UNIVERSITY OF CENTRAL ARKANSAS
ACADEMIC ASSESSMENT PLAN

Requirements

1. *Submit with New Program Proposal*
    a. *Programs are encouraged to consult with the Office of University Assessment.*
    b. *Contact information assessment@uca.edu*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

Basic Information

Program Name: B.A. in Writing, Rhetoric, and Information Design (WRID)

College: College of Arts, Humanities, and Social Sciences (CAHSS)

Department: School of Communication

Program Level (check all that apply)

☐ Associate's
X Bachelor's
☐ Undergraduate Certificate
☐ Master's
☐ Doctoral
☐ Graduate Certificate

Date Plan Submitted: Fall 2024

College Dean & email: Dr. Thomas Williams, twilliams73@uca.edu
College Curriculum Committee Chairperson & Email: Dr. Mark Mullenbach, markm@uca.edu
Department Chairperson & email: Dr. Donna Lampkin Stephens, donnals@uca.edu
Department Curriculum Committee Chairperson & email: Dr. Jen Talbot, jtalbot@uca.edu

1. **Introduction** (identify college, unit, and degree programs)
   ● Purpose
   Inside the College of Arts, Humanities, and Social Sciences (CAHSS), the Writing, Rhetoric, and Information Design (WRID) program functions within the School of Communication and offers a B.A. in WRID.

   ● Unit Mission Statement
   The major prepares students for jobs such as professional and technical writer, editor, grant writer, online content creator, social media manager, usability experience professional, teacher, and other jobs involving writing, information design, and publishing. Students will also have a good foundation for graduate study in professional writing,

rhetoric, composition studies, law, journalism, business, and education. WRID majors and minors choose one of two tracks: Technical and Professional Writing or Writing Studies.

The Technical and Professional Writing track of the WRID major is designed for students interested in the various ways people communicate, compose, and persuade in the twenty-first century. The Technical and Professional Writing track is designed to give students theoretical and practical experience in developing writing that makes things happen: white papers, training materials, reports, proposals, social media campaigns – information that people use to make decisions in the world. The track also provides substantive opportunities to work with community partners in designing and creating written products.

2. **Student Outcomes**
   ● Learning Outcomes by Program (focused on student performance, clearly stated, and measurable)

   WRID Major, Technical and Professional Writing track SLOs
   ● **Knowledge of rhetorical theory and history**
     o Demonstrates knowledge of key texts
     o Demonstrates familiarity with conversations in the field
     o Demonstrates understanding of elements and principles of visual design
   ● **An ability to make rhetorically-based design and delivery choices**
     o Demonstrates understanding of linear/non-linear texts
     o Demonstrates recognition of genre conventions
   ● **An ability to generate practical solutions using both static and dynamic texts**
     o Demonstrates informed choices for document delivery
     o Demonstrates effective use of multiple modes
     o Demonstrates effective shaping of texts to fit audience and purpose
   ● **Development of critical awareness**
     o Demonstrates ability to offer insight into rhetorical choices
     o Demonstrates understanding of implications of rhetorical choices
   ● **Facility with standard writing conventions**
     o Demonstrates appropriate grammar, punctuation, and diction

   WRID Major, Writing Studies track SLOs
   ● **Knowledge of rhetorical theory and history**
     o Demonstrates knowledge of key texts
     o Demonstrates awareness of conversations in the field
   ● **Knowledge of writing studies theory**
     o Demonstrates knowledge of key texts
     o Demonstrates awareness of conversations in the field
   ● **Knowledge and application of genre conventions; development of critical awareness**
     o Demonstrates effective shaping of texts to fit audience and purpose
   ● **Facility with standard writing conventions**
     o Uses genres appropriate for the rhetorical situation
     o Demonstrates ability to offer insight into rhetorical, genre, and design choices

o Demonstrates understanding of implications of rhetorical, genre, and design choices
o Demonstrates appropriate grammar, punctuation, and diction

3. **Assessment Cycle**
   ● Assessment Cycle will be determined with assistance from the Office of Assessment
      o The WRID Program collects multimodal graduation portfolios from its majors during their final semester in the WRID major. The contents of the graduation portfolio align with the requirements of the graduation-portfolio contract students sign soon after their decision to major in WRID and are assessed according to the track-specific SLOs listed under Item 2 (above). Portfolios are currently assessed at the end of every academic year.

4. **Curriculum Map**
   ● The Office of Assessment will provide examples and consultative services to meet this requirement.
      o See Appendix A.

