the campus, and faculty work together to help students learn to express themselves with clarity and precision in every course context. In tandem, WRITI and WRITD courses teach students to express their ideas to both broad—in a cultural and disciplinary sense—and narrow audiences. In WRITI courses, students learn to analyze purpose, audience, and context and respond to a variety of rhetorical situations. In WRITD courses, students learn to communicate in the highly specialized languages of their disciplines. Thus the WAC program enables true interdisciplinary participation for students, helping the College fulfill one of the most important areas of its Mission Statement: "The Gustavus Curriculum is designed to bring students to mastery of a particular area of study within a general framework that is both interdisciplinary and international in perspective."

Writing Across the Curriculum-VISION STATEMENT

Liberally educated students should write well and use writing both to discover and construct new knowledge and to communicate their ideas to others. Writing is a complex activity; it is a form of creative expression and critical engagement that serves practical and intellectual purposes. Since writing shapes the views of others, courses that focus on writing should help students understand the effects of their own written language. Once students learn to make successful choices as writers, they can use written communication in order to engage more fully as citizens, both locally and globally. In drawing its guidelines and principles from a rhetorical system, the Gustavus WAC program nods to the ancient art of rhetoric, the means by which citizens participated in the life of the polis, or community. By enabling Gustavus students to fully participate as citizens after graduating, preparing them to write for audiences who may share different cultural and disciplinary values, the Writing Across the Curriculum program helps the College fulfill its mission: "The purpose of a Gustavus education is to help its students attain their full potential as persons, to develop in them a capacity and passion for lifelong learning, and to prepare them for fulfilling lives of leadership and service in society."

Criteria for Writing Across the Curriculum

1. A WRITD course provides students with opportunities to read and analyze examples of discipline-specific writing.
2. A WRITD course requires students to complete writing assignments that exemplify the structures, genres, and conventions of the disciplines.

3. A WRITD course offers students opportunities to revise their work with the help of an instructor's feedback.

Writing Across the Curriculum- PROGRAM GOALS and LEARNER OUTCOMES

Goal 1: Develop rhetorical competency. WAC seeks to enable all students to make consistent, appropriate choices regarding purpose, audience, context, form, and style when they write. Such rhetorical competency enables full civic participation.

Learning Outcome

*1A: Students can make consistent, appropriate choices regarding purpose, context, form, and style when they write. **WRITD and WRITI***

Goal 2: Foster creativity and self expression. WAC encourages students to use writing as a means of self-expression, creative expression, and exploration, and provides opportunities for students to write informally as well as formally. Such creativity and self-expression helps Gustavus students develop their full potential as persons.

Learning Outcome

*2A: Students have opportunities to use both formal and informal writing as a means of self-expression, creative expression, and exploration. **WRITI only***

Goal 3: Teach argumentation and critical thinking. WAC courses teach students to analyze and create arguments and to use writing in order to explain, persuade, and communicate with diverse audiences. Argumentative and critical thinking skills are hallmarks of academic excellence.

Learning Outcome

*3A: Students effectively use writing to analyze and create arguments, explain, persuade, and communicate with varied audiences. **WRITD and WRITI***

Goal 4: Enable fluency in disciplinary conventions. In WRITD courses, students complete assignments that exemplify the structures, genres, and conventions of their discipline. Mastery of disciplinary conventions enables students to understand the educational and theoretical innovations of their fields.

Learning Outcome

*4A: Through WRITD courses, students complete assignments that exemplify the structures, genre, and conventions within their discipline. **WRITD only***

Goal 5: Develop the writing process. All WAC courses help students to study their own writing practices, develop a writing process that is successful, and practice that process. Both WRITI and WRITD courses provide opportunities for students to draft, revise, and edit their work. As they develop their writing processes, students focus not only on how knowledge is communicated, but how one comes to know in the first place.

Learning Outcome

*5A: Students have opportunities to explore the writing process by writing drafts of papers, receiving peer and faculty comments, utilizing services within the Writing Center, and engaging in revision and editing of assignments. **WRITD and WRITI***

Goal 6: Negotiate meaning with diverse audiences. WAC courses demonstrate that writing is always an act of negotiation, where readers and writers from different cultural or disciplinary

contexts must help one another understand their beliefs, values, and habits. Courses should expose students to multiple rhetorical contexts across the curriculum. As they learn to negotiate meaning with diverse audiences, students are poised to become members of diverse communities and to participate fully within them.

