## WEI Writing Outcomes – by School & Major

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| **School** | **Dept.** | **Major** | **Writing Outcomes** |
| **Arts and Sciences** | Art | Art History | We currently have several **writing-related goals and outcomes** for majors. For the purposes of the Writing Excellence Initiative, we propose to focus on this one:  By the time of graduation, students will be able to write a thesis-driven essay that synthesizes at least two texts.[[1]](#footnote-1) This essay’s audience is interested “students” of the discipline, be they amateur or professional. In order to achieve this outcome, students will have to: be able to locate, distinguish among, and accurately understand a sufficiently complete variety of texts; be able to articulate the existing conversations around these materials; be able to synthesize these materials; show that they have given all the relevant ideas presented in these materials respectful and fair consideration; and take a position on them. The audience will thus be able to gain a greater awareness of the existing conversation on those texts as well as understand the author’s position and why that position has been taken.  It is our opinion that this Writing Outcome is an example of both **Writing to Learn** and **Writing in a Discipline**. |
| **Arts and Sciences** | Art | Arts Administration | · Goal 1: The student can effectively discuss the formal elements of works of art.  · Goal 2: The student can effectively articulate the relationship between formal and contextual elements.  · Goal 3: The student demonstrates the ability to clearly articulate the parameters of a proposed body of work.  · Goal 4: The student demonstrates the ability to integrate research and theory with personal perspectives. |
| **Arts and Sciences** | Biology | Biology | Writing in a discipline. Evaluate a subset of Senior Seminar research and review papers by at least 2 full-time Biology faculty using a standardized rubric. |
| **Arts and Sciences** | Chemistry | B.S.-Chemistry; B.A.-Chemistry; B.S.-Biochemistry | The process of establishing the departmental writing goals involved departmental brainstorming sessions at which expectations and types of writing were discussed. What started as a laundry list of possible outcomes was synthesized initially to four possible writing goals (professional records, professional communication, public communication, analysis) and then finalized to three more inclusive goals. The final goals are now incorporated in the departmental student learning objectives seen below in 21. Writing goals are specifically covered in Learning Goal #2, Student Learning Outcome #1. |
| **Arts and Sciences** | Computer Science | Computer Science | Students will be able to use writing to learn to better understand a problem and to devise solutions to that problem.  (Writing to learn)  Students will be able to clearly and concisely communicate a written algorithmic solution. (Writing in the discipline) |
| **Arts and Sciences** | Core |  | ● Writing as a Citizen: To help prepare every Elon graduate to communicate effectively with other members of his or her communities on issues of local, regional, or global significance.  ● Writing to Learn: To help prepare every Elon graduate to use writing to understand new content and perspectives, analyze information and problems, generate knowledge, and make a difference. |
| **Arts and Sciences** | Dance Performance & Choreography | Dance Performance & Choreography | · Professional  o Examples include resume, artist statement, choreographic descriptions of original work, grant writing, writing text for online digital portfolio, designing an online portfolio  · Persuasive  o Examples include grant writing, concept paper for senior thesis project and online digital portfolio |
| **Arts and Sciences** | Education | Early Childhood Education | **Writing as a citizen.**  Upon completion of the Early Childhood Education major, students will write to advocate for policy adoption and/or change on a selected early childhood issue. To achieve this aspirational writing outcome (AWO), students will:   * Identify a specific audience and tailor their writing accordingly * Communicate research findings to readers (who may be outside the field of early childhood education) * Articulate a clear, succinct, and persuasive message regarding their policy recommendation * Provide guidance to the audience regarding action steps |
| **Arts and Sciences** | Education | Middle Grades | Candidates will be able to compose a report, similar to a scholarly blog post written for the general public, that articulates why content knowledge is important for teachers; connects state and national content standards to a curricular topic; demonstrates an ability to select appropriate, scholarly resources; summarize main ideas; and displays a deep understanding of a curricular topic. (Writing to Learn)  Candidates will be able to compose a comprehensive unit plan, which could be read and used by any middle level (6 – 9) teacher in North Carolina, that specifies the knowledge, skills, and dispositions students will master; connects state and national content standards to curricular objectives; explains multiple ways to meet the needs of diverse learners; and links curricular content to “big ideas” and the lives of the students. (Writing in a Profession) |
| **Arts and Sciences** | Education | Special Education | **Writing in a discipline.**  Our writing outcome will be for our senior special education majors to write an effective, objective, and well-crafted IEP for a student of their choosing; along with the accompanying reflection paper. |