5. **Assessment Methods and Measures (Formative and Summative recommended)**
   ● Record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
   ● Direct Methods/Measures Preferred/Used at the Course and Program Levels (examples: writing examples, oral examinations, internships, clinicals, quizzes, test, team/group projects and presentations)
   ● Indirect Methods/Measures Preferred/Used at the Course and Program Levels (examples: surveys, quantitative data, course grades, alumni surveys, student evaluation of instruction)

      o **Direct Methods for Assessment According to Track-specific SLOs: Technical and Professional Writing Track and Writing Studies Track**
         o In keeping with best practices in Writing Studies, the WRID Program takes a holistic approach to evaluating students' graduation portfolios, giving students significant agency in selecting track-specific projects for submission. This approach emphasizes that students have developed the self-awareness and critical insight necessary to independently demonstrate their mastery of the track-specific Student Learning Outcomes (SLOs). See, for example, Broad (2003), Huot and O'Neill (2009), Slomp (2019).
         o After declaring the WRID major, students sign track-specific graduation-portfolio contracts. They then select assignments from their WRID coursework to include in the multimodal portfolio submitted at the end of their final semester. Regardless of track, the portfolio must include a Reflective Introduction of approximately 1,000 words.
            ▪ **Technical and Professional Writing Track**
               ● From across their WRID courses, students in this track must submit five complete projects. **(See Appendix C for a full account of Technical and Professional Writing graduation-portfolio requirements.)**
               ● In sum:
                  o Of these five projects, three must be intended for digital delivery.

- o One project must demonstrate knowledge of rhetorical theory and history.
- o One project must include a reflection that explicitly addresses the rhetorical situation and how it shaped the document.
- o One project must include a reflection that explicitly addresses principles of document design and how they shaped the document.

- ▪ **Writing Studies Track**
  - ● From across their WRID courses, students in this track must submit five complete projects. **(See Appendix C for a full account of the Writing Studies graduation-portfolio requirements.)**
  - ● In sum:
    - o Of these five projects, three must be intended for digital delivery.
    - o One project must demonstrate knowledge of rhetorical theory and history.
    - o One project must include a reflection that explicitly addresses the rhetorical situation and how it shaped the document.
    - o One project must include a reflection that explicitly addresses principles of document design and how they shaped the document.
- o **WRID Faculty Assess Submitted Graduation Portfolios After Spring Semester**
  - ▪ Using the Track-specific Rubrics **(see Appendix B)**, WRID faculty score the submitted graduation portfolios according to the track-specific SLOs. **(See Appendix B and Section 2 of this assessment proposal.)**
  - ▪ Going forward, the results of the annual portfolio assessment will be included in brief end-of-year internal reports that will inform the WRID Program's completion of the Academic Assessment End of Cycle SLO Report submitted to UCA's Assistant Provost for Academic Assessment and General Education: Dr. Jacob Held (jmheld@uca.edu). This report is due after the initial three-year-cycle described in this proposal.

- o **Indirect Methods for Programmatic Assessment**
  - o The WRID Program does not employ indirect assessment methods. We rely entirely on robust direct assessment strategies.

6. **Data Collection and Review**
   - ● When will data be collected for each outcome?
     - o At the end of fall and spring semesters, the WRID Program Coordinator gathers the multimodal graduation portfolios from all graduating seniors. This takes place over email during the final few weeks of each student's semester of graduation. At the end of spring semester, the WRID Program faculty meet to assess all fall and spring graduation portfolios turned in during the just concluded academic year, according to the track-specific SLOs indicated above.
   - ● How will data be collected for each outcome?

- o Graduating WRID majors submit their graduation portfolios to the WRID Program Coordinator during the last few weeks of the semester. These are then shared with all WRID Program faculty for scheduled program assessment in the week immediately following spring graduation.

- What will be the benchmark/target for each outcome?
  - o The benchmark during this first three-year assessment cycle is 80% of students attainting a 3 on a 0–4 scale in which 3 refers to Good on a scale where 0 equals Absent, 1 equals Inadequate, 2 equals Adequate, and 4 equals Excellent.
    Note: The WRID faculty may adjust the benchmark following this three-year assessment cycle.
- What individuals/groups will be responsible for data collection?
  - o WRID faculty

7. Participation in Assessment Process
- Who will participate in carrying out the assessment plan?
  - o The current WRID Program faculty:
    - ▪ Dr. Carey Clark (WRID faculty and Director, Center for Writing and Communication)
    - ▪ Dr. Jen Talbot (WRID faculty, SoC Curriculum Committee Chair, and Writing Across the Curriculum and Writing in the Disciplines Coordinator)
    - ▪ Dr. Kyle Mattson (WRID Program Coordinator)
    - ▪ Future WRID Program faculty, if added

- What will be their specific role/s?
  - o WRID faculty read the same graduation portfolios gathered from graduating WRID majors during the previous year. WRID faculty assess these portfolios according to the relevant track-specific SLOs. (See Section 2 for this information.)

