

## **ENGL 1101—Capstone Assignment**

The Composition Committee oversees the annual assessment of first-year writing classes. Each year, CC reviews materials that demonstrate students' levels of success in meeting student learning outcomes. The intent of assessment is not to review instructors' grades or to second guess why a particular grade was assigned. Instead, one of the major goals is to determine how well our students are learning and what we can do to improve our courses as a whole.

As part of the department's ongoing assessment process, this capstone assignment will allow for more consistency in materials that are reviewed annually. This assignment should be one of the final two assignments in ENGL 1101 and be given near the end of the semester at a time when students would be able to demonstrate proficiency in the Objective 1 student learning outcomes. The specific subject and writing prompt will be determined by individual instructors, but the assignment must meet the following guidelines.

### **Purpose**

The assignment will provide an opportunity for students to write an essay that demonstrates their rhetorical awareness, consideration of audience, effective use of evidence, and application of recursive writing.

### **Required Elements**

To increase the validity of this overall assessment, we are asking that you design one assignment for your 1101 class that asks students

1. To write 1,000 to 1,500 words of well-developed, edited prose that demonstrates students' engagement with the writing process.
2. To write from appropriate sources to explore multiple and diverse ideas and perspectives. Students will need to demonstrate that they can incorporate appropriate sources; integrate quotations, paraphrases, and summaries from sources; cite sources accurately; and provide accurate documentation following an accepted style guide.
3. To compose in an appropriate rhetorical genre—as outlined in the instructors' assignment description—that interprets rhetorical principles and relates them to a specific rhetorical situation.
4. To demonstrate comprehension of key terms and concepts in rhetoric and writing through a separate written reflection. The reflection should address the rhetorical choices the student made in writing the essay, and it should use key rhetorical terms and concepts (such as, audience, rhetorical situation, rhetorical appeals, purpose, subject, context, etc.). To ameliorate concerns that students will spend too much time on the essay and not enough on the reflection (or vice versa), faculty may opt to have students complete the reflection in class the day essays are due.

### **Additional Requirements**

To aid with assessment, we ask that instructors do the following:

1. When submitting student essays to the writing assessment committee, the assignment description must be included with the set of essays
2. We ask that unmarked copies of the papers with the students' names and the instructor identification removed be submitted electronically to the Director of Composition.