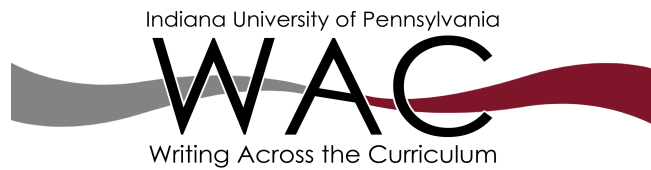


February 18, 2022



Human Development and Family Science

Program Writing Plan

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Department of Professional Studies in Education
in consultation with Dr. Bryna Siegel Finer, Director, Writing Across the Curriculum

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Summary

In creating their writing-enriched curriculum, Kalani Palmer and Sarah Brown served as liaisons between WAC and PSE. They used a template borrowed from the University of Minnesota and adapted by Siegel Finer to thoroughly investigate where and how writing was already being taught in the Human Development and Family Science curriculum, and where and how writing could be added to the curriculum, in order to draft the DWP for their program.

Palmer and Brown developed a statement of “Program Commitment to Writing” to be included on all syllabi for courses that will be a part of the writing-enriched curriculum.

At a meeting on 3/28/2022 a unanimous vote of the Department of Professional Studies in Education faculty voted to support the Program Writing Plan as described below in addition to the WAC Director’s recommendations for continuing program facilitation on page 21 of this document.

Human Development and Family Science Writing Plan Rollout Fall 2022

Professional and Academic Genres In HDFS

Professionals in Human Development and Family Science must be able to write reports, behavior plans, case notes, research papers, lesson plans, court reports, assessment plans, rationale for policy changes, advocacy letters, training materials, handbooks, literature reviews, and much more. The audience to whom they are writing can be as diverse as family court judges, social workers, preschoolers, adolescents, parents, and beyond. This diversity means our graduates must be exceptionally prepared writers.

The HDFS program is committed to helping students improve their writing skills toward the goal of being able to communicate as professionals in the field.

Student Writing Skills and Abilities

Students in Human Development and Family Science need a variety of writing skills upon completion of their degree. These include:

1. Reading and summarizing complex discipline-related material.
2. Explaining developmental and family science concepts, theories, and research in their own words.
3. Using valid and reliable sources to argue a position and to generate professional writing (e.g., lesson plans, parent letters, observation reports).
4. Using developmental and family science to raise awareness of issues and/or advocate for children and families. Students should also be able to target their message to an intended audience.

The Human Development and Family Science Program is committed to introducing, reinforcing, and emphasizing writing skills throughout the curriculum and does so through the purposeful mapping of writing assignments and activities that follow at the end of this document.

Integration of Writing into Undergraduate Curriculum

Program faculty have attended the two-day WAC workshops, extended training, Liberal Studies writing workshops, and individualized meetings with the WAC director. Writing Instruction has been integrated into the program curriculum in two ways:

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Writing to Learn (WTL)

Writing to learn activities allow students to develop knowledge and skills through writing. These activities enhance student learning by encouraging critical thinking. Students practice writing-to-learn activities throughout their coursework to develop critical thinking and knowledge of course material. We strive to incorporate WTL activities in all courses. Activities include but are not limited to: summarizing material, reflective writing, documenting observations, and guided reading notes. These activities engage students and lead to student classroom discussions of the topics covered, in order to enhance student learning.

Writing to Communicate (WTC)

Writing to communicate activities allow students to effectively research a topic and then communicate what they have learned. Activities include but are not limited to: writing letters to parents and/or policy makers, writing a grant proposal, creating infographics, or writing lesson plans. These activities broaden students' abilities to communicate to diverse audiences.

Liberal Studies Learning Skills (ENGL 202)

Students in HDFS will take English 202 as required by IUP Liberal Studies.

Communicating Writing Expectations to Students

Writing expectations will be communicated through the course syllabi, course learning outcomes, course requirements, instructor-student interaction, and assessment rubrics.