Learning Outcome

*6A: Students demonstrate the ability to negotiate meaning for diverse audiences and explore multiple rhetorical and disciplinary contexts across the curriculum. **WRITD and WRITI***

Goal 7: Through completion of the three-course writing requirement, students will show overall improvement in quality of writing. The overall goal of the WAC program should be improvement in student writing. Although it is virtually impossible, according to the professional literature, to isolate variables that determine level of improvement in student writing (variables such as student motivation, impact of prior experience with writing, quality of prior instruction in writing), some attempt to measure impact of the WAC requirement on the evolution of student writing is a worthwhile goal.

Learning Outcome

*7A: Upon completion of the WRITI and WRITD requirement at Gustavus, students show progress in meeting Learning Outcomes 1A-6A. **WRITD and WRITI***

ASSESSMENT PROCESS

Phase I – Begins Fall 2010

A total of 20 faculty members who teach WRITD courses during Fall of 2010 will be selected, with attention to departments/divisions and course level taught, and asked to participate in Phase I of the WAC writing assessment. The Director of WAC will send a short description of the assessment process and its purpose with a follow-up phone call as needed to encourage faculty participation. (See Appendix A.) Once a faculty member agrees to participate in the writing assessment process, a more detailed description of steps within the assessment process will be sent. (See Appendix B.)

The primary focus of Phase I will be on WRITD courses since the College has data from the FTS Program Survey that focuses on entry-level WRITI courses. However, one focus group (described below) will invite those who teach WRITI courses to a discussion of the WRITI criteria and strengths and areas for improvement within WRITI courses.

There are three criteria for WRITD courses.

- 1. A WRITD course provides students with opportunities to read and analyze examples of discipline-specific writing.**
- 2. A WRITD course requires students to complete writing assignments that exemplify the structures, genres, and conventions of the disciplines.**
- 3. A WRITD course offers students opportunities to revise their work with the help of an instructor's feedback.**

Phase I of the WAC assessment process will include the following steps and does not require a faculty member to add new assignments or change anything within a WRITD course.

A. Completion of the attached faculty course survey related to one WRITD course taught by the selected faculty member during Fall 2010. The survey will be completed and submitted to the Director of WAC at the end of fall semester. (See Appendix C.)

B. Faculty participants will be asked to submit a first and final draft student paper for one major assignment completed by three students within the WRITD class; a total of three

first drafts and three final drafts are submitted by each of the 20 faculty participants. Faculty members will secure written permission from students to share their papers for research and assessment purposes. (See Appendix D).

C. A course syllabus for this WRITD course will be submitted to the Director of WAC.

D. Students within each WRITD class will be asked to complete a short online pre-test/survey the first week of class (Appendix E), and then complete a more in-depth survey at the end of the WRITD course during December of 2010 (Appendix F). The very brief online pre-test/survey will provide baseline information and the end of course online survey will focus on how the course helped improve student writing with attention to the Learning Outcomes identified earlier in this document. These surveys will be posted on the WAC web site under Assessment Plan for faculty review during fall term.

*The faculty course survey, sample papers, and syllabus can all be submitted online. A Moodle site for this assessment process has been created so that files can easily be uploaded. If a faculty member is unfamiliar with Moodle, he or she may simply send all documents as .doc files attached to an email to the Director of WAC. To upload files, each faculty participant in the assessment process can access the WAC/WPAC Moodle site after logging into Moodle.

E. The Writing Program Advisory Committee (WPAC) will also hold three open forums to gather additional information. One session will invite any interested faculty member to attend and provide input on the writing program, one forum will be directed to faculty who teach WRIT courses, and one forum will focus on faculty who teach WRITD courses. These forums will be scheduled during spring 2011 as follow up to the process initiated Fall 2010.

F. WPAC will analyze all information using appropriate rubrics, and provide input to the writing of a final report for Phase I of the assessment process during spring 2011. The Director of WAC will write this report, share results with the Dean of Academic Programs, and make the report available to all interested faculty. Phase I of the assessment plan should be repeated every six years.