| **Arts and Sciences** | Education | Elementary Education | Our writing outcomes focus on writing to learn for various purposes within the discipline of education. Because the placement of the pieces of evidence within our WEI occur within a progression through our program, the students are forced to think about the many reasons they will write to learn as an educator. We have emphasized those in the table below.  Teacher candidates will be able to:   * Explain the importance of a depth of content knowledge for the elementary teacher. * Locate and use elementary content standards to articulate enduring understandings and theoretical connections within a discipline. * Locate and evaluate resources that outline key subject-area content, which includes ways of knowing. * Create a bibliography using accurate APA format to demonstrate breadth and quality of research. * Understand and articulate academic content in order to teach it effectively to students. |
| **Arts and Sciences** | English | PWR | Because we are a writing major, we already had significant writing outcomes in our assessment. we added the following three objectives to assessment multimedia writing, which was missing from our existing rubrics:  2f Students will learn to approach a wide variety of communication practices (e.g., visuals, multimedia, collaboration, and research) from the perspective of writing and rhetoric. Graduates should be able to demonstrate that they can… create/compose/design multimedia projects that respond appropriately to specific rhetorical situations (audience, purpose, context, delivery). (**writing in disciplines/for professions** - 215, 217, 397, and portfolio).  3e Students will study a wide variety of rhetorical techne (i.e., strategies) and, by working within and reflecting on actual rhetorical contexts, learn to adapt and develop rhetorical strategies and heuristics appropriate to specific situations. Graduates should be able to demonstrate that they can… rationalize and justify the choice of media for texts. (**writing to learn** - 215, 217, 304, and portfolio).  6f (existing outcome reimagined) Students will understand that writing participates in socially constructing the worlds within which we live, work, play, etc. Graduates should be able to demonstrate that they can… apply their understanding of professional writing and rhetoric to lead effectively in personal, social, civic, and professional contexts when appropriate. [examined through the lens of multimedia (**writing as a citizen** - 215, 304, 397, and portfolio)]. |
| **Arts and Sciences** | English | Creative Writing | Writing as a Citizen.  GOAL: Students will engage in aesthetic and effective written critique—both holistically and line-by-line—of peers’ original literary work. |
| **Arts and Sciences** | English | Literature and Teaching Licensure | WRITING IN THE DISCIPLINE  GOAL 1: Students will learn how to produce original interpretive essays informed by a variety of frameworks. Graduates should be able to demonstrate that they can:   * Develop and defend independent, original interpretations of literar**y** texts * Synthesize evidence from a variety of appropriate sources and use correct documentation * Present research in public forums including in class, at SURF or at NCUR or in print publications   WRITING TO LEARN  GOAL 2: Students will learn to construct and critique scholarly arguments. Graduates should be able to demonstrate that they can:   * Develop and practice a repertoire of composing processes for conceptualizing, developing and completing projects—including strategies for invention and working through multiple drafts * Develop and practice giving and responding to feedback on works in progress with peers * Develop and practice methods for critiquing published scholars in the field |
| **Arts and Sciences** | Environmental & Ecological Science | Environmental & Ecological Science | Writing in the Discipline  ENE majors will demonstrate strong communication skills and effective writing as an environmental scientist including the following standard forms of scientific writing­ professional presentation abstracts, research papers, and review papers.  ENS majors will demonstrate strong transdisciplinary communication skills and effective writing in the Social Sciences, Sciences, Arts, and Humanities including the following standard forms of writing-research papers, review papers, position papers, and critical discourse papers.  Writing to Learn  All graduates will be able to articulate the broad interconnections and interactions of environmental issues through a variety of lens including cultural, historical, social, political, economic and scientific in a clear, cogent writing style.  All graduates will be able to able to produce, as well as use, critical peer review feedback that improves the final writing product  Writing as a Citizen  All graduates will be able to evaluate and critique an argument for a particular course of civic action though evidence-based reasoning and identification of the underlying assumptions of such action in a letter to a public official or an editorial piece. |