Syllabus Statement

To communicate writing expectations clearly and uniformly, the program will commit to adding the following statement to all syllabi:

The HDFS program is committed to developing students' writing and critical thinking skills throughout the curriculum. In this class, you will complete writing activities designed to improve your ability to communicate.

Implementation and Assessment of Department Writing Plan

The WAC Director recommends the following action items for continuing program facilitation:

- Elect at least one faculty member to continue to be the WAC/Program liaison (this should count as department Service)
- Provide all newly hired faculty a copy of the DWP, and recommend attendance at at least two WAC workshops or the May 2-day writing workshop for Liberal Studies faculty
- All faculty should add "Department Commitment to Writing" statement to syllabus as appropriate

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- Department should continue to collect samples of senior writing every two years and analyze results with WAC Director
- Through faculty development seminars with WAC director, workshop attendance, and writing-enriched curriculum, attempt to move assessment results to target 75% and maintain results in other areas
- Add areas for the teaching and assessment of writing as goals on department and faculty five-year review documents
- Continue to update the writing outcomes curriculum map as courses are added, removed, and revised in the DEPT curriculum (and communicate these changes to the WAC Director)

Writing Outcomes Curriculum Map

The Writing Outcomes Curriculum Map demonstrates:

- Conscious effort on the part of department faculty at placing core disciplinary genres at appropriate levels of the curriculum, scaffolding, and reinforcing the writing skills necessary for students to succeed in writing those genres (for example: At the 200-level students engage in activities that support the identification as well as description of discipline specific vocabulary and concepts. Then at the 300-level students engage in activities that encourage the use of discipline specific vocabulary and concepts in professional practice. Finally, at the 400-level students engage in activities that prompt the use of discipline specific vocabulary and concepts to advocate, argue a position, or to support positive outcomes in the field).
- Thoughtful integration of writing-to-learn activities in most courses in the curriculum (for example: Students frequently engage in reflective writing, summarize content, and create observation notes. These activities aid in students’ critical thinking, as well as understanding of self and biases.).
- Balanced measures for assessing writing as process and product, that is, writing is graded for demonstrating mastery of course content as well as improvement of writing skills over time (for example: Assignment grading rubrics assess the coherence of written work and content knowledge. Additionally, students complete before and after writing, as well as repeated draft submissions over the course of a semester, and each are graded.).

Course	Activity What are students doing in the course?	Objective What is the purpose of the activity?	Assessment How is the activity graded?	Outcome/ Course Objectives What will they be able to do after completing this course?
When students complete 200-level courses, they should be able to read and summarize complex discipline-related material. Students should be able to explain developmental and family science concepts, theories, and research in their own words.				
218	Guided Reading Logs (WTL) In-class writing - End of Lecture Summary (WTL) Summary Writing (WTL)	(1) To assess learning problems, improve reading skills, improve class	Completion Credit	(1) Identify typical development for children across cultures and global communities. (2) Describe the impact of

		discussion, and improve critical thinking.		the environment on human development. (3) Recognize the potential harm and the influence of personal culture on perceptions of others. (4) Organize information and relevant research to assess issues in human development.
224	Guided Reading Logs (WTL) In-class writing (End of Lecture Summary) (WTL) Summary Writing (WTL)	(1) To assess learning problems, improve reading skills, improve class discussion, and improve critical thinking.	Completion Credit	(1) Identify typical development for adults, family structures, and family systems across cultures and global communities. (2) Describe the impact of the environment on families. (3) Recognize the potential harm and the influence of personal culture on perceptions of others. (4) Organize information and relevant research to assess issues in marriage and families.
When students complete 300-level courses, they should be able to use valid and reliable sources to argue a position and to generate professional writing (e.g., lesson plans, parent letters, observation reports).				
310	Observation Notes (WTL) Developmental Profile - Writing Up (WTC) Parent Letter - Writing Down (WTC)	(1) To assess learning problems, improve reading skills, improve class discussion, and improve critical thinking. (2) To assess ability to analyze, communicate	Completion Credit, Rubric	(1) Discuss the history and purpose of assessments of behavior, learning, and development. (2) Identify field methods and observation techniques used to gather data on behavior, learning, and development. (3) Select and use appropriate field methods or observation techniques