Phases II and III of the WAC assessment process will involve identification of 50 students enrolled in FTS courses during Fall 2011. An email will be sent to these students that emphasizes the importance of their participation in the writing program assessment during their four-years at Gustavus. (Discussion will be needed regarding the possibility of a monetary incentive to be awarded senior year to students who fully participate in the assessment process.) Students who agree to participate will be asked to submit two papers written in the FTS class. They will also submit two papers written during either the sophomore or junior year, and two papers written during the senior year. All papers will be uploaded to a WAC Moodle site. A faculty writing assessment team will be appointed by the director of WAC, in consultation with the Directors of FTS and the Writing Center. This team will read and assess quality of student writing/achievement of Learning Outcomes as evidenced by papers submitted from FTS courses during Spring 2012. Data will be summarized and a report based on Phase II information will be written by the Director of WAC and Director of FTS after consultation with the writing assessment team and WPAC. This report will be shared with the Dean of Academic Programs and made available to interested faculty.

During Phase III of the writing program assessment, a writing assessment team will meet when the student participants identified Fall 2011 are seniors (spring 2015) to assess improvement of student writing/papers submitted from year one to year four. Appropriate writing rubrics will be utilized during the Phase II and III assessment process. Although we cannot control for number of writing courses an individual student may complete and other individual variables that could affect writing, we will gather useful demographic information as a foundation for assessment. The goal is to assess improvement in student writing from the first year to the final year of college

after completion of the three-course writing requirement. During academic year 2010-2011, logistics for Phase II and III will be further developed. As part of this process, faculty members who teach WRIT courses completed by student participants in Phase II and III will be asked to submit a syllabus for the course. Seniors participating in the assessment will also be asked to complete a short online survey regarding their writing and the impact of the writing program. This will allow the writing assessment team to compare and contrast information such as types of writing assignments completed, student and faculty perceptions regarding the impact of revision, and other elements to be considered. A report based on Phase III assessment will be written by the Director of WAC after consultation with the writing assessment team and WPAC. This report will be shared with the Dean of Academic Programs and made available to interested faculty. A second round of Phase II and III assessment will begin with a new group of student participants during FTS, Fall 2016.

This assessment process as described above will be regularized so that the three-phase assessment of student writing and the WAC program occurs every six years. Future Directors of Writing Across the Curriculum will be asked by the Dean of Academic Programs to facilitate the assessment process and to annually discuss with WPAC potential changes and improvements within the process. The assessment process will also serve as a foundation for writing-related faculty development opportunities.

**APPENDIX A: Invitation to Participate in
Phase I Writing Across the Curriculum Program Assessment, WRITD**

TO: Sample of Faculty Members Who Teach WRITD Courses, Fall 2010
FROM: Director of Writing Across the Curriculum, _____
And Members of the Writing Program Advisory Committee (WPAC)
(Aaron Banks, Carolyn Dobler, Becky Fremo, Sujay Rao, Kathy Tunheim)
DATE: August ____, 2010
RE: Assessment of Writing Across the Curriculum (WAC)

WE NEED YOUR PARTICIPATION!

Background Information

During academic year 2009-2010, the Writing Program Advisory Committee and the Director of Writing Across the Curriculum worked collaboratively to create a regularized Assessment Plan for the Writing Across the Curriculum program. Since its inception, formal assessment of the three-course writing requirement has never occurred. As the College moves forward with assessment of all elements within general education, and the Higher Learning Commission self-study, an assessment plan for WAC was needed. A three-phase plan was then created and approved by the Dean of Faculty with implementation of Phase One planned for Fall 2010.

Why Are We Contacting You?

Phase I of the assessment plan for WAC will involve 20 members of the faculty who teach a WRITD course during Fall 2010. In selecting these 20 individuals, the committee considered both course level (200 and 300 level WRITD courses) and inclusion of faculty from multiple departments. We would like you to participate as one of these 20 faculty members during fall 2010! Your participation will help the committee begin the process of assessing student writing and the impact of the three-course writing requirement. It will also help us better plan for faculty development opportunities related to teaching and assessing student writing.

So What Would I Need To Do If I Agree to Participate in Phase I of the WAC Assessment?

