

**Department of Modern Languages  
Undergraduate Composition & Creative Writing  
Action Recommendations Update**

**Fall 2009**

*Though the bulk of the WRT Program Review was primarily composed by a faculty member who no longer teaches at ULV (and created many of the action recommendations without input from her colleagues, so that not all action recommendations are endorsed by the current faculty), we've tried to address a large majority of those actions recommendations since we turned in the final draft of the review. That was in April, five months ago, of this year, 2009.*

All recommendations are in order of priority.

1. Hire two additional full-time faculty members with specific expertise in rhetoric and/or composition (and possible experience in writing center administration).

*Update: Half-done. The Writing Program has hired one of two full-time faculty members. It doesn't appear that a second hire is likely in the current financial environment.*

2. Develop and insure consistent use of standardized rubrics for written assessment that are directly linked to the GE Written Communications learning outcomes.

*Update: Mostly done. The Writing Program has continued to implement a standard recommended rubric for written assessment, which it introduced and discussed with all part-time and full-time faculty at our fall orientation. The Writing Program may still revisit the current rubric when time permits.*

3. Develop a creative writing major to present to CAS curriculum committee and Faculty Senate.

*Update: Done. The Writing Program has developed a Creative Major and presented it to the Curriculum Committee on two occasions. We sent a revised version of the proposal to the committee chair a month before the semester began but haven't heard back.*

4. Require new adjunct faculty to utilize program-developed syllabi, course agendas, and assignments for the first two semesters of each course they teach in the writing program.

*Update: Done, mostly. The Writing Program is requiring new adjunct faculty with limited experience to use these materials, but we've decided that new faculty with greater experience merit greater latitude in developing their courses. Syllabi reviews and in class observations will still occur during their first semester to ensure consistency with the program's goals.*

5. Adopt a standardized review process for all part-time faculty members.

Update: *We've only just begun: early discussions have begun on this. The Writing Program will be able to further address this with a bit more time.*

6. Explore adding a 300-level writing intensive course to the General Education curriculum.

Update: *We'll soon have a clear decision on pursuing this option. Currently, the Writing Program is exploring this option but also tinkering with another way of ensuring students take a research writing course after their freshman year.*

7. Develop clear and consistent senior-thesis processes and expectations for majors and minors.

Update: *Done and done.*

8. Secure standardized funding for Prism Review production.

Update: *In-progress.*

9. Build a stronger pedagogical connection with the Learning Enhancement Center.

Update: *In-progress. The Writing Program has attempted to do this in several ways, first by proposing and piloting a program that has placed adjunct faculty as tutors in the LEC. The Writing Program had detailed talks with LEC staff to teach a training course for LEC tutors but this fell through. Our current proposal to overhaul the freshman writing sequence will greatly enhance the connection with the LEC, as well.*