

Table of Contents

I.	Executive Summary	1
II.	Process Used to Develop the QEP	2
III.	Identification of the Topic	6
IV.	Desired Student Learning Outcomes	10
V.	Literature Review and Best Practices	12
VI.	Actions to be Implemented	28
VII.	Timeline	44
VIII.	Organizational Structure	47
IX.	Resources	57
X.	Assessment Plan	55
XI.	Appendices	63
	Appendix A: QEP Committee Members	64
	Appendix B: QEP Topic Selection Survey	65
	Appendix C: Writing Rubrics	77
	Appendix D: New Common English Syllabi	79

I. Executive Summary

THE TOPIC: The topic of the Edward Waters College QEP arose from open-ended survey questions, focus groups, as well as data from institutional assessments. We made certain that we received feedback from faculty, staff, alumni, the Board of Trustees, and community members. Over time, survey data was collected and analyzed to let the topic emerge from what the data demonstrated. Many frank and open dialogues were held to allow a broad-based constituency to speak about the strength and weaknesses of our academic programs. As a result of these cogent efforts that included conversations, focus group discussions, and digital and printed surveys, the QEP Steering Committee found that each of these human resource entities and their collective intelligence concluded that one of our most serious instructional challenges was the improvement of the competence levels germane to the written composition abilities of our students.

THE GOAL: The overarching goal of Edward Waters College's QEP dictates that the major focus must be the discernible improvement of our students' abilities to write effective written compositions that are marked by support of major ideas with facts, details, examples, and reasons; unity of ideas and reasons; coherence as evidenced by appropriate organization and sequencing; and the appropriate usage of language, grammar, and sentence structure. Our approach to the improvement of student writing is contingent upon our success in meeting the pertinent QEP implementation objectives and strategies. The objectives are (1) to transform the curriculum for freshman composition courses by the constructing a proper sequencing scheme for instructional delivery and student production of compositions; (2) to increase usage of the Writing Center by students and faculty; (3) to utilize EWC 200 as a capstone course for the freshman compositions experience; (4) to train and supervise instructors of ENG 101 and ENG 102 with sessions dedicated to curriculum development, instructional strategies, and assessment strategies germane to the teaching and learning of paradigms relevant to the improvement of the writing abilities of our students; and (5) to be constantly cognizant of the significance and the ultimate decision-making genre – the assessment of learning and teaching.

THE STUDENT LEARNING OUTCOMES: The SLOs specify that students will be able to a) write informative/explanatory compositions that examine and convey complex ideas, concepts and information through the effective selection, organization and analysis of content, b) write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant evidence, c) write narrative and descriptive compositions to develop experiences or events using effective techniques, well-chosen details and well-structured event sequences, and d) demonstrate measurable, observable improvements to writing proficiency after completing the freshmen composition sequence (ENG 101, ENG 102 and EWC 200).

THE BENEFITS: The successful implementation of EWC's QEP will help students and instructors understand that the writing process is complex and recursive; dependent upon timely, context-specific feedback for students; undergirded by engagement and critical thinking; and enhanced by time-on-task, an increased interest in the rhetorical nature of writing, utilize standards of academic writing by following prescriptive grammar and usage, and the critical thinking skills needed in the production of effective writing. We further envision enhanced faculty workshops in teaching composition, increased usage and dependence upon digital technology, and the timely modification and enhancement of curriculum design and instructional strategies for ensuring excellence in the recursive process of writing for various purposes, audiences, events, and academic or professional demands.

II. Process Used to Develop the QEP

As an institution of higher learning, Edward Waters College is explicitly focused on establishing “a globally diverse learning-centered community that champions academic excellence through innovative teaching and learning,” (Vision Statement). EWC gained new leadership in 2010 and a change in administration that has been making improvements with new innovative methods of enhancing learning at the freshman level. As an institution driven by meeting the learning needs of students new administration has been attempting to address the deficiencies of our students to further improve and enhance the mathematics, reading, and writing skills of our entering freshman students who enter college underprepared for the post-secondary curriculum. To meet the developmental needs of students EWC’s new administration was focused on bridging the gap by hiring discipline-specific specialists in the areas of reading, mathematics, and writing to work in concert with the Center for Excellence in Teaching and Learning (CETL). These specialists were to bring in many new innovative approaches to learning and were to have a strong background in teaching pedagogy, assessment, best practices, and how to advance developmental students. These positions were approved and filled before the Fall 2013 term began. Each of the instructors brought extensive knowledge in their discipline and had the ability to advance learning among students on campus. The results of this dynamic new faculty can be seen in students’ progress in meeting new Student Learning Outcomes and their continued success in courses not taught by CETL instructors. These transformations were an exciting change to the faculty made with the advancement of student learning in mind. The Writing Specialist was charged with developing a Writing Center and providing the needed academic support services to all students on campus. The Writing Center began its inception in the Fall 2013 term. Since the Fall 2013 term, the Writing Specialist has conducted over 60 workshops in courses across the campus in addition to teaching EWC 102 College Success Writing Skills, a new course that was added to the freshman sequence to give freshman students further instruction in writing to address the perceived deficiency across campus.