8. Data Analysis
- How will the data and findings be shared with faculty?
  - o The WRID Program Coordinator will generate a report and share the findings with the WRID Program faculty in the fall semester immediately following. These findings will then be used to determine what changes, if any, should inform graduation-portfolio assessment in the following year. Year-over-year, this approach will support iterative and incremental change the WRID Program needs to deliver excellence to WRID majors.
- Who was involved in analyzing the results?
  - o The WRID Program Coordinator with other WRID Program faculty (see Section 7) and any other interested institutional parties (e.g., the Director of the School of Communication).
- How are results aligned to outcomes and benchmarks?
  - o Beginning with the second year of the graduation-portfolio-assessment cycle covered in this proposal, year-to-year comparison of results in track-specific SLOs will be included in the generated annual report shared with the WRID Program Faculty. At the end of the initial three-year-cycle, the multiyear report (i.e., the Academic Assessment End of Cycle SLO Report) will be shared with UCA's Assistant Provost for Academic Assessment and General Education: Dr. Jacob Held (jmheld@uca.edu).

o As noted earlier, the benchmark during this first three-year assessment cycle is 80% of students attainting a 3 on a 0–4 scale in which 3 refers to Good on a scale where 0 equals Absent, 1 equals Inadequate, 2 equals Adequate, and 4 equals Excellent. Note: The WRID faculty may adjust the benchmark following this three-year assessment cycle.

9. Plan for Using Assessment Results to Improve Program
- How will you use the results to improve your program?
  - o The iterative and incremental benefits of annual assessment of the multimodal graduation portfolios will inform improvement to the WRID Program over time, most certainly over the three-year cycle of this review period done in concert with UCA's Office of Assessment.

10. What are the plans to evaluate students' post-graduate success?
The WRID Program Faculty will contact WRID alumni to maintain a database of their current employment status.

11. What are the plans to evaluate teaching effectiveness?
The WRID Program will incorporate year-to-year findings gained from this iterative and incremental assessment of track-specific SLOs to inform programmatic conversations about curricular strengths and weaknesses as well as changing needs and trends relevant to WRID majors. These insights will inform future curricular decisions in the WRID Program.

12. Appendices-Required….Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation
Appendix A: B.A. in WRID Curriculum Maps
- Technical and Professional Writing Track
- Writing Studies Track

Appendix B: WRID Major Rubrics for Assessing Track-specific SLOs
- Technical and Professional Writing Track
- Writing Studies Track

Appendix C: WRID Major Graduation Portfolio Contracts
    (to be signed by students after declaring WRID major)
- Technical and Professional Writing Graduation Portfolio Contract
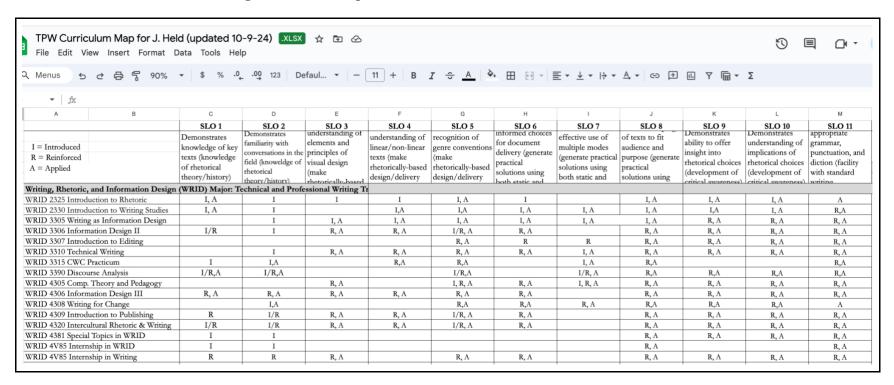- Writing Studies Graduation Portfolio Contract

13. Submit Assessment Plan
- Send completed form electronically to assessment@uca.edu

For questions or concerns please contact:
Jacob Held, PhD 450-5307 jmheld@uca.edu
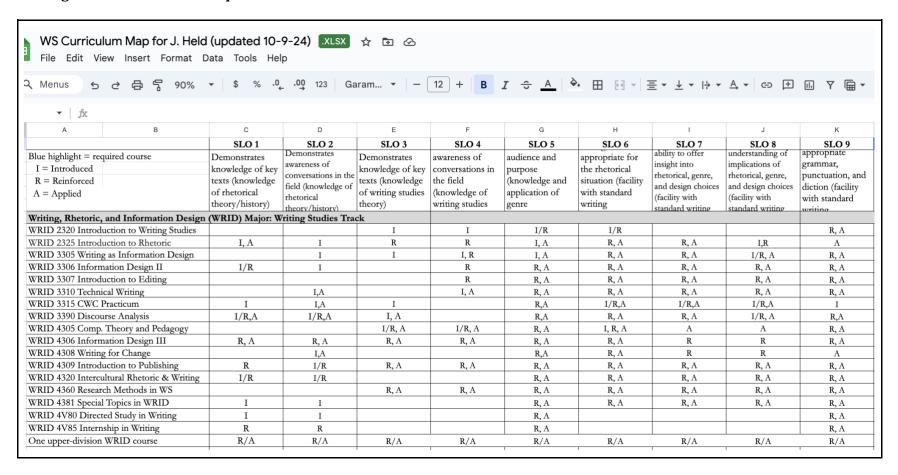Alyson McEntire 450-5086 amcentire@uca.edu

