### Expected Student Outcomes

1. **Students will demonstrate ability to produce sustained literary work of professional quality in poetry, fiction, creative nonfiction, or a hybrid form, demonstrating technical confidence, mature inquiry into literary form, and a well-developed individual voice and aesthetic.**

   - **Assessment Activities to Be Used in Measuring the Outcomes**
   - Students’ original stories, essays, and poems is submitted regularly to the creative writing workshop, where a method of self- and peer-analysis results in refined knowledge of artistic process and product. Methods used include detailed oral and written craft critiques from professor and other students, as well as follow-up conferences. Students take one workshop in their genre of admittance each semester with additional workshops in secondary genres available as electives. The workshops available are as follows: ENGL 604, Fiction Workshop; ENGL 501, Nonfiction Workshop; ENGL 609, Poetry Workshop.
   - Students regularly work with professors one-on-one on individual pieces in and out of workshop. Intensive focused discussion with professor regarding theme, content, and form, along with analysis of the work on the micro-editing level, catalyzes students’ ability to create strong work. Students frequently hand in two or three drafts, and sometimes more, before a piece is considered finished.
   - This self- and peer-editing, along with faculty critique, is the primary assessment activity in the program. In regular meetings between the Program Director and the professors in each genre (fiction, poetry, nonfiction), the CW program exchanges feedback and aggregate data regarding the graduate program as a whole.
   - Students develop and then write a thesis manuscript in chosen genre (fiction, nonfiction, or poetry). With the advisor’s guidance over the course of a semester or more, the student brings the thesis through multiple drafts, repeatedly drawing out and critiquing the project for refinement in form and language. To hone aesthetic sense and skill, students read ancillary works and produce an aesthetic statement of purpose. A thesis committee is comprised of the thesis director and one or more additional readers from the creative writing faculty. **Outcome #1 Measurement Tool: Rubric**

2. **Students will show ability to analyze literature and articulate responses on craft with acuity and depth regarding form and language, literary and cultural contexts, predecessors, genres, and historical traditions.**

   - **Assessment Activities to Be Used in Measuring the Outcomes**
   - In at least two craft seminars (ENGL 596h), students read a wide range of contemporary literature and its antecedents, analyzing the work from a writer’s perspective. One seminar is in the student’s chosen genre, and the other in a secondary genre. The students’ ability to evaluate and contextualize the literary selections is assessed during classroom discussion, by review and critique of oral and written reports, and by review and critique of concurrent writing assignments (creative responses, mimetic and other related exercises).
   - The program invites faculty to discuss future program offerings prior to the start of each academic year. Reading lists and syllabi for these seminars are made available to faculty, and review of pedagogical approaches and student expectations occurs at least twice a year. **Outcome #2 Measurement Tool: Rubric**

3. **Students will be able to appraise and place their own work within literary and cultural contexts.**

   - **Assessment Activities to Be Used in Measuring the Outcomes**
   - Students write an aesthetic statement in addition to the thesis manuscript, to be discussed and evaluated by the faculty adviser. The aesthetic statement invites the student to create a cogent orientation of his or her work within a wider context. For poets, the statement may explore notions of style, voice, linguistics, and form. The poet may also place herself or himself within or without a historical, political, social, or spiritual tradition. The preparation of a precise statement of personal aesthetic implies that the candidate for the MFA is capable of analyzing the poetry and principles of historical and contemporary figures as well as his or her own. Likewise for prose writers, the statement may discuss the elements of craft, or where the writer falls into or departs from a larger tradition. The aesthetic statement may be considered a statement of location, a creation myth of the writer as an artist, or solely as an introduction to the manuscript, a discussion of literary influences and future plans. The statement should serve the writer—in other words, it should be true in an essential way for the writer as an artist.
   - The aesthetic statement is an integral aspect of the writer’s work as an artist, and is often rewritten many times during the course of the semester. The faculty advisor and the thesis committee evaluate the student’s creative work in the context of this statement. **Outcome #3 Measurement Tool: Rubric**

4. **Using experience in literary outreach, community service, or teaching, students will develop skills that may be used as a basis for careers in education, publishing, arts administration, and other humanities-focused fields and fields that benefit from the incorporation of the arts and humanities.**