| **Arts and Sciences** | Environmental Studies | Environmental Studies | Writing in the Discipline  ENE majors will demonstrate strong communication skills and effective writing as an environmental scientist including the following standard forms of scientific writing­ professional presentation abstracts, research papers, and review papers.  ENS majors will demonstrate strong transdisciplinary communication skills and effective writing in the Social Sciences, Sciences, Arts, and Humanities including the following standard forms of writing-research papers, review papers, position papers, and critical discourse papers.  Writing to Learn  All graduates will be able to articulate the broad interconnections and interactions of environmental issues through a variety of lens including cultural, historical, social, political, economic and scientific in a clear, cogent writing style.  All graduates will be able to able to produce, as well as use, critical peer review feedback that improves the final writing product  Writing as a Citizen  All graduates will be able to evaluate and critique an argument for a particular course of civic action though evidence-based reasoning and identification of the underlying assumptions of such action in a letter to a public official or an editorial piece. |
| **Arts and Sciences** | Exercise Science | Exercise Science | 1. Define learning outcomes for writing for graduating majors.  *Spring 2014 Completed*  2. Assess the writing of graduating seniors against the outcomes.  *Summer 2014 Completed*  3. Map and analyze current writing instruction, practice, and feedback in the curriculum.  *Fall 2014 and Spring 2015 Completed*  4. Create a plan for progressively developing students’ writing abilities to achieve writing outcomes as students advance through the curriculum.  *Spring and Fall 2015 Completed*  Writing assignments, instruction, and grading for contributing courses was reported by instructors during fall and spring 2015 to generate the typical assignments, instruction, and grading schemes for writing within the curriculum. Desired support and training was identified.  5. Implement and refine the plan.  *Spring 2016 and beyond* |
| **Arts and Sciences** | Health & Human Performance |  | * 1. Writing Learning Outcome: By the time of graduation, students will be able to construct a persuasive evidence-based composition advocating the value of physical education and health, addressed to an appropriate audience, using an appropriate genre/text.   2. Categories: Writing in a discipline/profession and as a citizen |
| **Arts and Sciences** | History & Geography | BA in History | Faculty in the History major have spent years developing an evaluation rubric designed to identify and allow us to assess the skills and characteristics we hope and expect our graduating seniors have. That rubric has been used to evaluate the “comprehensive exam” paper that senior seminar students must do. This rubric has undergone several stages of development and revision in the last 10 years and reflects what most departmental historians believe to be reasonable outcomes. These outcomes were: successful students will be able to develop an interpretive argument based on logical, well-­‐ organized analysis of primary documents within a clearly defined historical field, in an essay that has accurately cited sources and is free of lower-­‐order errors. |
| **Arts and Sciences** | Human Service Studies | Human Service Studies | The Human Service Studies Department's WEI focus is grant-writing, a form of writing in the discipline/profession. All HSS majors enrolled in HSS 411 Designing and Assessing Human Service Programs work in student teams to write a grant for a local non-profit organization. We identified the following as desired writing outcomes in that assignment:  1) Locate, understand, and communicate empirical evidence pertinent to the grant's focus, including both scholarly literature and agency -generated data, which demonstrates the existence of an important social issue and describes concretely its manifestation in the local community.  2) Synthesize above evidence clearly and concisely for a non-expert audience.  3) Articulate an appropriate programmatic intervention to address the identified local community issue (as defined in steps 1 and 2 above), clearly indicating how the intervention relates to either the causes of effects of the issue.  4) Construct output and outcome measure for future assessment as well as an appropriate method of assessment for each.  5) Make a convincing argument for the grant activity as a priority, addressing both anticipated benefits and anticipated counterarguments. |
| **Arts and Sciences** | Interdisciplinary Drama and Theatre Studies Degree Program | Interdisciplinary Drama and Theatre Studies Degree Program | In the 2015-2016 academic year, through discussion with the core Drama and Theatre Studies faculty (Kevin Otos, Scott Proudfit, Susanne Shawyer), we identified the following aspirational writing outcomes for our degree program:  Goal 1: Students will learn to produce an original interpretive essay informed by a variety of theoretical and critical frameworks. By the end of the degree program, students should be able to:  Outcomes:   * develop original interpretations of plays, performers, and/or practitioners * synthesize and use evidence persuasively and appropriately in the construction of an argument   Goal 2: Student will learn to communicate interpretations of and histories of theatre productions and/or practitioners for a general audience. By the end of the degree program, students should be able to:  Outcomes:   * conduct dramaturgical analysis and/or dramaturgical research appropriate to a script, production, or practitioner * present dramaturgical research and/or analysis for a general audiences either orally, in writing, through visual display, or by means of other media   The first goal is primarily writing to learn (although can be considered writing for the profession for students pursuing graduate study in Drama and Theatre Studies). The second goal is primarily writing for the profession. |