		findings, and advocate		to gather data on behavior, development, and learning. (4) Identify valid and reliable screening and assessment tools used with children, youth, and families. (5) Select and use appropriate screening and assessment tools to make judgments about potential referrals or interventions.
321	Guided Reading Logs (WTL) Philosophy of Working with Children & Youth (WTL) Lesson Plans - Writing Up (WTC)	(1) To assess learning problems, improve reading skills, improve class discussion, and improve critical thinking. (2) To assess ability to analyze, communicate findings, and advocate	Completion Credit, Rubric	(1) Identify methods for creating an environment that is supportive and allows for the inclusion of all children. (2) Identify professional and ethical guidelines (e.g., Keystone STARS, NAEYC, NCFR) for interacting with children and families. (3) Assess the potential influence of early learning experiences (e.g., block building, music & movement, technology, outdoor play) on development. (4) Plan developmentally appropriate activities focusing on play as the primary vehicle for early learning.

323	<p>Log and Reflection (WTL) Guided Reading Logs (WTL) Summary Writing (WTL) News Article - Writing Down (WTC) Admit and Exit Ticket for Course Topic Areas/Lecture & Activities (WTL/WTC)</p>	<p>(1) To assess ability to locate, incorporate, and cite evidence-based material for professional documents. (2) To improve critical thinking.</p>	<p>Rubric, Completion Credit (e.g., Reflection & Admit/Exit Ticket)</p>	<p>(1) Describe the challenges that contemporary families experience. (2) Examine the impact of family challenges on human development. (3) Research family programs as well as policies and argue their potential impact. (4) Examine professional ethics/standards and assess potential biases. (5) Investigate trends in families and judge the potential effect on professional practice and society.</p>
<p>When students complete 400-level courses, they should be able to use developmental and family science to raise awareness of issues and/or advocate for children and families. Students should also be able to target their message to an intended audience.</p>				
410	<p>Observation Notes (WTL) Developmental Profile - Writing Up (WTC) Parent Letter - Writing Down (WTC)</p>	<p>(1) To assess learning problems, improve reading skills, improve class discussion, and improve critical thinking. (2) To assess ability to analyze, communicate findings, and advocate</p>	<p>Completion Credit, Rubric</p>	<p>(1) Identify behavioral characteristics and developmental trends as they emerge in the child during the first 36 months of life. (2) Relate current theories of human development to observable infant/toddler behavior. (3) Integrate components of developmentally appropriate practice into infant and toddler group care. (4) Demonstrate an understanding of the current issues concerning group care and programming for infants and toddlers. (5) Analyze neuroscience research on brain development and the implications for</p>

				providing optimal environments for infants and toddlers. (6) Recognize developmental milestones that caregivers and parents should anticipate and document in the first 36 months.
411	<p>Topic Area Reflections (WTL)</p> <p>Writing Up to Policymakers (WTC)</p> <p>Community Involvement Reflection (WTL)</p>	<p>(1) To assess learning problems, improve reading skills, improve class discussion, and improve critical thinking.</p> <p>(2) To assess ability to analyze, communicate findings, and advocate</p>	Completion Credit, Rubric	<p>(1) Compare and contrast trends in families across time and situation. (2) Identify community, regional, state, and national agencies that help families (including nonprofit, profit, and government). (3) Describe problem areas of today's families. (4) Describe available community resources for meeting the needs of families in the community. (5) Describe the impact that local, state, and federal policies have on families and communities. (6) Explain and illustrate the interdependency of the community and its families. (7) Identify global trends and issues that impact our families and our communities.</p>
425	<p>Case Analysis (WTL)</p> <p>Annotated Bibliography (WTL)</p> <p>Reflection (WTL)</p> <p>Infographic - Writing Up or Down - Audience Chosen by Student (i.e.,</p>	<p>(1) To assess ability to analyze, communicate findings, and advocate</p>	Rubric, Completion Credit (e.g., Reflection)	<p>(1) Identify and describe typical development for youth and young adults. (2) Describe challenges for parents of youth and young adults. (3) Identify and examine</p>

