

Creative Writing Assessment Plan Fall 2017

Rationale

The proposed assessment activities for the Fall 2017 semester build on assessment work done in Foundations in Creative Writing Spring 2017. We also seek to learn how students farther along in Creative Writing look back on their progress as a writer at a Columbia and how they view their career preparation.

Assessment 1: Foundations in Creative Writing

Course Outcomes to Assess

- demonstrate an understanding of the interplay of craft elements across genres.
- develop an understanding of writer's process through workshop and revision

In FA17, we will collect writing samples from all five sections of Foundations in Creative Writing. Students will be asked to write a short reflective piece near the end of the semester in which they discuss two craft elements (e.g. concrete and specific detail; figurative language; point of view; imagery, characterization; structure; setting; voice; etc.) they use in the multiple genres of fiction, nonfiction, and poetry, and provide the examples of the work in which these elements appear. This means that they will select 3 pieces of work and write one brief reflection that includes textual evidence from their own work. This should be done around week 12 since some of the instructors do Foundations in genre-specific blocks. We want them to have explored all genres.

We will put together specific guidelines for instructors to create this assignment. Ideally, all instructors will use a very similar, if not the same, assignment sheet so that expectations are consistent across sections. If the assignment is submitted on an LMS, we can collect student work that way. If it is submitted in print, we will make copies of the student work to redistribute for scoring, based on a rubric, by a panel of instructors: Joe Meno, Shawn Shiflett, and Alexis Pride.

Responsibilities and Potential Timeline

Contact Instructors about Including Reflection Assignment- Patty and/or Deborah

- Complete by 9/30/17

Create Assignment Guidelines and Assignment Sheet Template and Distribute to Faculty-Patty and Deborah

- Complete by 10/13/17

Collect Student Writing- Tyler

- TBD based on due date

Create Assessment Rubrics- Deborah, Patty, Neil, and Tyler

- Complete by 11/1/17

Contact Panel of Reviewers (Joe, Shawn, and Alexis) – Patty and Deborah

- Complete by 11/1/17

Lead Norming Session- Patty, Deborah, Tyler and/or Neil

- Complete by 2/5/18

Score Writing Samples- Joe, Shawn, and Alexa

- Complete by 3/9/17

Compile Data and Write Report- Tyler

- Complete by 7/1/18

Assessment 2: Writer's Portfolio

Course Outcomes to Assess

- Effectively articulate, within a professional context, how their portfolio reflects their goals and potential.

In FA17, we will look at a reflective student document in which students are asked to reflect on the work they created at Columbia as well as their career preparation. We will talk with the instructor, Tony Trigilio, to determine what assignment already exists for this purpose or the possibility of revising/implementing an assignment that might meet that course outcome and be used for the assessment.

We will look at all of the samples available from the course. We will use an existing rubric that Tony uses or create a rubric with Tony for the assessment.

The samples will be scored by Tony.

Responsibilities and Potential Timeline

Determine Assignment to Use-Deborah, Patty, and Tyler

- Complete by 9/8/17

Revise or Create Assessment Rubrics- Deborah, Patty, Tyler, and Tony

- Complete by 11/1/17

Score Writing Samples- Tony

- Complete by 1/15/18

Compile Data and Write Report- Tyler

- Complete by 7/1/18