| **Arts and Sciences** | International and Global Studies | International and Global Studies | Writing as a citizen.  General goal: Our writing outcome is geared toward helping our majors write to learn content that is part of international and global studies and toward helping our majors write as a citizen, particularly one that has strong inter-cultural competency and that can speak to audiences of different background with different perspectives.  Outcome: By the time of graduation, students will be able to write a comparative and integrative essay that incorporates how broad patterns of global change articulate themselves at the local, regional, and/or national levels. The essay should be written in a manner accessible to both professional and lay audiences. In order to achieve this outcome, students will have to hone two other foundational writing-related skills: to synthesize pertinent information from primary and secondary sources (sources not necessarily in English) and to write an evidence-based argument. |
| **Arts and Sciences** | Mathematics |  | We are focusing mainly on writing in a discipline/profession, although there are elements of writing to learn as well. Our writing outcomes are:   * Structure * Logical progression * Professional Style * Clarity * Grammar/spelling * Process of writing * Pre-writing organization, and review/revision * Process within the project * Scaffolding of the material * Relevance * Context/Interpretation/Significance |
| **Arts and Sciences** | Music | Music Education | By the time of graduation, through work in all levels of our curriculum, students will progressively develop the skills necessary to achieve the program goals by being able to:  Write in a professionally concise and intellectual manner, demonstrating critical and analytic thinking, and with well-supported research facts when necessary, an educational portfolio (which includes the following: unit plans [with Enduring {Essential} Understanding and Rationales, along with SIP and demographic information], lesson plans, grant proposals, teaching performance reflections, peer evaluative documents, student evaluative documents, year-end reports, letters to parents, student ensemble handbooks, a wide variety of purchase agreements, monthly newsletters, the necessary paperwork to request and take students on field trips, School Board communiques, program notes, posters, and fliers) intended to be read by Coordinator of Music Education and the North Carolina Department of Public Instruction in order to help the different audiences understand and integrate and assimilate the information in meaningful and useful ways. |
| **Arts and Sciences** | Music | Music in Liberal Arts | Write in a professionally concise and intellectual manner, demonstrating critical and analytic thinking, and with well-supported research facts, **research papers** that focus specifically on music and musical analysis, as well as papers which connect with the content and style of other disciplines, which are intended to be read by graduate school admission counselors, peers, graduate school professors, and professional colleagues in order to not only enter a graduate music program but also be successful in earning an advanced degree. |
| **Arts and Sciences** | Music | Music Performance | 1. Write in a professionally concise and intellectual manner, demonstrating critical and analytic thinking, and with well-supported research facts when necessary, **program notes** for recitals which enhance the performance, intended to be read by audiences, faculty and peers. 2. Be prepared to and have the ability to write **research papers** that focus specifically on music and musical analysis, connect with the content and style of other disciplines, and are intended to be read by graduate school admission counselors, peers, graduate school professors, and professional colleagues in order to not only enter a graduate music program but also be successful in earning an advanced degree. |
| **Arts and Sciences** | Music | Music Production and Recording Arts | Graduates completing a degree in MPRA will successfully communicate professional commercial audio and musical concepts in written formats.  **Relative Outcomes**   1. Develop creative solutions for music industry questions to inform current and future music technologists    1. **Reflective reports** relating deep and purposeful experiences and knowledge in the field    2. **Reflective essays** exploring personal growth and connections to application of knowledge |
| **Arts and Sciences** | Performing Arts | Acting | Goal 1 – Be Able to Create an Effective and Professional Set of Resumes. This goal has received rather informal instruction through an annual session with our majors and sometimes through seniors having their resumes evaluated by visiting professionals. We need to find more formal and formative opportunities for this instruction to provide practice for the students to develop their resumes. Having a final assignment in the senior year would be very appropriate in preparing students for their entry to the profession.  Goal 2 Be Able to Create an Effective and Professional Web Site. We feel this goal is essential for our young professionals. It currently receives no attention and students only engage in this activity independently with no instruction, feedback, or assessment. We need to spend significant time and energy addressing this goal. The senior year would provide an excellent place to ask students to create their actual web sites and demonstrate this vital professional writing skill prior to graduation. |