B.A. in Writing, Rhetoric, and Information Design (WRID) Curriculum Maps

Technical and Professional Writing Curriculum Map

TPW Curriculum Map for J. Held (updated 10-9-24) .XLSX

		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
I = Introduced R = Reinforced A = Applied		Demonstrates knowledge of key texts (knowledge of rhetorical theory/history)	Demonstrates familiarity with conversations in the field (knowledge of rhetorical theory/history)	understanding of elements and principles of visual design (make rhetorically-based	understanding of linear/non-linear texts (make rhetorically-based design/delivery	recognition of genre conventions (make rhetorically-based design/delivery	informed choices for document delivery (generate practical solutions using both static and	effective use of multiple modes (generate practical solutions using both static and	of texts to fit audience and purpose (generate practical solutions using	Demonstrates ability to offer insight into rhetorical choices (development of critical awareness)	Demonstrates understanding of implications of rhetorical choices (development of critical awareness)	appropriate grammar, punctuation, and diction (facility with standard writing
Writing, Rhetoric, and Information Design (WRID) Major: Technical and Professional Writing Tr												
WRID 2325 Introduction to Rhetoric		I, A	I	I	I	I, A	I		I, A	I, A	I, A	A
WRID 2330 Introduction to Writing Studies		I, A	I		I,A	I,A	I, A	I, A	I, A	I,A	I, A	R,A
WRID 3305 Writing as Information Design			I	I, A	I, A	I, A	I, A	I, A	I, A	R, A	R, A	R, A
WRID 3306 Information Design II		I/R	I	R, A	R, A	I/R, A	R, A		R, A	R, A	R, A	R, A
WRID 3307 Introduction to Editing						R, A	R	R	R, A	R, A	R, A	R, A
WRID 3310 Technical Writing			I	R, A	R, A	R, A	R, A	I, A	R, A	R, A	R, A	R, A
WRID 3315 CWC Practicum		I	I,A		R,A	R,A		I, A	R,A			R,A
WRID 3390 Discourse Analysis		I/R,A	I/R,A			I/R,A		I/R, A	R,A	R,A	R,A	R,A
WRID 4305 Comp. Theory and Pedagogy			R, A			I, R, A	R, A	I, R, A	R, A	R, A	R, A	R, A
WRID 4306 Information Design III		R, A	R, A	R, A	R, A	R, A	R, A		R, A	R, A	R, A	R, A
WRID 4308 Writing for Change			I,A			R,A	R,A	R, A	R,A	R,A	R,A	A
WRID 4309 Introduction to Publishing		R	I/R	R, A	R, A	I/R, A	R, A		R, A	R, A	R, A	R, A
WRID 4320 Intercultural Rhetoric & Writing		I/R	I/R	R, A	R, A	I/R, A	R, A		R, A	R, A	R, A	R, A
WRID 4381 Special Topics in WRID		I	I							R, A	R, A	R, A
WRID 4V85 Internship in WRID		I	I							R, A		R, A
WRID 4V85 Internship in Writing		R	R	R, A		R, A	R, A		R, A	R, A	R, A	R, A

Writing Studies Curriculum Map

	SLO 1 Demonstrates knowledge of key texts (knowledge of rhetorical theory/history)	SLO 2 Demonstrates awareness of conversations in the field (knowledge of rhetorical theory/history)	SLO 3 Demonstrates knowledge of key texts (knowledge of writing studies theory)	SLO 4 awareness of conversations in the field (knowledge of writing studies	SLO 5 audience and purpose (knowledge and application of genre	SLO 6 appropriate for the rhetorical situation (facility with standard writing	SLO 7 ability to offer insight into rhetorical, genre, and design choices (facility with standard writing	SLO 8 understanding of implications of rhetorical, genre, and design choices (facility with standard writing	SLO 9 appropriate grammar, punctuation, and diction (facility with standard writing
Blue highlight = required course I = Introduced R = Reinforced A = Applied									
Writing, Rhetoric, and Information Design (WRID) Major: Writing Studies Track									
WRID 2320 Introduction to Writing Studies			I	I	I/R	I/R			R, A
WRID 2325 Introduction to Rhetoric	I, A	I	R	R	I, A	R, A	R, A	I,R	A
WRID 3305 Writing as Information Design		I	I	I, R	I, A	R, A	R, A	I/R, A	R, A
WRID 3306 Information Design II	I/R	I		R	R, A	R, A	R, A	R, A	R, A
WRID 3307 Introduction to Editing				R	R, A	R, A	R, A	R, A	R, A
WRID 3310 Technical Writing		I,A		I, A	R, A	R, A	R, A	R, A	R, A
WRID 3315 CWC Practicum	I	I,A	I		R,A	I/R,A	I/R,A	I/R,A	I
WRID 3390 Discourse Analysis	I/R,A	I/R,A	I, A		R,A	R, A	R, A	I/R, A	R,A
WRID 4305 Comp. Theory and Pedagogy			I/R, A	I/R, A	R, A	I, R, A	A	A	R, A
WRID 4306 Information Design III	R, A	R, A	R, A	R, A	R, A	R, A	R	R	R, A
WRID 4308 Writing for Change		I,A			R,A	R, A	R	R	A
WRID 4309 Introduction to Publishing	R	I/R	R, A	R, A	R, A	R, A	R, A	R, A	R, A
WRID 4320 Intercultural Rhetoric & Writing	I/R	I/R			R, A	R, A	R, A	R, A	R, A
WRID 4360 Research Methods in WS			R, A	R, A	R, A	R, A	R, A	R, A	R, A
WRID 4381 Special Topics in WRID	I	I			R, A	R, A	R, A	R, A	R, A
WRID 4V80 Directed Study in Writing	I	I			R, A				R, A
WRID 4V85 Internship in Writing	R	R			R, A				R, A
One upper-division WRID course	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A