Phase I of the assessment process will include the following steps and does not require a faculty member to add new assignments or change anything within the WRITD course being taught:

- A. Completion of a short faculty course survey related to the WRITD course being taught during Fall 2010 (Survey posted online at the WAC web site);
 - B. Submit a first and final draft paper for one major assignment completed by three students within your class; a total of three first drafts and three final drafts are submitted with student permission;
 - C. Submit a class syllabus for the WRITD course;
 - D. Students within your WRITD class will be asked to complete two online surveys. One is a very short survey completed during the first week of the WRITD class that asks students to share perceptions regarding their writing strengths and weaknesses. The second, more in-depth student survey, would be completed by students at the end of the course. This survey will focus on how the course helped improve their writing. (These surveys are posted at the WAC web site.)
- That's it!** Your involvement includes items A-C above.

The Writing Program Advisory Committee will also hold three open forums to gather additional information from all faculty who are interested in the WAC assessment process. We hope you will attend one of these sessions during Spring 2011.

Please understand that the Writing Program Advisory Committee and Director of Writing are not interested in assessing how well a faculty member teaches a WRITD course. The focus of this assessment is on the overall impact of WRITD on improving student writing and ways to better support faculty who teach writing courses. We hope to create a meaningful, sustainable style of assessment for WAC that helps the College further improve the program. The writing requirement has never been formally examined nor has there been any regular assessment of the WAC program even though faculty have consistently supported the writing across the curriculum requirement.

Want To Know More About The WAC Assessment Process?

Phase II and III will involve collecting and examining a sample of student papers from FTS through the Senior Year. For more information about these phases of the assessment process, visit the WAC web site.

If you wish to see the Writing Program Strategic Plan, Program Goals, and Learner Outcomes you can also find these on the WAC web site. These goals and outcomes will serve as the foundation for the assessment process.

Please email Jeanne Herman, Director of WAC, regarding your willingness to participate in the Assessment of WAC. Should you have questions, feel free to call Jeanne at 7614. jherman@gustavus.edu

Thank you for considering this important request! Your participation would be much appreciated.

APPENDIX B: Detailed Memo to Faculty Participants in Phase I Of the WAC Assessment Process Once They Have Agreed to Participate

Memo to Faculty Participants: Details and Logistics

THANK YOU for agreeing to participate in Phase I of the WAC assessment process. A total of 20 faculty members who teach WRITD courses during Fall 2010 have agreed to provide input about student writing within their courses. We have an excellent representation of departments and faculty who will be participating.

As you know, there are three criteria for WRITD courses.

- 1. A WRITD course provides students with opportunities to read and analyze examples of discipline-specific writing.**
- 2. A WRITD course requires students to complete writing assignments that exemplify the structures, genres, and conventions of the disciplines.**
- 3. A WRITD course offers students opportunities to revise their work with the help of an instructor's feedback.**

If you wish to see details regarding the Writing Program Strategic Plan, Program Goals and Learner Outcomes, please visit the WAC web site.

To review...

Phase I of the assessment process will include the following steps and does not require a faculty member to add new assignments or change anything within the WRITD course being taught:

- A. Completion of the attached faculty course survey related to the WRITD course you are teaching. This survey is completed and submitted to Jeanne Herman, Director of WAC at the end of fall semester. In the final summary report written by the Director of WAC that is submitted to the deans, only composite comments will be shared. We are asking your name, department, and course only so that we can look for patterns and trends and follow-up with you should we have any questions.
- B. Submit a first and final draft paper for one major assignment completed by three students within your class; a total of three first drafts and three final drafts are submitted by the end of Fall 2010. (You will need to have the students give written permission for you to share their papers with the Director of WAC and Writing Program Advisory Committee (WPAC). A form will be mailed to you for student permission.)
- C. Submit by the end of Fall 2010, a class syllabus for this WRITD course;
- D. Students within your WRITD class will be contacted and asked to complete a short online pre-test/survey that will provide some background information about strengths and areas for improvement within their writing. Later in the semester, students will receive a second email from the Director of WAC that reminds them to complete the final student survey that focuses on how the course helped improve their writing. As mentioned in the earlier message asking you to participate in the Phase I assessment of WAC, these surveys are posted at the WAC web site should you wish to see them.

