

Annual Report on Program Student Learning Outcomes Assessment

Program: Division of Rhetoric

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1. List the learning outcomes for the program:

Critical Thinking and Reading: To demonstrate strong critical thinking skills in writing and speaking, and to become a careful critical reader of academic texts, showing the ability to consider relationships between form and content and to analyze a writer's tone, sentence structure, paragraphing, use of outside sources, etc.

Writing Process: To compose audience-driven papers that are organized, coherent, and stylistically sophisticated; to develop successful and flexible invention, planning, drafting, revision and editing strategies.

Argument and Rhetorical Awareness: To become a clear and cogent writer of arguments that assert a position and enter an academic conversation, summarizing views held by others and positioning one's own view (fairly and accurately) in relation to others; to use evidence and reasoning effectively to make a persuasive argument.

Clarity, Comprehensibility, Mechanics: To observe conventions of standard written English to compose clear sentences and coherent paragraphs; to observe conventions of a range of academic disciplines and writing tasks (including organization, presentation, formatting, mechanics and stylistic choices).

Research and Documentation: To conduct research using the university's library resources to locate, evaluate, organize, and integrate research material collected from both print and electronic sources, including library databases to distinguish between academic and non-academic sources to use bibliographies and footnotes to track down additional sources to document sources fully using appropriate citation styles.