   - **Assessment Activities to Be Used in Measuring the Outcomes**
   - A significant opportunity is available to MFA students at the time of recruitment: teaching assistantships within the University’s Writing Program, offered to over half of the incoming students. Every semester, returning students may apply to teach introductory workshops in creative writing (20 such workshops were staffed by students in 2010-2011). Applicants for these positions submit a cover letter, CV, teaching portfolio and writing sample, which are reviewed by creative writing faculty. For assistantships and/or internships in arts administration, education, and public programs at the Poetry Center, incoming students are screened by creative writing faculty and Poetry Center staff. Additional internships and volunteer opportunities on and off campus are available. Community outreach is encouraged through advising and academic credit provided for internships. **Outcome #4 Measurement Tool: Rubric**
### Creative Writing – Undergraduate

**Faculty-Developed Learning Outcomes & Plans for Measuring Outcomes**

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<th>EXPECTED STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT ACTIVITIES TO BE USED IN MEASURING THE OUTCOMES</th>
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<td>1) Ability to write well-crafted and compelling works of literary merit in prose or poetry.</td>
<td>Ongoing: each of the three workshop levels (200-, 300-, and 400-) requires significant written work. Our portfolio requires students to turn in their best 12-15 pages in the 200- and 300-level prose courses and 5 poems for poetry courses. For the 400-level, we require two 12-15 page projects for prose courses and 10 poems for poetry courses. Within each genre’s workshop sequence, students are asked to create a satisfactory or better short story, poem, or essay, using craft techniques taught in the course sequence. This creative work is assessed through faculty critique and peer review. <strong>Outcome #1 Measurement Tool: Rubric</strong></td>
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<td>2) Understanding of craft terms and concepts and the ability to articulate how these aspects of craft contribute to text’s literary, aesthetic, or emotional effects.</td>
<td>Students read and analyze essays, poems, and stories from a writer’s perspective specifically to ground them in required craft terms and concepts within each genre (fiction, nonfiction, and poetry). These concepts are demonstrated in critical responses, and are implemented in creative output assessed through faculty critique and peer review. ENGL 215 (Elements of Craft) has been designed to bolster this work, allowing creative writing faculty the opportunity to address craft terms and concepts and how students might use them in “further development of their own sensibilities.” Within this new course, faculty will use a variety of assessment methods including: quizzes, essays, oral examination, and analysis of craft in creative work. <strong>Outcome #2 Measurement Tool: Rubric</strong></td>
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<td>3) Ability to isolate and manipulate craft elements in writing and revising a story, essay, and/or poem.</td>
<td>ENGL 215 (Elements of Craft) has been designed to specifically address craft terms and concepts such as, in fiction, point of view, narrative time, plot and character; in poetry, image, rhythm, and voice; in nonfiction, narrative summary, reflection, and research. The assessment methods including quizzes, essays, oral examination, and analysis of craft in creative work continues in the workshop setting. Creative work is analyzed and critiqued by faculty and peers. Written feedback provided; line by line feedback provided. Rewrites required with demonstrated use of craft elements introduced. <strong>Outcome #3 Measurement Tool: Rubric</strong></td>
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<td>4) Knowledge of significant currents in contemporary prose or poetry and their antecedents.</td>
<td>In ENGL 215, and also as a supplement to the workshop at the Introductory, Intermediate, and Advanced Level, quizzes, essays, and oral evaluations are underway. Most significantly, faculty members consider and assess the student’s ability to recreate or integrate trends and aspects of contemporary thought in his/her own work. The final portfolio statement and self-evaluation, coupled with exit-interviews, is the final moment of assessment in this area. <strong>Outcome #4 Measurement Tool: Rubric</strong></td>
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<td>5) Ability to identify and analyze the ways in which individual writers operate within, on the edges of, or in response to their literary contexts, predecessors, genres, and historical traditions.</td>
<td>See the assessment activities listed in the English major’s section for information about overlapping requirements. Additionally, ENGL 215 (Elements of Craft) has been designed for Creative Writing majors to specifically address questions of context and traditions, with attention to close reading. Quizzes, tests, and critical essays are used in ENGL 215, while faculty critique and peer review are used in the workshops. <strong>Outcome #5 Measurement Tool: Rubric</strong></td>
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<td>6) Understanding of key goals and outcomes expected of the English major, in particular, knowledge of foundational texts of British and American literature.</td>
<td>See the English major assessment activities in this category. The study of English Literature and the study of and creation of Creative Writing is a profound relationship, and the Undergraduate Advising Office assists majors in creating links and synergies in this area. It is important to monitor creative writing majors in key literature program requirements (ENGL 373A, 373B, and 380, the British and American literature survey and literary analysis courses, respectively). <strong>Outcome #6 Measurement Tool: Rubric</strong></td>
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