*The faculty course survey, sample papers, and syllabus can all be submitted online. A Moodle site for the WAC/WPAC Committee has been created and this site will appear when you log into Moodle. The documents can easily be uploaded to this site. If you are unfamiliar with

Moodle, you may simply send all documents as .doc files attached to an email to Jeanne Herman and she will upload files.

Items A,B, and C should be submitted by the end of Fall Term 2010 for your WRITD course. The Director of WAC will upon occasion send an email reminder to keep you informed regarding completion of student surveys, and other elements of the Phase I assessment.

The Writing Program Advisory Committee will also hold three open forums to gather additional information. We will schedule these in the spring and invite you and all faculty to attend one forum if you are able to do so.

Please do not hesitate to contact Jeanne Herman, Director of WAC, or any member of the WPAC (Aaron Banks, Carolyn Dobler, Becky Fremo, Sujay Rao, or Kathy Tunheim) if you have questions. Thanks again for agreeing to participate. We will be in touch!

NOTE: Attach Faculty Course Survey to this memo.

APPENDIX C: Phase I, Faculty Course Survey
(Note: This can either be sent as a .doc file to faculty participants
or put in online survey format.

The following course survey for the WRITD course taught during Fall 2010 is completed by participating faculty members in Phase I of the WAC assessment.

Description

Questions were created by the Writing Program Advisory Committee and Director of WAC based on Writing Program Goals and Learner Outcomes. Survey questions were then tested with a small number of faculty members who teach WRITD courses. Finally, questions were once again revised. We chose to use open-ended questions because we strongly believe you will be better able to share your comments and perceptions without limitations created by checklists or scales. We realize there is always a certain degree of interpretation involved with open-ended questions but will value comments you can share for each question.

We know your time is precious so thank you for completing the survey!

Your Name _____

Department _____

WRITD Course Taught (Departmental designation and course number):

(If you are teaching more than one WRITD course this semester please respond to the following questions for just ONE of those courses and submit the materials described above for this same course.)

Criterion One: A WRITD course provides students with opportunities to read and analyze examples of discipline-specific writing.

1. How well prepared were the students within your class to do the work associated with WRITD? Please share an example or two to illustrate your perceptions.
2. What kinds of discipline-specific writing did you ask students to review and how did you introduce these examples?

Criterion Two: A WRITD course requires students to complete writing assignments that exemplify the structures, genres, and conventions of the disciplines.

3. Please describe two forms of writing within your discipline, and then explain how these reflect common disciplinary conventions.
4. How well did the writing assignment(s) within this course enable students to practice disciplinary conventions? As part of your response, please briefly describe one major writing assignment and which conventions were emphasized within that assignment. (You will be submitting a first and final draft of an assignment for three students within your course so if you could describe this assignment, that would be very helpful.)
5. What types of resources (handbooks, web sources, etc.) were used to support the teaching of writing conventions within this course?

Criterion Three: A WRITD course offers students opportunities to revise their work with the help of an instructor's feedback.

6. Please describe the cycle of feedback and revision used within this course.
7. What types of improvement in student writing did you see from first draft to final draft papers? How valuable overall do you believe the process of revision is to improving student writing in this course?
8. Please describe any patterns of concerns/ writing problems that were still evident in final drafts of papers written by students within your course.

A Few Final Questions...

9. How well prepared did you feel to teach this WRITD course?
10. What types of faculty development opportunities would be of value in helping you work with students to improve their writing?
11. Did you choose to include any language regarding services associated with the Writing Center within your syllabus or otherwise refer students to the WC? If so, please briefly explain types of services provided by the WC that were used by your students.

THANK YOU FOR PARTICIPATING IN THIS PHASE OF THE WAC ASSESSMENT PROCESS!

Please upload the following documents to the WAC Moodle Site by the end of Fall Term 2010:

- Course survey responses
- First and final draft papers for one assignment from three students who are completing your WRITD course;
- Your WRITD course syllabus.

*If you are unfamiliar with Moodle, send the above items as .doc files to Jeanne Herman and she will upload for you. jherman@gustavus.edu

APPENDIX D: Student Permission Form

*Faculty Members participating in the assessment of the writing program should ask all students within your WRITD course to complete this form.

You can send the packet of signed forms to the Director of Writing Across the Curriculum.