Technical & Professional Writing Portfolio Rubric

Goal	Outcome	0 - Absent	1 - Inadequate	2 - Adequate	3 - Good	4 - Excellent
Knowledge of rhetorical theory	Demonstrates knowledge of key texts.	Does not provide evidence of knowledge of key texts.	Minimal evidence or vague reference to key texts. References may be inaccurate or lack specificity and/or depth.	Demonstrates basic familiarity with key texts, but may lack substantive engagement and/or analysis.	Shows a solid understanding of key texts with some analytical insights.	Demonstrates in-depth understanding and insightful analysis of a range of key texts; demonstrates both breadth and depth.
	Demonstrates familiarity with conversations in the field.	Does not demonstrate awareness of field conversations.	Minimal, vague, or inaccurate recognition of field conversations; disconnected or superficial references.	Displays basic awareness of major conversations in the field but may lack substantive engagement and/or analysis. .	Engages with key conversations in the field and integrates them effectively.	Demonstrates comprehensive engagement and integration with key conversations in the field.
Rhetorically-based design choices	Demonstrates understanding of elements and principles of visual design.	Does not provide evidence of understanding visual design principles.	Minimal and/or ineffective application of visual design principles.	Basic understanding and application of visual design principles; design choices do not interfere with message, but may not effectively reinforce it.	Solid understanding and consistent application of visual design principles; design choices consistently reinforce the message of the text.	Mastery of visual design principles with consistently effective and creative application.
	Demonstrates understanding of linear/non-linear texts.	Does not provide evidence of understanding linear/non-linear texts.	Minimal recognition of principles of organization and navigation for both linear and non-linear texts; principles may be applied inconsistently or ineffectively.	Basic understanding of principles of organization and navigation for both linear/non-linear texts.	Demonstrates understanding and applies principles of organization and navigation for both linear and non-linear texts.	Sophisticated understanding and highly effective application of principles of organization and navigation for both line and non-linear texts.
	Demonstrates recognition of genre conventions.	Does not provide evidence of recognizing genre conventions.	Minimal recognition of genre conventions; frequent deviations or errors.	Basic recognition of genre conventions with occasional inconsistencies.	Solid recognition and adherence to genre conventions appropriate to context and purpose.	Expert recognition and highly effective adherence to genre conventions, enhancing rhetorical impact.

Goal	Outcome	0 - Absent	1 - Inadequate	2 - Adequate	3 - Good	4 - Excellent
Practical solutions for texts	Demonstrates informed choices for document delivery.	Does not provide evidence of informed choices for document delivery.	Minimal consideration of document delivery methods; methods may be poorly suited to audience or purpose.	Basic consideration of delivery methods; suitable to audience and purpose.	Thoughtful and effective choices for document delivery appropriate to the context.	Highly effective and varied document delivery choices that maximize audience engagement and purpose.
	Demonstrates effective use of multiple modes.	Does not include texts using multiple modes.	Minimal or ineffective use of multiple modes.	Basic use of multiple modes; meaning is reinforced, but may be inconsistent.	Effective use and integration of multiple modes to reinforce message appropriate to context.	Highly effective and/or creative integration of multiple modes to enhance audience understanding and impact.
	Demonstrates effective shaping of texts to fit audience and purpose.	Does not include evidence of shaping texts for audience or purpose.	Minimal or ineffective adaptation to audience and/or purpose; may be inappropriate or unclear.	Basic adaptation to audience and purpose; may lack specificity.	Effective and consistent adaptation of a variety of texts to fit audience and purpose.	Highly effective, nuanced adaptation of texts tailored to audience and purpose.
Critical awareness	Demonstrates ability to offer insight into rhetorical choices.	Does not include evidence of insight into rhetorical choices.	Minimal or superficial insight into rhetorical choices; may be ineffective and/or lack depth.	Basic insight into rhetorical choices articulated clearly, but may lack sophistication and/or creativity.	Solid insight into rhetorical choices with clear analysis grounded in rhetorical concepts.	Sophisticated and thoughtful insight into rhetorical choices with in-depth analysis grounded in rhetorical concepts.
	Demonstrates understanding of implications of rhetorical choices.	Does not demonstrate understanding of implications.	Minimal understanding of rhetorical implications; oversimplified.	Basic understanding of implications with some analysis.	Strong understanding of rhetorical implications with consistent analysis.	Sophisticated understanding of implications with insightful and detailed analysis.
Writing conventions	Demonstrates appropriate grammar, punctuation, and diction.	Frequent errors in grammar, punctuation, or diction; unclear or distracting writing.	Occasional errors that detract from clarity or professionalism.	Basic grammar, punctuation, and diction with minor errors that do not obscure meaning.	Consistently appropriate grammar, punctuation, and diction with rare errors.	Mastery of grammar, punctuation, and diction; writing is polished, clear, and professional.

