



DEPARTMENT OF ENGLISH  
BRIGHAM YOUNG UNIVERSITY  
4198 JOSEPH F. SMITH BUILDING  
PROVO, UTAH 84602-6701  
(801) 422-4938 FAX: (801) 422-0221

16 January 2017

I have reviewed materials associated with the Willamette Promise writing program, which is intended to provide students with an opportunity to earn college writing credit while they are completing their high school English classes. The students are expected to complete the program requirements in addition to the regular work of their courses with teachers who have been selected and trained by the WP designers; the work students do for the program is submitted as a portfolio and assessed by multiple readers according to a common rubric. As such, it competes with other models that provide students with college writing credit in high school, dual enrollment and Advanced Placement, particularly. I have read the materials with those alternatives in mind at the same time I considered what research shows about effective composition instruction.

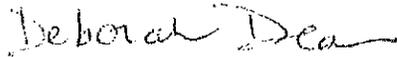
Overall, I am impressed with the Willamette Promise program design and materials. In its general design, it aligns with standards from multiple constituencies while it also incorporates effective theory and current research in writing instruction. Valid sources and references in the program materials support the philosophy and practices outlined in the program and training materials as they also reflect the best thinking in the field of current writing instruction. A recent short article by Doug Hesse, a former president of National Council of Teachers of English and the Council of Writing Program Administrators, author of numerous books and articles about writing, and winner of numerous awards related to writing instruction, identifies several key features of effective writing instruction, aspects we KNOW benefit student writers (2017). Among the items he lists, the following are clear elements of the WP program:

- Students have ample opportunities to write.
- Writing tasks are carefully sequenced.
- Instructors coach the process of writing, offering strategies and advice.
- Students are provided with readings not only as source materials but also as examples of the kind of writing they are doing.
- Students are encouraged to transfer their learning.

These important aspects of effective writing courses are all evident in WP. I detail some of these in the following paragraphs.

The assignments and tasks embedded in the program are equivalent to most first-year writing classes, but in one aspect also move beyond many of them. Certainly the on-demand writing and the more involved research-based writing are typical of first-year writing courses at most major universities. Students in these courses often write "on the spot" as well as pieces that work through invention and revision. The WP program also asks students to use writing to learn in the annotated bibliography task, where students are asked to use writing to work through their learning from source materials. The reflective writing required by WP, however, moves beyond

In each aspect, then, Willamette Promise reflects a high quality program with elements that stand out for their potential to teach and assess student writers. I have full confidence it can achieve the goals and objectives it sets out to achieve.

A handwritten signature in cursive script that reads "Deborah Dean".

Dr. Deborah Dean, Professor

4109 JFSB

English Department

Brigham Young University

Provo, UT 84602