Informed Consent Form, 2010-2011

Gustavus Adolphus College is in the process of assessing its Writing Across the Curriculum program and its impact on student writing. As part of this process students in some courses will be asked to complete a pre-course survey and a post-course survey at the end of their writing course. Students may also be asked by their professor in select writing classes for permission to share a first and final draft of a paper with the Director of Writing and Writing Program Advisory Committee.

For this assessment project, we ask your permission to allow your professor to submit a first and final draft of a paper you wrote within the course. These papers and the results of the surveys you are asked to complete will be used in a strictly confidential and anonymous fashion. That is, any reporting of results will NOT refer directly to students by name or course.

If you have any questions feel free to contact the Director of Writing Across the Curriculum, Dr. Jeanne Herman at 7614. jherman@gustavus.edu

Consent to Participate: I have read this informed consent form and agree to participate in the assessment study.

Signature: _____ Date: _____

Please Print Name: _____

Student I.D. Number: _____

APPENDIX E: Student Pre-Course Survey, WRITD Course

*To be completed during the first week of classes by all students in the selected sample of WRITD courses within Phase I WAC Assessment, Fall 2010. Survey should be online format.

Student Survey, Phase I, Assessment of Student Writing-WRITD, Fall 2010

Thank you for participating in the assessment of our WRITD requirement. This very brief survey will just provide some background information about individual perceptions of writing. The form to be completed later in the semester will help us learn more about how well WRITD courses across the curriculum benefit student writing.

Your input is an extremely important part of this process. Only composite data will be used as part of the assessment process; individual student names will not be included in any reports. We ask that you complete all questions within the survey to the best of your ability. It won't take much of your time!

Your Name _____

Major _____ **Second Major** _____

Minor (if any) _____

Year in School: ____ **First Year Student** ____ **Sophomore** ____ **Junior** ____ **Senior**

WRITD Course Completed (Departmental designation and course number...For example, REL 113): _____

Name of Course Instructor: _____

1. When you completed high school and began your FTS college level writing course, how well prepared did you feel for college-level writing?

1=Not Prepared

2=Somewhat Prepared

3=Prepared

4=Well-Prepared

2. As you begin this WRITD course, what do you view as STRENGTHS of your writing?

_____ State a clear thesis and properly develop an argument

_____ Write clearly and concisely

_____ Find, evaluate, select, and use quality primary and secondary sources

_____ Use appropriate writing conventions (grammar, punctuation, etc.)

_____ Write a quality descriptive or persuasive paper

_____ Write effective sentences and paragraphs

_____ Effectively structure a paper to enhance clarity

_____ Avoid use of clichés and phrases that generalize

_____ Consistently use correct tense; past, present, future

_____ Voice and language is appropriate for intended audience

Other Strengths of My Writing:

3. As you begin this WRITD course, what do you view as the major AREAS FOR IMPROVEMENT within your writing? (Please describe below.)

4. When you enroll in a course that satisfies a WRITD (Writing in the Disciplines) general education requirement, what do you expect to learn? Please describe two or things you might expect to learn or explore in such a course.

5. How do you feel about writing within your college courses?

1=I do not enjoy writing.

2=I don't mind writing within college courses provided the topic is of interest.

3=I generally enjoy writing projects and assignments.

4=Writing is fun for me and I usually feel pretty good about my writing.

Other Comments:

THANK YOU for sharing your thoughts!

APPENDIX F: Student Post-Course Survey, WRITD Course Completed, Fall 2010

****Remove the Learner Outcomes Before Posting the Survey Online***

Thank you for participating in the assessment of our WRITD requirement. Your responses within this survey will help us learn more about how well WRITD courses across the curriculum benefit student writing.

Your input is an extremely important part of this process. Only composite data will be used as part of the assessment process; individual student names will not be included in any reports. We ask that you complete all questions within the survey to the best of your ability. It won't take much of your time!

Your Name _____

Major _____ **Second Major** _____

Minor (if any) _____

Year in School: ____ **First Year Student** ____ **Sophomore** ____ **Junior** ____ **Senior**

WRITD Course Completed (Departmental designation and course number...For example, REL 113): _____

Name of Course Instructor: _____

1. When you completed high school and began your FTS college level writing course, how well prepared did you feel for college-level writing?