Score: _____

Writing Studies Portfolio Rubric

Goal	Outcome	0 - Absent	1 - Inadequate	2 - Adequate	3 - Good	4 - Excellent
Knowledge of rhetorical theory	Demonstrates knowledge of key texts.	Does not provide evidence of knowledge of key texts.	Minimal evidence or vague reference to key texts. References may be inaccurate or lack specificity and/or depth.	Demonstrates basic familiarity with key texts, but may lack substantive engagement and/or analysis.	Shows a solid understanding of key texts with some analytical insights.	Demonstrates in-depth understanding and insightful analysis of a range of key texts; demonstrates both breadth and depth.
	Demonstrates familiarity with conversations in the field.	Does not demonstrate awareness of field conversations.	Minimal, vague, or inaccurate recognition of field conversations; disconnected or superficial references.	Displays basic awareness of major conversations in the field but may lack substantive engagement and/or analysis. .	Engages with key conversations in the field and integrates them effectively.	Demonstrates comprehensive engagement and integration with key conversations in the field.
Knowledge of writing studies theory	Demonstrates knowledge of key texts.	Does not provide evidence of knowledge of key texts.	Minimal evidence or vague reference to key texts.; References may be inaccurate or lack specificity and/or depth.	Demonstrates basic familiarity with key texts, but may lack depth or substantive engagement and/or analysis.	Shows a solid understanding of key texts with some analytical insights.	Demonstrates in-depth understanding and insightful analysis of a range of key texts; demonstrates both breadth and depth.
	Demonstrates familiarity with conversations in the field.	Does not demonstrate awareness of field conversations.	Minimal, vague, or inaccurate recognition of field conversations; disconnected or superficial references.	Displays basic awareness of major conversations in the field but may lack substantive engagement and/or analysis.	Engages with key conversations in the field and integrates them into the portfolio effectively.	Demonstrates comprehensive awareness and integration of key conversations with insightful contributions.

Goal	Outcome	0 - Absent	1 - Inadequate	2 - Adequate	3 - Good	4 - Excellent
Knowledge and application of genre	Uses genres appropriate for the rhetorical situation.	Lacks clear genre markers that align it with the intended rhetorical situation.	Contains inconsistent or conflicting signals, resulting in a piece that is confusing or misaligned with the intended rhetorical situation.	Application of genre conventions is uneven—certain sections adhere to genre expectations while others deviate.	Solid recognition and adherence to genre conventions appropriate to the rhetorical situation.	Expert recognition and highly effective application of genre conventions, enhancing rhetorical impact.
Development of Critical Awareness	Demonstrates effective shaping of texts to fit audience and purpose.	No evidence of shaping texts for audience or purpose.	Minimal adaptation to audience or purpose; often inappropriate or unclear.	Basic adaptation to audience and purpose with occasional mismatches.	Effective and consistent adaptation of texts to fit audience and purpose.	Highly effective and nuanced adaptation of texts perfectly tailored to audience and purpose.
	Demonstrates ability to offer insight into rhetorical, genre, and design choices.	Does not include evidence of insight into rhetorical, genre, and design choices.	Minimal or superficial insight into rhetorical, genre, and design choices; may be ineffective and/or lacks depth.	Basic insight into rhetorical, genre, and design choices with occasional depth. articulated clearly, but may lack sophistication and/or creativity.	Solid insight into rhetorical, genre, and design choices with clear analysis grounded in rhetorical concepts.	Sophisticated and thoughtful insight into rhetorical, genre, and design choices with in-depth analysis grounded in rhetorical concepts. .
	Demonstrates understanding of implications of rhetorical, genre, and design choices.	Does not demonstrate understanding of implications.	Minimal understanding of rhetorical, genre, and design implications; oversimplified.	Basic understanding of implications with some analysis.	Strong understanding of rhetorical, genre, and design implications with consistent analysis.	Sophisticated understanding of implications with insightful and detailed analysis.
Facility with standard conventions	Demonstrates appropriate grammar, punctuation, and diction.	Frequent errors in grammar, punctuation, or diction; unclear or distracting writing.	Occasional errors that detract from clarity or professionalism.	Basic grammar, punctuation, and diction with minor errors that do not obscure meaning.	Consistently appropriate grammar, punctuation, and diction with rare errors.	Mastery of grammar, punctuation, and diction; writing is polished, clear, and professional.

