

## Curricular change does not alter the existing approved writing plan.

If your program is making a curricular change that does not alter your existing approved writing plan, you can make that clearer to reviewers by being sure to list “effective communication” or “writing” as one of your learning outcomes and demonstrating that your program understands and is still ensuring that the five principles used to approve writing plans are still in place. Doing so will also ensure that writing becomes a part of your regular program assessment reports.

### Example from Anthropology

#### *Learning Objective 5 (LO5): Effective Communication*

Writing is a central strategy employed to achieve the pedagogical objectives of the anthropology curriculum at Auburn University. As specified in our university-approved 2014 writing plan, nearly all anthropology courses require writing assignments. The types of assignments differ across the curriculum (e.g., by subfield/specialization and by the level of the courses). The faculty of anthropology use writing assignments to teach and assess critical thinking and anthropological method and theory and to enhance and promote communication skills and student engagement.

The approved 2014 ANTH Writing Plan systematically reviews the following learning objectives:

- the ability to present a cohesive, thorough, and articulate theoretical argument and discussion
- the ability to write with clarity and with proper spelling and grammar in the ethnographic genre or with scientific documentation
- to employ correct use of an established citation style, when appropriate
- to write with good organization and professional appearance
- to utilize literature and concepts that are current and have validity within the discipline

The approved ANTH curriculum provides students with exposure to a range of writing forms (technical/scientific posters, peer scholarship-based research term papers, short response papers, and proposals) as well as experience in oral communication (poster presentations, podium presentations, and regular small and large group discussion). During the last assessment, ANTH provided samples from select courses (ANTH 2000, ANTH 2310, ANTH 3100, and ANTH 4310). Following feedback from the University Writing Committee, the program continues to improve rubrics used for actual course grading to assess how students are improving as they progress through the curriculum. Some specific changes we are working to incorporate include assessment of writing early and late in the major courses for which we aim to assess a minimum of 4-6 courses.

*As per my discussion on 2/6/2017 with Dr. Margaret Marshall, Director of University Writing, the five principles of evaluation for university writing will remain in place under the revised ANTH curriculum.*

Following the implementation of the new curriculum, the *Goals for the 2017-2018 academic year*:

- ANTH will update comprehensive program learning objectives. Previously identified program LO are presented above, which are consistent with sampled peer B.A. programs in anthropology.
- The modified LO will be aligned specifically to the revised curriculum, contingent upon UCC approval.
- The modified LO will provide clear rationale through rubrics designed to measure overall learning outcomes in specific program core courses. Faculty will be asked to provide samples of assignments and rubrics from specific courses to demonstrate how the LO are measured across the program core.
- Continue to follow the guidance of university writing committee to update rubrics and assess the effectiveness of writing across the entire curriculum as well as for individual courses.

A general statement provides context and affirms program’s commitment to ensuring significant attention to communication skills is embedded in every undergraduate major.

More specific breakdown of what “effective writing” means in this major will help the program develop rubrics and do assessment of these special features.

Explanation of how the program includes all five of the principles used by the UWC to approve writing plans: more than one kind of writing relevant to the major, more than one opportunity to practice, more than one audience and purpose, feedback and opportunities to revise, assessment used for improvement.

Additional note underscores awareness of principles.

Details of assessment plan includes attention to writing.