1=Not Prepared

2=Somewhat Prepared

3=Prepared

4=Well-Prepared

2. As you complete this WRITD course, what do you now view as STRENGTHS of your writing?

_____ State a clear thesis and properly develop an argument

_____ Write clearly and concisely

_____ Find, evaluate, select, and use quality primary and secondary sources

_____ Use appropriate writing conventions (grammar, punctuation, etc.)

_____ Write a quality descriptive or persuasive paper

_____ Write effective sentences and paragraphs

_____ Effectively structure a paper to enhance clarity

_____ Avoid use of clichés and phrases that generalize

_____ Consistently use correct tense; past, present, future

_____ Voice and language is appropriate for intended audience

Other Strengths of My Writing:

3. As you complete this WRITD course, what do you view as the major AREAS FOR IMPROVEMENT within your writing? (Please describe below.)

Learning Outcome

1A: Students can make consistent, appropriate choices regarding purpose, context, form, and style when they write.

4. After completing this WRITD course, my ability to recognize different kinds of writing (informative, creative, scholarly, etc.) within this discipline has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

5. After completing this WRITD course, my ability to make appropriate choices in purpose, context, and style of writing within this discipline has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

Learning Outcome

2A: Does Not Apply to WRITD Courses.

Learning Outcome

3A: Students effectively use writing to analyze and create arguments, explain, and persuade.

6. After completing this WRITD course, my ability to analyze and create arguments, explain, and persuade within this discipline has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

Learning Outcome

4A: Through WRITD courses, students complete assignments that exemplify the structures, genre, and conventions within their discipline.

7. After completing this WRITD course, my knowledge and understanding of styles of writing within this discipline has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

8. After completing this WRITD course, my ability to read and interpret professional discipline-specific articles and literature has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

9. After completing this WRITD course, my ability to find, evaluate, and incorporate appropriate resources to support the thesis/premise/points of view within a paper has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

10. After completing this WRITD course, my ability to use discipline-specific conventions (structure, style of writing, grammar, etc.) has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

Learning Outcome

5A: Students have opportunities to explore the writing process by writing drafts of papers, receiving peer and faculty comments, utilizing services within the Writing Center, and engaging in revision and editing of assignments.

11. Having completed this WRITD course, my ability to write a good first draft of a paper has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

12. Having completed this WRITD course, my ability to incorporate faculty/peer feedback when revising a paper has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

13. Within this WRITD course, I received either faculty and/or peer feedback on ____ number of writing assignments...

1

2

3

4 or more

14. For writing assignments within this WRITD course, I used services provided by the Writing Center...

1=Did Not Use Services Provided by WC

2=Once

3=Twice

4=Three or More Times

15. If you did not use services provided by the Writing Center, why did you choose not to visit the Writing Center? (Please check any that apply.)

_____ Did not know what services they provide

_____ Felt confident about my writing without assistance outside of class

_____ Thought it would take too much time to use services provided by the WC

_____ Would have felt embarrassed about going to the WC

_____ Other Reasons: Please list below...

Learning Outcome

6A: Students demonstrate the ability to negotiate meaning for diverse audiences and explore multiple rhetorical and disciplinary contexts across the curriculum.

16. Having completed this WRITD course, my ability to write for multiple audiences across disciplines has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

17. Having completed this WRITD course, my ability to write for audiences within my discipline has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

Learning Outcome

7A: As students complete the WRIT and WRITD requirement at Gustavus, overall improvement in quality of writing based on Learning Outcomes 1A-6A should occur.

18. Having completed this WRITD course, my ability to write clearly and concisely has...

1=decreased

2=stayed about the same

3=improved

4=significantly improved

19. This WRITD course helped me....

1=address one of the areas for improvement needed within my writing

2= address two of the areas for improvement needed within my writing

3=make significant improvement in my writing

4=make very little improvement in my writing

20. Having completed this WRITD course, I know that I...

1=Do not enjoy writing.

2=Don't mind writing within a college course such as this one provided topics are of interest.

3=Enjoyed the writing projects and assignments.

4=Improved and feel pretty good about my writing.

Other Comments:

**THANK YOU FOR PARTICIPATING IN THIS PHASE OF THE
WAC ASSESSMENT PROCESS!**