Professional Writing SLO, Course Map, and Assessment Plan 2016

Student Learning Outcomes

1. Students will be able to compose documents that address purpose, audience, and generic conventions in a variety of contexts.
   o Students will be able to analyze others' arguments and create their own arguments, in both academic and non-academic contexts.
   o Students will be able to identify salient characteristics of a variety of genres and media, and to adapt their arguments to the formats and conventions of those genres and media.
   o Students will be able to apply principles of document design and incorporate visual elements in their writing, in both traditional and digital environments.
   o Students will be able to apply the principles of effective oral communication within professional and informal contexts.

2. Students will be able to effectively engage with the writing process through planning, drafting, reviewing, revising, and critiquing documents.
   o Students will be able to collaborate to compose, review, and revise documents.
   o Students will be able to reflectively analyze and justify the strategies and conventions of their own writing.
   o Students will be able to recognize stylistic choices as rhetorical choices in their own and others' writing.
   o Students will be able to establish credibility through developing effective strategies to identify and correspond to conventions of usage.

3. Students will be able to recognize their individual agency as rhetors as well as their embeddedness in larger social, material, and discursive systems.
   o Students will be able to identify the fundamental relationship between rhetoric and ethics, employing arguments to negotiate and advance notions of the good.
   o Students will be able to recognize rhetoric as a public art and to use rhetorical strategies to productively intervene in a variety of rhetorical situations and discourse communities.
   o Students will be able to locate, analyze, and ethically incorporate information from academic and non-academic sources into their own arguments.
   o Students will be able to take responsibility for their own learning through designing their own academic inquiries.

Professional Writing Courses

PWR 210 - Writing in the Digital Age
PWR 212 - Writing Fiction
PWR 213 - Writing Poetry
PWR 229 - Special Topics in Professional Writing
PWR 295 - Introduction to Professional Writing
PWR 301 - Writing for NeoVox
PWR 315 - Writing Creative Non-Fiction
PWR 316 - Writing about Place
PWR 323 - Writing Children's Literature
PWR 324 - Grant Writing
PWR 329 - Special Topics in Professional Writing
PWR 340 - Writing Sports Literature
PWR 393 - Technical Writing
PWR 395 - Revising and Editing
PWR 397 - Writing for Online Publication
PWR 398 - Business Writing
PWR 399 - Rhetoric
PWR 409 - The Evolution of Writing
PWR 410 - Digital and Technical Writing for Community Development
PWR 412 - Advanced Creative Writing
PWR 413 - Contemporary Poetics
PWR 415 - Experiments in Creative Writing
PWR 425 - The Publishing Industry
PWR 429 - Special Topics in Professional Writing
PWR 495 - Internship in Professional Writing
PWR 497 - Senior Seminar in Professional Writing
PWR 495 - Internship in Professional Writing (3-15 cr. hr.)
PWR 497 - Senior Seminar in Professional Writing (3 cr. hr.)

Professional Writing Curriculum Map

Learning Outcome 1:	Learning Outcome 2:	Learning Outcome 3:
PWR 210	PWR 210	PWR 210
PWR 213	PWR 212	PWR 295
PWR 295	PWR 213	PWR 324
PWR 315	PWR 295	PWR 393
PWR 324	PWR 315	PWR 399
PWR 340	PWR 324	PWR 409
PWR 393	PWR 340	PWR 410
PWR 399	PWR 393	PWR 495
PWR 410	PWR 395	
PWR 412	PWR 399	
PWR 413	PWR 495	
PWR 415		
PWR 495		

Assessment Plan

Curricular goals are addressed frequently and carefully. As the Curriculum Map suggests, the Professional Writing program seeks to prepare students to write in a wide variety of genres, from creative to academic to professional, and we introduce new courses slowly as student preparation and professional expectations change. For instance, an entire course in coding HTML would be unnecessary, as new software and widespread broadband has made it possible to focus on larger concerns such as audience and design. Our curriculum also changes with new faculty skills and training.

That said, faculty meet regularly, every other week, to discuss our impressions and goals in our classes; we have an exit survey administered as part of the Senior Seminar, that is reviewed by PWR faculty together. Seniors are also asked to produce a Senior Portfolio, which recapitulates and collects their work in the major, and we review that after the end of the semester. Our Writing Retreat to Raquette Lake also allows faculty time to review major assignments of the semester and make sure that the individual writing assignments as well as overall course-level expectations all fit under the larger rubric of our overall program goals.