	Parent, Youth, or Professional) (WTC)	(2) To improve self-awareness		the impact of risk factors at all levels on the development of youth and young adults. (4) Identify and examine the impact of protective and promotive factors at all levels on the development of youth and young adults. (5) Organize information and relevant research to raise awareness of a current topic for youth or young adults
426	Reflection (WTL) Case Analysis (WTL) Annotated Bibliography (WTL) Parent Guide - Writing Down to Parents (WTC) Parent Interview Analysis (WTL) Parent Education Curriculum Review (WTL) Admit and Exit Ticket for Parent Workshops (WTL/WTC)	(1) To assess ability to analyze, communicate findings, and advocate (2) To improve self-awareness	Completion Credit (e.g., Reflection & Admit/Exit Ticket), Rubric	(1) Identify and describe elements involved in successful parenting. (2) Examine parenting styles and stages of parenting. (3) Examine the history, forms, and use of parent education. (4) Plan and conduct a parent education workshop. (5) Assess and select appropriate instructional methods, strategies, and information for use in parent education.
427	Reflection (WTL) Needs Assessment (WTL) Statement of Need Draft (WTL) Logic Model Draft (WTL) Budget Draft (WTL) Grant Proposal - Writing Up to Funders (WTC) Peer Review (WTC) Admit and Exit Ticket for Grant Presentations (WTL/WTC)	(1) To assess ability to analyze, communicate findings, and advocate (2) To improve self-awareness (3) To improve ability to provide	Completion Credit (e.g., Reflection & Admit/Exit Ticket), Rubric	(1) Demonstrate the special knowledge and competencies needed by successful administrators of human service programs. (2) Explain the role of a human service administrator as an advocate. (3) Identify the various funding sources for human service programs. (4) Create a proposal for

		constructive criticism		implementation and funding of a human service program. (5) Analyze factors that contribute to program success and quality including staff selection and evaluation procedures. (6) Evaluate a human service program based on theory, research, current state and local regulations, and professional standards.
428	<p>Topic Reflections (WTL) Genogram/Explanation (WTC)</p> <p>Parent Resource - Writing Down (WTC)</p> <p>Position outline/draft/final Paper (WTC)</p>	<p>(1) To assess ability to analyze, communicate findings, and advocate</p> <p>(2) To assess ability to locate, incorporate, and cite evidence-based material to support their position on a topic.</p>	Completion Credit, Rubric	<p>(1) To identify current knowledge and trends in the study of family dynamics. (2) To understand and conceptualize the dynamics, which provide the basis for family functioning and development. (3) To relate course content to everyday family life. (4) To identify and develop skills for appropriate observations concerning analysis of family situations and to put them in appropriate theoretical and didactic contexts.</p>
429	<p>Philosophy of Education (WTC) Lesson Plans - Writing Up (WTC) Portfolios (WTC)</p>	(1) To improve self-awareness	Rubric	<p>(1) Create a curriculum that emphasizes play as the primary tool for learning and an integral part of the child's emotional, social, language, cognitive, and physical development. (2) Integrate developmentally appropriate activities</p>

				<p>into all curriculum areas (e.g., language & literacy, math and manipulatives, science, gross and fine motor, and other related areas) addressing the National Association for the Education of Young Children and Pennsylvania Department of Education PreK-12 learning standards. (3) Demonstrate the use of positive guidance and discipline techniques that support the growth of self-control in children. (4) Use formative and summative assessments to improve instructional practice and student learning. (5) Adapt activities using accommodations and modifications for diverse learners. (6) Utilize professional codes of ethical behavior regarding work with children and their families.</p>
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Appendix A – Senior Writing Samples Assessment

Protocol

At the end of the semester in which the course is taught, faculty teaching HDFS 428 will assess the position paper using the rubric below. This is not a perfect measurement as the class does enroll some minors, but it would be difficult to isolate just the seniors and HDFS majors. The writing assessment data will be collected and given to the WAC coordinator. The writing committee will determine if adjustments should be made.