Score: _____

Writing, Rhetoric, & Information Design Major

STUDENT CONTRACT:
Technical & PROFESSIONAL WRITING TRACK

Welcome to the Technical and Professional Writing track! In order to keep our program strong and growing, and to ensure students are getting the training they need to meet the challenges of the workforce, the Writing, Rhetoric, and Information Design (WRID) faculty conducts a yearly assessment of our program.

This contract spells out what will be required of you so that we can successfully perform assessment. Please note: The contract should be signed the semester you declare the Writing major, and **must be on file** with the WRID Program Coordinator in order for him or her to sign your graduation application.

Purpose of the Technical & Professional Writing Track

The Technical and Professional Writing track of the WRID major is designed for students interested in the various ways people communicate, compose, and persuade in the twenty-first century. The Technical and Professional Writing track is designed to give students theoretical and practical experience in developing writing that makes things happen: white papers, training materials, reports, proposals, social media campaigns – information that people use to make decisions in the world. The track also provides substantive opportunities to work with community partners in designing and creating written products.

Three principles guide the selection and design of required courses:
1. Writers make decisions about a text's content, design, and delivery based on the rhetorical situation, or through consideration of the text's audience, purpose, and context.
2. Being an effective writer is not only about having particular skills, but also about imagining innovative strategies for communication.
3. Most writing, even when delivered in print, is generated using digital tools. The capabilities of these tools have expanded the ways in which we define writing.

The major in Writing, Rhetoric, and Information Design prepares students for jobs such as professional and technical writer, editor, grant writer, online content creator, social media manager, usability experience professional, teacher, and other jobs involving writing, information design, and publishing. Students will also have a good foundation for graduate study in professional writing, rhetoric, composition studies, law, journalism, business, and education.

Revised Spr24

Assessment Criteria: Program Goals and Outcomes

Knowledge of rhetorical theory and history

    Knowledge of key texts

    Awareness of conversations in the field

    Awareness of dominant perspectives in the field

An ability to solve practical communication problems in both print and digital environments Effective use of multimedia

    Understanding of linear/nonlinear texts

    Recognition of genre conventions

An ability to make rhetorically-based design and delivery choices

    Informed choices for document delivery

    Understanding of elements and principles of visual design

    Effective shaping of texts to fit audience and purpose

Development of critical awareness

    Ability to offer insight into rhetorical choices

    Understanding of implications of rhetorical choices

Facility with standard writing conventions

    Appropriate grammar, punctuation, and diction

Portfolio Contents

Students should **retain** and **back up** all major projects from courses in the Technical and Professional Writing track, with particular emphasis on projects submitted in core courses.

Keeping in mind the assessment criteria above, students should curate a selection of projects that demonstrates all of the goals and outcomes of the Technical and Professional Writing track. This selection process is, itself, a rhetorical endeavor and therefore a demonstration of what you have learned. The following elements **must** be included, though a single document might fulfill more than one criterion:

1. **Five complete projects,** in which a "project" is defined as a document (in any medium) and a corresponding reflection that describes the rhetorical choices that shaped that document. Projects must showcase a range of media and genre.
    a. Three of the five documents must be **intended for digital delivery.**
    b. One project must demonstrate knowledge of **rhetorical theory and history.** Acceptable projects would be an essay or exam on theory and/or history, or a document in which the reflection explicitly addresses how historical rhetorical concepts have shaped the document.
    c. One project must include a reflection that explicitly addresses the rhetorical **situation and how it shaped the document.**
    d. One project must include a reflection that explicitly addresses principles of **document design and how they shaped the document.**
2. **Reflective introduction** (roughly 1000 words) that explains how the included documents demonstrate the program goals and outcomes listed above.

Portfolio Format and Submission

1. The portfolio should be submitted as a **Wordpress blog site** (wordpress.com) or other previously agreed-to platform**.** Select a theme or design that conveys the ethos you wish to project.
2. The **Reflective Introduction should be posted on the homepage** of the site. Be sure to include concise and informative headings that will help readers find information efficiently.
3. The five projects you choose to include in your Wordpress portfolio should **be linked within the Reflective Introduction,** at the points at which they are introduced and discussed.
4. The portfolio will not be accepted without **all elements included.**
5. A link to the portfolio must be **emailed to the major advisor** by the **last day of classes in the graduating semester.**
6. Portfolios must remain available until **the beginning of the subsequent fall semester**, unless other arrangements are made with the major advisor.

STUDENT CONTRACT:
Technical & PROFESSIONAL WRITING TRACK

I have read this document and understand its contents. My signature below indicates that I understand I must turn in a complete portfolio prior to graduation. I further agree to complete these requirements to the best of my ability.

