RHETORIC AND WRITING OPTION SENIOR ASSESSMENT

Required of all students who choose the rhetoric and writing option of the English Major at UCCS

The Senior Assessment serves two purposes. It gives you the opportunity to demonstrate what you have learned as an English Major choosing the Rhetoric and Writing option and it also helps us determine how well we are helping you to achieve our student learning outcomes.

What does the Senior Assessment include?
The Senior Assessment should include three papers and a reflection essay. Please include clean copies of the three papers, as well as your reflection essay, in a folder that includes a table of contents.

What papers should I include?
Each of your papers should be at least 1000 words long. These should be papers from English classes you took at UCCS in Rhetoric.

One of your papers should be from a 2000 or 3000 level class. Another one of your papers should be from a 4000 class. The third paper should be from a 3000 or 4000 level class. All papers should be from English classes you took at UCCS in Rhetoric.

Your papers should represent diverse rhetorical genres, e.g., synthesis, research, argument, criticism/analysis, reflection, expressive. Note that any one paper may represent various genres. E.g., a research paper will likely contain research, synthesis, criticism/analysis, and argument.

What should I talk about in my reflection essay?
Your essay should explain how your three papers demonstrate your achievement of the student learning outcomes of the Rhetoric and Writing Option.* You can use one paper to speak to various learning outcomes. As you are writing your reflection, you may want to consider responding to the following questions: What was your invention, research and writing process for these papers? How do these papers demonstrate your rhetorical and/or writing knowledge? How would you evaluate your final products?

At some point in your reflection essay, you should also reflect more generally on your writing process and your development as a writer-thinker. Since you began the option in Rhetoric and Writing, how has your writing process changed? How has your thinking about rhetoric changed? To support your claims about your development, discuss the differences between your early paper(s) (2000 or 3000 level) and your 4000 level paper(s).

*Please see the backside of this handout for a list of our student learning outcomes.

How long should my reflection essay be?
Your reflection essay should be between 1000 – 1250 words long.

How will the Senior Assessment be assessed?
Senior Assessments will be assessed as distinguished, competent, or rising.

When is the Senior Assessment due?
Senior Assessments are due no later than noon on Friday during the last week of classes of the semester in which you are graduating. Early submissions are welcome. Late submissions will not be accepted.

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I have submitted the essays I have written that best reflect the Rhetoric and Writing student learning outcomes.

Student Signature and Date

I confirm that this student has completed the Senior Assessment assignment as it is described above.

Advisor Signature and Date
Rhetoric and Writing Option -- Student Learning Outcomes

I. Rhetorical Knowledge

a) Students identify and name the elements of a given rhetorical situation.
b) Students apply rhetorical theories to a wide range of situations for analytical and productive purposes.
c) Students evaluate their own or others’ rhetorical choices in light of anticipated consequences.
d) Students understand how genres shape arguments.

II. Writing Process Knowledge

a) Students demonstrate an understanding of the various components of the writing process, including invention, drafting, revision, and editing.
b) Students demonstrate knowledge of the peer-review process and the variety of roles possible within it.
c) Students demonstrate knowledge of various approaches to the teaching of writing.

III. Craft, Genre, & Editing Knowledge

a) Students can compose in a variety of genres.
b) Students organize their written texts in ways that are responsive to the rhetorical situation.
c) Students show coherence and cohesion in their written discourse.
d) Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.).
e) Students recognize and self-edit errors in syntax, grammar, usage, punctuation, mechanics, and spelling in written discourse.
f) Students peer-review each other’s work.

IV. Reflective Learning

a) Students consciously synthesize and integrate insights from one writing project and course into another.
b) Students demonstrate awareness of their own writing process.
c) Students can articulate their particular area(s) of interest within rhetoric and writing.