| **Arts and Sciences** | Performing Arts | Music Theatre | ARAP submitted, still identifying writing outcomes. |
| **Arts and Sciences** | Physics/Engineering |  | 1. Students write an Abstract, “a concise synopsis of the design itself, the motivation for having the design, and the design's effectiveness.” [2] This is writing in the discipline/profession.  2. Students write an Introduction identifying “the design problem, the objectives of the design, the assumptions for the design, the design alternatives, and the selection of the design being reported.” [2]. This is writing in the discipline/profession.  3. Students write an Experimental or Computational Approach “detailing the steps of a procedure or design process” utilizing “graphics, images, schematics, and photographs” as appropriate [1]. This is writing in the discipline/profession.  4. Students write Results and Discussion “detailing the findings from the procedures described” in the Experimental or Computational Approach utilizing tables as appropriate [1] and explaining “the theory behind the design, the problems encountered (or anticipated) in producing the design, how those problems were (or could be) overcome, and the results of any tests on the design.” [2]. This is writing to learn and writing in the discipline/profession. |
| **Arts and Sciences** | Physics | Physics | 1. Students graduating with a BS in physics will write a journal-style article reporting the results of experiments they have performed. This article will be designed to convey the importance of those results to another interested physicist. (writing in a discipline)  2. Students (BA or BS) will be able to summarize complex scientific ideas and confront scientific misconceptions in a way that will allow someone who is interested in the topic, but not very knowledgeable in it, to expand their understanding. The style of this summary would be similar to what you might find in a newspaper opinion piece, or a popular magazine. (writing as a citizen) |
| **Arts and Sciences** | Philosophy | Philosophy | Giving students practice in working through their thinking through writing by having them focus on questions about which they do not already have a set opinion or about issues where they see both (or the many) sides of an issue. Writing to Learn. |
| **Arts and Sciences** | Political Science | Political Science | Our department took our Departmental Goals, which have a very heavy emphasis on writing, anddeveloped specific writing goals and outcomes for Political Science. See attached Political Science Writing Goals and Outcomes.From these writing goals we developed a rubric for assessing our senior seminar papers in Spring2014. See Writing Evaluation Rubric – Political Science Senior Seminar (attached). |
| **Arts and Sciences** | Psychology | Psychology | Our writing outcomes target writing thoughtfully (1, 2) within disciplinary conventions (3), and with good habits of revision (4). Although aspects of all 4 objectives align with Writing to Learn and Writing in a Discipline, Objectives 1, 2, & 4 *primarily* target Writing to Learn, whereas Objective 3 *primarily* targets Writing in the Discipline.   1. **Integrates evidence from multiple sources to construct arguments.**   Defining features:   * uses most sources more than once * supports most points with more than one source * organizes use of sources around common themes  1. **Creates logical arguments thoroughly supported by evidence.**   Defining features:   * selects material/sources that contribute to the arguments * maintains internal consistency across arguments * critiques or uses existing data/conclusions/theories to advance arguments or propose alternative ideas  1. **Concisely summarizes and interprets key points and relevant information from existing works.**   Defining features:   * includes only relevant information (e.g., theories vs. population vs. tasks vs. findings) * provides details of previous research strategically (e.g., includes participant number and makes clear why that is important) * avoids use of quotes  1. **Provides and uses feedback to address higher order concerns.**   Defining features:   * comments/responds to comments on argument structure, such as organization and logic * comments/responds to comments on effectiveness of data/conclusions/theories used * comments/responds to comments on relevance of material selection and level of detail * comments/responds to comments on precision of terminology used |
| **Arts and Sciences** | Public Health Studies | Public Health Studies | Writing goals are focused on writing in the discipline.  Learning goal:  Students in PHS will: Synthesize interdisciplinary approaches to the analysis of the determinants of health and disease as well as interventions to eliminate or control diseases and other health impairing conditions. |
| **Arts and Sciences** | Religious Studies | Religious Studies | Construct a thesis and develop a supporting cogent argument on a particular topic that incorporates theories and methods from the field of Religious Studies (e.g. writing sample for graduate school). |