Ethics Statement

In this course, your written assignments could be used to evaluate the success of the Human Development and Family Science program in our aim to help students develop professional writing abilities. All information will be kept strictly confidential. No individual scores or information will be identified. Only aggregate scores will be reported. Your course grade will not be affected in any way.

Position Paper Assignment

Like a debate, a position paper presents one side of an arguable opinion about an issue. The goal of a position paper is to convince the audience that your opinion is valid and defensible. Visit the IUP library page and watch the Research for Persuasive Writing tutorial - if you are off campus, you will need to log in.

Task One

After reading through the provided websites and ideas, and using the outline provided as a guide, give me an idea of what your position paper will be. Remember that you will take a position on an important topic in children and families. Provide a list of sources you are considering using. The more detailed this outline is, the more feedback I can provide.

Position Paper Sample Outline

I. Introduction

- A. Introduce the topic
- B. Provide background on the topic to explain why it is important
- C. Assert the thesis (your view of the issue).

Your introduction has a dual purpose: to indicate both the topic and your approach to it, and to arouse your reader's interest in what you have to say. One effective way of introducing a topic is to place it in context – to supply a kind of backdrop that will put it in

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perspective. You should discuss the area into which your topic fits, and then gradually lead into your specific field of discussion.

II. Counter Argument

- ___A. Summarize the counterclaims
- ___B. Provide supporting information for counterclaims
- ___C. Refute the counterclaims
- ___D. Give evidence for argument

You can generate counterarguments by asking yourself what someone who disagrees with you might say about each of the points you've made or about your position as a whole. Once you have thought up some counterarguments, consider how you will respond to them--will you concede that your opponent has a point but explain why your audience should nonetheless accept your argument? Will you reject the counterargument and explain why it is mistaken? Either way, you will want to leave your reader with a sense that your argument is stronger than opposing arguments.

When you are summarizing opposing arguments, be charitable. Present each argument fairly and objectively, rather than trying to make it look foolish. You want to show that you have seriously considered the many sides of the issue, and that you are not simply attacking or mocking your opponents.

It is usually better to consider one or two serious counterarguments in some depth, rather than to give a long but superficial list of many different counterarguments and replies.

Be sure that your reply is consistent with your original argument. If considering a counterargument changes your position, you will need to go back and revise your original argument accordingly.

III. Your Argument

- ___A. Assert point #1 of your claims
 - ___1. Give your educated and informed opinion
 - ___2. Provide support/proof using more than one source (preferably three)
- ___B. Assert point #2 of your claims
 - ___1. Give your educated and informed opinion
 - ___2. Provide support/proof using more than one source (preferably three)
- ___C. Assert point #3 of your claims
 - ___1. Give your educated and informed opinion
 - ___2. Provide support/proof using more than one source (preferably three)

You may have more than 3 overall points to your argument, but you should not have fewer.

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IV. Conclusion

__A. Restate your argument

__B. Provide a plan of action but do not introduce new information

The simplest and most basic conclusion is one that restates the thesis *in different words* and then discusses its implications.

Task Two

You will then get to have a one-on-one meeting with me (via zoom) to discuss your outline/topic choice. Our discussion will focus on how to strengthen your arguments, improve your writing, and broaden (or narrow) your topic.

Task Three

Then you will write your final position paper to be submitted prior to finals week. See attached rubric for additional guidance.

Rubric

	Above Standards= 8/8	Meets Standards = 6/8	Approaching Standards = 4/8	Below Standards = 2/8
Introduction	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, or statistic.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.
Focus or Thesis Statement	The thesis statement clearly names the topic of the essay and outlines the main points to be discussed. The author's position is strongly and clearly stated.	The thesis statement names the topic of the essay. The author's position is stated	The thesis statement outlines some or all the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.

