

Graduate Program Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Programs

II. Curriculum Mapping: Across the top of the matrix, list courses and other requirements for the program. Down the side, list programmatic student learning outcomes associated with goals. Using the map key below, indicate the degree to which an outcome will be taught and assessed in relevant courses.

Program:		Course Numbers/Program Requirements:														
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Map Key I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized </div> <p>Student Learning Outcomes (Competencies) by Goal: Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice (click to hyperlinked examples).</p>		In addition to specific courses, this can include internships, portfolios, and other requirements not associated with a course number, such as thesis/dissertation proposals, thesis/dissertation defenses, comprehensive exams.														
		WRT 512	WRT 524	WRT 645	WRT 647	WRT 999	ENG 514	Brownbags	Teaching	Committees and administration	Written sit-down comps	Submittable article comps	Oral defense of comps	Dissertation proposal	Written dissertation	Oral defense of Dissertation
Goal #1	1.1 Graduates can demonstrate and articulate familiarity with rhetorical theories and histories from the classical period to the present. 1.2 Graduates can demonstrate and articulate familiarity with the histories and major theories of composition studies from the 20 th century to the present. 1.3 Graduates are able to sustain a scholarly discussion in at least one secondary area beyond the primary area of the dissertation. 1.4 Graduates can define key terms in the field using existing scholarship.	I					I				R		E			
Goal #2	2.1 Graduates are able to engage with a range of research methods and modalities common to Rhetoric & Composition, including empirical, textual, and theory work. 2.2 Graduates can demonstrate an advanced proficiency with, and understanding of, at least one major research method common to the field.	I		I	I					R		E				
			I							R	R	R	E	E		E

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	2.3 Graduates are able to construct an individual research project and to develop a research agenda that addresses and incorporates important and timely questions relevant to the field.				I							R	R	R	R	E
Goal #3	3.1 Graduates can identify the leading professional journals, conferences, and membership organizations in Rhetoric & Composition. 3.2 Graduates can demonstrate the ability to work within the conventions of scholarly articles in the field. 3.3 Graduates can synthesize existing scholarship to create literature reviews offering new academic arguments and situating their own scholarship within ongoing conversations and larger contexts. 3.4 Graduates can produce effective and cohesive texts within controlled timeframes.		I	R	R							E	R			E
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			I	I								R	R	E	E	E
		I	I	I							E	R			E	
Goal #4	4.1 Graduates are adept at using pedagogy appropriate to teaching first-year writing and/or literature courses. 4.2 Graduates can develop creative course designs for upper-division writing curricula. 4.3 Graduates can effectively use web-based and electronic teaching tools and methods. 4.4 Supervised graduates can effectively engage in work common to administrative positions in Rhetoric & Composition (e.g., writing major, writing program, writing centers, technology labs, assessment, publicity, placement, etc.). 4.5 Graduates connect their supervised administrative experiences to current scholarship and trends in the field.		I			I		I, R	R, E							
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