| **Arts and Sciences** | Soc/Anth | Soc/ Anth | SOCIOLOGY Writing Outcomes and Goals   1. Students will be able to create, for a specific audience, an evidence based argument that addresses a social problem through the synthesis of scholarly literature with data collected as part of an original research project. **WRITING AS A CITIZEN**   Goals:   1. Students will recognize and describe social problems 2. Students will demonstrate awareness of their own views and biases about social phenomena. 3. Students will evaluate the claims of research (for example, distinguishing between descriptive and explanatory research, and/or assessing for causality versus spuriousness). 4. Students will identify, evaluate, and properly cite scholarly literature. 5. Students will contextualize their original research within the body of existing knowledge. 6. Students will consider possible audiences (for example, public, scholarly, professional) select the appropriate audience, and tailor writing to that audience. 7. Students will analyze the theoretical perspectives that inform social research. 8. Students will produce original research using primary or secondary data. 9. Students will be able to critically analyze and evaluate the nuances of concepts, theories, and research findings through applying them to a particular social phenomenon. **WRITING TO LEARN**   Goals:   1. Students will articulate what is meant by a "social phenomenon" 2. Students will discern the difference between sociological and popular/"common sense" approaches to social phenomena. 3. Students will analyze personal and interpersonal issues within a broader societal context 4. Students will assess the relevance of concepts, theories, and research findings for answering a sociological question. 5. Students will apply sociological concepts, theories, and research findings to personal and public issues. 6. Students will discern between central and peripheral concepts, theories, and research findings regarding a particular social phenomenon 7. Students will identify biases in their or others' application of concepts, theories, and research findings 8. Students will support their conclusions with concepts, theories, and research findings. 9. Students will recognize, describe, evaluate, and integrate major sociological theorists and theories 10. Students will identity strengths and weaknesses of varied research methods for addressing particular social phenomena.   ANTHROPOLOGY Writing Outcomes and Goals   1. Students will be able to create an evidence based argument that addresses a social problem, research question, or hypothesis through the synthesis of scholarly literature with data collected as part of an original research project. **Write in a Discipline** as well as **Write to Learn**   Goals:   1. Students will identify a social problem and/or develop a research question or hypothesis 2. Students will synthesize and evaluate existing literature 3. Students will learn data collection methods 4. Students will collect primary or secondary data as a part of an original research project 5. Students will write field notes 6. Students will contextualize their data within existing scholarship and theory 7. Students will create an evidence based argument 8. Students will be able to take anthropological perspectives and apply them to a particular social problem or research issue and report to stakeholders.  **Write as a Citizen**   Goals:   1. Students will identify a social problem or research issue in one or more subfields of anthropology 2. Students will identify and develop an understanding of a relevant audience or stakeholder 3. Students will consider the issue of audience in terms of presentation, content and style 4. Students will create a product for stakeholders 5. Students will identify the potential application(s) of the newly created knowledge and anticipate unintended consequences |
| **Arts and Sciences** | Sport & Event Management | Sport & Event Management | Goal 1: The student will be able to demonstrate proficiency in organizing content effectively to write with clarity for different audiences and management platforms in the sport management industry.Goal 2: The student will be able to apply course knowledge (facilities, research, law, marketing, finance, sales, event management) to practical experiences in the industry through application and/or reflection in the field.Goal 3: The student will be able to analyze an industry problem, research solutions, and create conclusions from sources of evidence to make decisions and solve challenges faced by the industry. |
| **Arts and Sciences** | Statistics | Statistics | A. Craft clear and concise written communications to address specific audiences (e.g. lay person, peers, and professionals).B. Use format appropriate to professional standards and conventions.Goal A is related to writing in a discipline/profession. Sometimes statisticians are writing up results for others with a strong statistical background. However, statisticians often communicate statistical results with individuals who have very limited statistical training, if any. Therefore, it is important to be able to clearly convey results in a manner which is understandable by individuals with varying levels of statistical knowledge. Goal B is also related to writing in a discipline/profession. |
| **Arts and Sciences** | World Languages  And Cultures | Spanish and French | 1. Write a research paper in the target language intended for specialists in the field that will extend the field’s knowledge and that employs their critical thinking abilities. Students will follow the linguistic, rhetorical, stylistic, and mechanical conventions of the types of research papers they are writing and will analyze primary texts in the target language. Students will also integrate intercultural competencies from the list below.This WO is writing to learn, writing in a discipline/profession, and writing as a citizen.2. Create a multimedia presentation and write an essay in the target language addressed to a general audience interested in the field. The multimedia presentation and the written analysis will result from students’ pre-, during and post- study abroad experience. All steps of this experience will be guided by a faculty member in the department of WLC in order to provide key interventions and help students process their experiences and gain a richer understanding of them. Through the presentation and the analysis essay, students will help the audience understand the target culture in relation to their own, by demonstrating the intercultural competencies and linguistic proficiencies described below.This WO is writing to learn and writing as a citizen. |