_____   _____   _____
Student   *Print Name*   *Date*
(signature)

_____   _____   _____
WRID Program Coordinator   *Print Name*   *Date*
(signature)

Revised Spr24

Writing, Rhetoric, & Information Design Major

STUDENT CONTRACT:
WRITING STUDIES TRACK

Welcome to the Writing Studies track! In order to keep our program strong and growing, and to ensure students are getting the training they need to meet the challenges of the workforce, the Writing, Rhetoric, and Information Design (WRID) faculty conducts a yearly assessment of our program.

This contract spells out what will be required of you so that we can successfully perform assessment. Please note: The contract should be signed the semester you declare the WRID major, and **must be on file** with your WRID Program Coordinator in order for him or her to sign your graduation application.

Purpose of the Writing Studies Track

The Writing Studies track of the WRID major is designed for students interested in the various ways people communicate, compose, and persuade in the twenty-first century. The Writing Studies track invites students to analyze and research the ways in which language is crafted to reach specific audiences for specific purposes. This track provides substantive opportunities to explore the histories, theories, and circumstances in which written text is created and used, including social history of writing as a technology; theories on writing and identity, ideology, and politics; writing as a mode of expression, cognition, and memory; and writing as recognizable form and genre.

Three principles guide the selection and design of required courses:
1. Writers make decisions about a text's content, design, and delivery based on the rhetorical situation, or through consideration of the text's audience, purpose, and context.
2. Being an effective writer is not only about having particular skills, but also about imagining innovative strategies for communication.
3. Writing, whether delivered in print or digitally, is informed by both expected and emerging genre conventions. Knowledge behind genre conventions and their affordances shapes the way writing is used successfully in particular rhetorical situations.

The major in Writing, Rhetoric, and Information Design prepares students for jobs such as professional and technical writer, editor, grant writer, online content creator, social media manager, usability experience professional, teacher, and other jobs involving writing, information design, and publishing. Students will also have a good foundation for graduate study in professional writing, rhetoric, composition studies, law, journalism, business, and education.

Assessment Criteria: Program Goals and Outcomes

Knowledge of rhetorical theory and history

 Knowledge of key texts

 Awareness of conversations in the field

Knowledge of writing studies theory

Demonstrates knowledge of key texts

Demonstrates awareness of conversations in the field

Knowledge and application of genre conventions

Demonstrates effective shaping of texts to fit audience and purpose

Uses genres appropriate for the rhetorical situation

Development of critical awareness

 Ability to offer insight into rhetorical choices

 Understanding of implications of rhetorical , genre, and design choices

Facility with standard writing conventions

 Appropriate grammar, punctuation, and diction

Portfolio Contents

Students should **retain** and **back up** all major projects from courses in the Writing Studies track, with particular emphasis on projects submitted in core courses.

Keeping in mind the assessment criteria above, students should curate a selection of projects that demonstrates all of the goals and outcomes of the Writing Studies track. This selection process is, itself, a rhetorical endeavor and therefore a demonstration of what you have learned. The following elements **must** be included, though a single document might fulfill more than one criterion:

1. **Five complete projects,** in which a "project" is defined as a document (in any medium) and a corresponding reflection that describes the rhetorical choices that shaped that document. Projects must showcase a range of media and genre.
   a. These five documents should include a mixture of **print and digital delivery**.
   b. One project must demonstrate knowledge of **writing studies theory.** Acceptable projects would be an essay or exam on theory or a document in which the reflection explicitly addresses how writing studies concepts have shaped the document, such as a course syllabus or teaching/tutoring philosophy project.
   c. One project must demonstrate knowledge of **rhetorical theory and history.** Acceptable projects would be an essay or exam on theory and/or history, or a document in which the reflection explicitly addresses how historical rhetorical concepts have shaped the document.
   d. One project must include a reflection that explicitly addresses the **rhetorical situation and how it shaped the document, informing genre and design choices.**
2. **Reflective introduction** (roughly 1000 words) that explains how the included documents demonstrate the program goals and outcomes listed above.

Portfolio Format and Submission

1. The portfolio should be submitted as a **Wordpress blog site** (wordpress.com) or other previously agreed-to platform**.** Select a theme or design that conveys the ethos you wish to project.
2. The **Reflective Introduction should be posted on the homepage** of the site. Be sure to include concise and informative headings that will help readers find information efficiently.
3. The five projects you choose to include in your Wordpress portfolio should **be linked within the Reflective Introduction,** at the points at which they are introduced and discussed.
4. The portfolio will not be accepted without **all elements included.**
5. A link to the portfolio must be **emailed to the major advisor** by the **last day of classes in the graduating semester.**
6. Portfolios must remain available until **the beginning of the subsequent fall semester,** unless other arrangements are made with the major advisor.

STUDENT CONTRACT: WRITING Studies TRACK

I have read this document and understand its contents. My signature below indicates that I understand I must turn in a complete portfolio prior to graduation. I further agree to complete these requirements to the best of my ability.

_____   _____   _____

Student   *Print Name*   *Date*
(signature)

_____   _____   _____

WRID Program Coordinator   *Print Name*   *Date*
(signature)

Revised Spr24