<p>Support for Position</p>	<p>Includes 3 or more pieces of evidence (facts, statistics, examples) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counterargument.</p>	<p>Includes 3 or more pieces of evidence (facts, statistics, examples) that support the position statement.</p>	<p>Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</p>	<p>Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).</p>
<p>Evidence and Examples</p>	<p>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</p>	<p>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</p>	<p>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</p>	<p>Evidence and examples are NOT relevant AND/OR are not explained.</p>
<p>Sequencing</p>	<p>Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.</p>	<p>Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.</p>	<p>A few of the supporting details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.</p>	<p>Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.</p>

<p>Closing Paragraph</p>	<p>The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph and is followed by an effective summary of the essay body.</p>	<p>The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph and is followed by a summary of the essay body.</p>	<p>The author's position is restated within the closing paragraph, but not near the beginning. The essay body is not summarized.</p>	<p>There is no conclusion - the paper just ends.</p>
<p>Writing Mechanics</p>	<p>Piece is clearly written with no grammar, spelling, punctuation, or capitalization errors.</p>	<p>Author paid attention to writing conventions; Minor errors do not distract from meaning.</p>	<p>Errors may be present and may take away from the clarity; yet, meaning can be determined.</p>	<p>Errors make it difficult to read and/or understand the paper.</p>
<p>APA formatting</p>	<p>Correctly uses APA throughout. Reference page is correct.</p>	<p>Uses APA with a few mistakes. Reference page is mostly correct.</p>	<p>Uses APA with many mistakes. Reference page is not correct.</p>	<p>Fails to use APA and/or no reference page.</p>

Appendix B –Writing Assessment Results, SEMESTER

These are considered “baseline” survey results.

Total Number of Samples: 24

Areas in which student writing is ABOVE expectations: 77+

Criterion: Introduction

year(s)	exceeds/meets	emerging/below
Fall 2020	83% / 17%	0

Criterion: Focus/Thesis Statement

year(s)	exceeds/meets	emerging/below
Fall 2020	75% / 21%	1% / 0

Criterion: Support for Position

year(s)	exceeds/meets	emerging/below
Fall 2020	46% / 42%	12% / 0

Criterion: Evidence and Examples

year(s)	exceeds/meets	emerging/below
Fall 2020	42% / 46%	.05% / 1%

Criterion: Sequencing

year(s)	exceeds/meets	emerging/below
Fall 2020	54% / 42%	.05% / 0

Criterion: Closing Paragraph

year(s)	exceeds/meets	emerging/below
Fall 2020	67% / 17%	12% / 0

Criterion: Writing Mechanics

year(s)	exceeds/meets	emerging/below
Fall 2020	42% / 46%	12% / 0

Areas in which student writing is MEETING expectations: 68-77

None

Areas in which student writing is BELOW expectations below 67 and below

Criterion: APA Formatting

year(s)	exceeds/meets	emerging/below
Fall 2020	17% / 33%	33% / 17%

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Recommendations from the WAC Director based on Assessment Results

Students are meeting or exceeding expectations in all but one criterion (APA formatting), which is common across campus. The student success in writing is most likely due to the amount of writing students are expected to do throughout this major, as evidenced in curriculum map shown above; the program should be applauded for its commitment to ensuring student success in writing.

My most significant recommendation for the program is to use a new rubric for rating their assessment samples. Rather than use the course rubric, which is intended to measure writing as required by the course instructor, the new rubric would be based on the skills/abilities listed in the writing plan on page 4 of this document. Rating students based on this new rubric would show how well students are writing over their whole major and if they are gaining the abilities required for good writing in the discipline.

Add a true holistic score as another criterion on the rubric. A true holistic score (a score based on an overall impression of the full piece of writing) can allow for comparisons to individual criterion and often allows for a more reliable picture of students' strengths and struggles. It also allows for department faculty to identify their values more specifically (for instance, when high holistic scores align strongly with certain criteria, it is usually because those criteria signal stronger writing).

While certainly all faculty in the program have expertise in the *use* of APA format, a faculty member in the program should facilitate professional development for all instructors in the *pedagogy* of APA format (the Writing Center director or WAC director could also assist in this). The faculty should also use the course outcomes map in this document to consider ways, over the next two years, to better scaffold APA skills into their courses so that students begin with an introduction in some classes, and then those skills are reinforced continually (and expectations for mastery are higher) in their other classes.