| **Business** | Accounting | Bachelor of Science in Accounting | On October 17, 2013, the Accounting Department faculty held a workshop moderated by Paul Anderson, which also included an Accounting Board of Advisors representative and two Business Communication faculty members. In preparation for the meeting, participants received a copy of John C. Bean’s Engaging Ideas and were instructed to read several relevant chapters. All found the material useful and the major revelation was that writing is helpful for integrating critical thinking into accounting assignments.  At this meeting, the Accounting faculty agreed that we would focus on writing in our discipline. To support this decision, we referred to the AICPA’s 2011 CPA Vision Project, which provided a core competency framework. One of the core skills highlighted was communicating business information. Expectations are that individuals entering the accounting profession will have the skills necessary to give and exchange information within a meaningful context and with appropriate delivery. Our graduates should have the ability to listen, deliver powerful presentations, and produce examples of effective business writing (Mapping of the AICPA Core Competency Framework to the Skills Tested on the CPA Exam, 2011, p. 6).  Our Board of Advisors representative shared his insights of writing in a corporate setting and what he believes is key to effective business communication. Information from a spring 2013 survey of recruiters, managers, and accounting graduates also provided information about genres and writing competencies. We discussed what constitutes writing in accounting and compiled a list of potential outcomes and measures of those outcomes. From this list, three specific outcomes were selected, mapped to our departmental learning objectives, and later approved by the accounting faculty on November 22, 2013 (See Appendix A). Although there are other usable outcomes, our chosen outcomes reflect genres used in our profession and are associated with three accounting courses, which progress through our major to our capstone course. |
| **Business** | Economics | Economics | Writing to Learn  WO 1: Effectively develop a written thesis to analyze a complex economic problem. An effective thesis will convince the reader of the economic importance of the issue, as well as clearly demonstrate the originality of the work and place it within the context of the economic literature.  WO 2: In a written thesis, students will “identify key aspects of an issue and reach a conclusion using appropriate methods and standards of evaluation” Thoma (JEE 1993).  (This is also Writing in a Discipline)  WO 3: Construct an evidence-based argument which reflects upon the implications of the conclusion with interesting new questions to be explored.  Writing in a Discipline  WO 4: Students write a well-structured Economics academic research paper based on their original research that extends the knowledge of other specialists. In some of the best cases, the work produced will be of a quality that warrants publication in Disciplinary Journals at (usually) the undergraduate level (for example Issues in Political Economy), and occasionally in one of the professional academic journals of Economics (usually with a faculty co-author).  WO 5: Students will effectively use economic theory and reasoning as the basis for their written argument. 2  Writing as a Citizen  WO 6: Using economic theory, data, and/or literature, students will be able to construct an evidence-based argument which citizens can understand, and policymakers can use to support their proposed regulations. |
| **Business** | Management | Management | Aspirational Writing Outcomes (WOs)  1. Persuasive – “Advocate a Point of View to a specified target audience”  2. Informational – “Communicate a balanced, cogent summation of disparate data.”NOTE: ‘Evidenced based’ to be listed as a critical behavior incident in rubrics  Writing Objectives:  1.Writing in a discipline – We will prepare every Elon graduate to develop and communicate ideas effectively to readers, for purposes and in contexts that are appropriate for his or her field of study.  2. Writing to learn – We will prepare every Elon graduate to use writing to understand new content and perspectives, analyze information and problems, and generate knowledge. |
| **Business** | Management & Entrepreneurship | Management & Entrepreneurship | Students are to acquire knowledge pertaining to and an understanding of:  * Opportunity recognition and its role in venture creation * Identification of necessary resources and its role in venture creation * Creativity in planning and its role in venture creation * Execution for success and its role in venture creation * Risk and its role in venture creation   Writing in a discipline. |
