

Review of Writing Plans:

Writing Plan Self-Study: The University Writing Committee is charged with regularly reviewing the writing plans developed for each undergraduate major and making recommendations to the Senate, the Office of University Writing, and the administration about how to continue to improve student writing and writing instruction at Auburn. We are very interested in your department's self-assessment of your writing plan(s). Our goal is to create a process that supports the efforts your program is making by fostering meaningful discussions among the faculty about the writing they see in their departments and the work they are doing to embed writing across the major.

The Writing Committee is also interested in promoting and sharing strategies that foster good student writing across campus, so we encourage you to include in your report any examples of well-designed assignments, rubrics, or other strategies that you have found improve student writing in your programs. In conjunction with the Office of University Writing we are also interested in providing workshops, consultations, and in-class tutorials to faculty and departments, so as you prepare this report, please let us know what support you and your colleagues need to better accomplish your goals of improving student writing.

Please respond to the following prompts to report how writing in your major is progressing. Please submit your answers as a word document or pdf to either mmarshall@auburn.edu or auburnwrites@auburn.edu. If you have questions about the process or the prompts, or if you would like assistance in responding to these prompts, having discussions about writing in your department, or preparing the document, please contact Margaret Marshall, Director of University Writing, at mmarshall@auburn.edu, 844-7475.

Assessment of the writing plan:

Please review and assess your original plan and any progress reports or updates you have previously provided to the University Writing Committee. You can find the approved version of your writing plan on the Office of University Writing website at <https://fp.auburn.edu/writing/constructingPlan.aspx>. Gather the data you have collected from your assessment of writing and invite faculty in your department to discuss your plan and your assessment to make decisions about what to do next. Your discussion should help you provide answers to each of the prompts below. The bulleted items are meant to help you think about the larger prompt; you do not need to answer every question if that does not seem appropriate or useful to your specific plan, but you should provide a clear response to each of the numbered prompts.

1. Provide the current Writing Committee with a short summary explaining what you had planned to do, what happened, and what you've accomplished since your original writing plan was approved.
 - Tell us about the relative strengths and weaknesses of your plan to provide significant writing experiences to students and how your work reflects the writing principles (more than one kind of writing, more than one opportunity to practice those types of writing, more than one audience or purpose, and feedback and opportunities to revise). You don't need to indicate whether every course accomplishes each principle, but the Writing Committee is interested in your assessment of how your overall plan achieves these principles.
 - Tell us about both the breadth (numbers of opportunities, amount of writing, frequency of revision, etc.) and depth (integration of assignments within or across courses, use of peer review, development of evaluation rubrics, clarity of assignments, scaffolding writing instruction, use of portfolios, etc.) of your efforts with writing.
 - Include a description of what you did to assess your plan, what data you collected, and what you learned from that data.
 - Attach examples of any product (assignment, feedback, rubric, etc.) that has proven particularly useful in improving student writing.

2. Tell us about any obstacles have you encountered in implementing your plan or including these principles and make suggestions for the Writing Committee to consider.
 - Were the obstacles you faced short-term or on-going?
 - What strategies did you use to overcome them? Or, what would be necessary for you to overcome these difficulties?
 - How might your experiences help other departments faced with similar obstacles?
3. Tell us about the structures your program has put in place to ensure continuity, include new faculty in the writing plan, and embed writing in the major rather than segregating these experiences into a few classes taught by a few faculty.
 - How do you ensure that students have the planned writing experiences no matter which section of a course included in your plan they take?
 - How do you inform faculty teaching the course about the elements of the writing plan that are expected in that course curriculum?
 - How are faculty members who weren't involved in the original writing plan included in considering how to enhance writing experiences across the major?
 - How are faculty members in your department learning more about how to integrate writing into their courses, how to respond to student writing, or how to evaluate student writing?
4. Given what you've done with writing so far, what is your plan to continue to improve student writing and writing instruction? What will you focus on next and why?
 - Describe any new courses or assignments you plan to develop.
 - Describe any changes you plan to make in your assessment focus or process.
 - Describe any steps you are taking to improve the writing your students produce, the experiences with writing your students receive in your program, or the ways your faculty will work on writing that is relevant to the courses you teach.
5. Given your experiences so far, what kinds of support would you like to see for faculty and/or students?
 - What additional information about specific strategies for teaching or assessing writing, such as designing writing assignments, providing feedback to students, incorporating revision, connecting writing to content material, teaching specific forms of writing, etc. would be useful?
 - What additional information do your students need about writing strategies such as proofreading, working with source material, incorporating graphs and other visuals, revising for different audiences or purposes, editing for correctness and disciplinary conventions, working on longer projects, analyzing data, etc.?
 - What materials would you find helpful to make available for students and/or faculty on the OUW website (www.auburn.edu/writing)?
 - What workshops or consultations would you suggest for students or faculty?
6. As Auburn University moves toward Career ePortfolios as the QEP initiative¹ to enhance student learning and help them represent their learning experiences to a broader audience, we need to collect some initial data about the use of senior/career portfolios.

Do you require your students to compile a senior/career portfolio either paper-based or electronic?

Yes ☐ No ☐ If yes, please describe.

¹ For more information about the QEP Career ePortfolio Project please see www.auburn.edu/eportfolios