| **Business** | Marketing & International Business | Marketing & International Business | 1. Aspirational Writing Objectives are for writing in a profession and defined as:  a. Evidenced based – “To be listed as a critical behavior incident in rubrics” testing Spring 2016 as a baseline.  b. Persuasive – “Advocate a point of view to a specific target audience” Testing  academic year 2016 – 17.  c. Informational – “Communicate an accurate and balanced summation of data” testing academic year 2017 – 18. |
| **Communications** | Communications | Journalism; Strategic Communications; Communications Design; Media Analytics; and Cinema and  Television Arts | SLO 1: Write to learn “… understand new content and perspectives, analyze information and problems, and generate knowledge”  SLO 2: Write in a discipline “…develop and communicate ideas effectively to readers, for purposes and in contexts that are appropriate for their fields of study.”  SLO 3: Write as a citizen “… communicate effectively with other members of their communities on issues of local, regional, or global significance.” |
| **Student Life** | Alternative Spring Break Programs |  | Participants will write in and contribute to a group journal during their program, with the purpose of reflecting on the experience, how it applies to them as a group and how it influences their plans for the future. |
| **Student Life** | Elon Gap Experience |  | * Write personal goals * Write a reflective analysis * Write blogs to potential students about their experiences |
| **Student Life** | Student Employees | Campus Rec | Team leaders will write monthly reports that will be submitted to professional staff for the purpose of enabling professional staff to evaluate program’s success and identify potential areas for improvement |
| **Student Affairs** | Student Affairs |  | N/A |
| **Graduate Program** | G1: iMedia |  | 1. Writing to Learn: The written document for this objective, a literature review, demonstrates mastery of a topic related to interactive media and audience. This multilayered writing project allows students to engage critically, deeply, and effectively with important thinkers and ideas within the area of interactive media. This understanding of theory and interactive media will promote innovative practical work and more advanced critical engagement later in the program.  2. Writing in the Discipline: The written document for this objective, persona and scenario, requires students to depict primary users of a self-selected interface and to describe the scenario of how users complete a desired task or tasks using this interface. The assignment includes a justification piece explaining why and how students define their persona. As the discipline-specific component of the WEI, students will analyze content (for both informational and promotional components) of the interface, explore the type of technology features afforded by the interface, and look for secondary sources of user demographic statistics and traffic data, all research and writing tools applied by interactive media professionals.  3. Writing as a Citizen: The written document for this objective, capstone summary and analysis (whitepaper), explains how the capstone project addresses a problem area within the world of interactivity and has applied project-bases solutions via the capstone project. The whitepaper is a commonly used writing format among media professional on all levels local to global; and it generally includes all or portions of the following: important technical findings, industry reports, visual references, and–if needed–ancillary information. In addition to this summary/descriptive section, students will provide an analysis of all components of their capstone projects for this component of the WEI. The Writing as a Citizen document is also a culminating document for the other elements of the WEI because the problem area within interactivity was the student’s selected topic for the literature review writing assignment in the Writing to Learn objective. In addition, the Writing as a Citizen objective requires students to incorporate elements of the second objective, Writing in the Discipline, because students format the writing to industry standards via the whitepaper. |
| **Graduate Program** | G2: MED Master of Ed |  |  |
| **Graduate Program** | G3: Juris Doctorate  And  G4: Juris Doctorate/ Master of Business Administration |  | Both are Writing in a Discipline/Profession  *See* Appendix A, attached, for the complete course goals, learning objectives, and writing outcomes for the two-semester Legal Method & Communication course. The writing outcomes for each semester of the course are as follows: Writing Outcome for Legal Method & Communication I  At the end of the course, students will write an objective office memorandum to an in-house attorney. The memorandum will provide the attorney with thorough and accurate information that will enable him or her to provide competent advice and counsel to a client regarding a client’s legal concerns.  Writing Outcome for Legal Method & Communication II  At the end of the course, students will write a brief on behalf of a client to a trial or appellate court judge. The brief will seek to persuade the judge that the student’s interpretation and application of the law to the facts of the client’s case is superior to the opposing side’s, therefore enabling the judge to resolve the case in favor of the student’s client. |
| **Graduate Program** | G5: MBA Business Administration |  |  |
| **Graduate Program** | G6: MS Master of Science Management |  |  |
| **Graduate Program** | G7: MS Physician Assistant |  |  |
| **Graduate Program** | G8: DPT Physical Therapy |  |  |

1. [↑](#footnote-ref-1)