As these changes were being implemented, the Office of Academic Affairs also began to form the Quality Enhancement Plan (QEP) Steering Committee and examine professional development opportunities that would help with the creation, development of a dynamic QEP that would be focused on student learning and one that would address the major issues and problems identified by faculty, administrators, instructors, and alumni to implement changes to the new and ever evolving QEP.

QEP Steering Committee Involvement

The process for developing our QEP included our seeking professional development through the *Ninth Institute on Quality Enhancement* held July 21-24, 2013 in Daytona Beach, Florida. Having fully understood the impetus of the QEP, in August of 2013 the college assembled a diverse group of faculty and staff to begin the process of research and the eventual development of the QEP topic. Once the Fall 2013 Term began, the QEP Steering Committee was formed and provided highlights from the *Ninth Institute on Quality Enhancement* by the Vice-President of Academic Affairs. Upon fully understanding the QEP, its purpose, and how the QEP ties into the advancement of student learning as well as the eventual reaffirmation of Edward Waters College, the QEP Steering Committee saw their task as one essential to the advancement of the learning needs of students attending EWC. See Appendix A for the membership of the QEP Steering Committee.

The QEP Steering Committee researched options and investigated ways of determining the specific learning needs of the student body in conjunction with the institution's Vision, Mission, and Strategic Goals. Many of the QEP Steering Committee members have backgrounds in qualitative and quantitative research methods and with this combination it was decided that the impetus of our committee should be that of *discovery* of the topic of focus for this QEP. Furthermore, it was our aim to discover the QEP's topic in order for the QEP to fit the needs of the institution and its advancement of student learning. To begin our research, the committee created an open-ended survey. The survey used carefully designed questions to identify the needs of the institution by asking constituents their opinion as to how EWC can meet the needs of its student population. The rationale for using open-ended questions rather than multiple-choice was to make certain not to guide the focus of the responses to any preconceived idea that may or may not be held by committee members. The questions were broad in their focus and allowed respondents to reply with anything that came to their mind. The QEP Steering Committee consulted reference works on survey design to make certain that we followed expected protocol in our survey question design. The surveys were therefore designed to focus on the individual needs of the institution as it was perceived by the faculty member, staff, alumni, student, or community member who would be answering the questions. Our goal was to let the topic come to us by isolating the common variables that would emerge from the broad-based participation of a wide cross-section of respondents. Each individual constituent group (***alumni, community members, faculty, staff, students, and the Board of Trustees***) were

allowed the opportunity to express their concerns about student learning in their answers to the open-ended surveys.

After carefully designing the survey it was first made available for individuals to complete at the Faculty Institute in August 2013. Another survey was given to alumni during the Alumni Breakfast held during Homecoming Week 2013. A third survey was given to the Board of Trustees. Responses from these hand-written surveys were promising however the handwriting of some participants was illegible. The committee wanted to ensure more participants had access to the surveys and that all data was *reliable* not *interpretable*. To accomplish this, the committee made them available online via *Moodle*, the College's online Learning Management System, to faculty, staff, students, Board of Trustees, and Alumni. By utilizing the technology of our campus, we were able to increase our participation among a broad cross-section of college constituents with data that was consistent to the intended meaning. Many professors spoke to students about the QEP and encouraged their students to participate. All students have access to log into *Moodle* and complete the survey on their own and many students completed this task; however, in conjunction with the Student Government Association (SGA), we held special outreach events in the Student Union Building in an effort to further increase student participation by offering students free key chains for participating. All across the campus signs were up asking students to "Let YOUR Voice be Heard!" Because of this many more students came and participated in and were informed about the QEP and its role in our reaffirmation process. Students were excited that the college was doing outreach to help focus on their needs as learners.

Focus Groups

The Office of Institutional Planning, Research and Effectiveness (OIPRE) collected and analyzed the handwritten and digital data from *Moodle* during the months of November and December 2013 (Appendix B). As the surveys were being analyzed the committee went a step further and conducted a series of Focus Groups during the month of November. In planning for the implementation of focus groups, we utilized texts like Richard Kruger's *Focus Groups: A Practical Guide for Applied Research* (2nd ed) which discussed the aspects of the moderator's role and how to best conduct a focus group. We wanted to avoid making any errors or biasing the results in any way. Our focus was strictly as researchers looking to *discover* the topic not to force a preconceived idea held by any of the QEP Steering Committee members. We were focused on getting the process of the topic selection done accurately. The Focus Groups were

designed to make certain that all faculty, staff, and students had their voices heard and were a part of the process of developing the QEP topic. Faculty in higher education like to talk about issues and by getting the faculty, staff, and students to focus on the important issues related to the role of learning we hoped data from a variety of sources would aid us in our discovery of the QEP topic.

The QEP Focus Group script was created using sound empirical methodology and members of the team who served as moderators went through trainings and role-playing exercises to insure accuracy and faithfulness to the research methodology. QEP members attended each departmental meeting and conducted the focus groups to discover what each individual department may find as the area of focus that would be revealed through their focus group's discussion. The committee was focused on letting the topic come to them through additional data collection and reporting. It was thought that by isolating faculty in their individual department we may find that one department may struggle with certain issues that another department may not; however, we were focused on isolating an overarching theme that was of a major concern to all departments. There was discussion of the possible need for future focus groups and additional data collection to ascertain the most important topic. Since all departments interviewed came to a consistent consensus there was no need for additional focus groups though they were planned and discussed.

III. Identification of the Topic

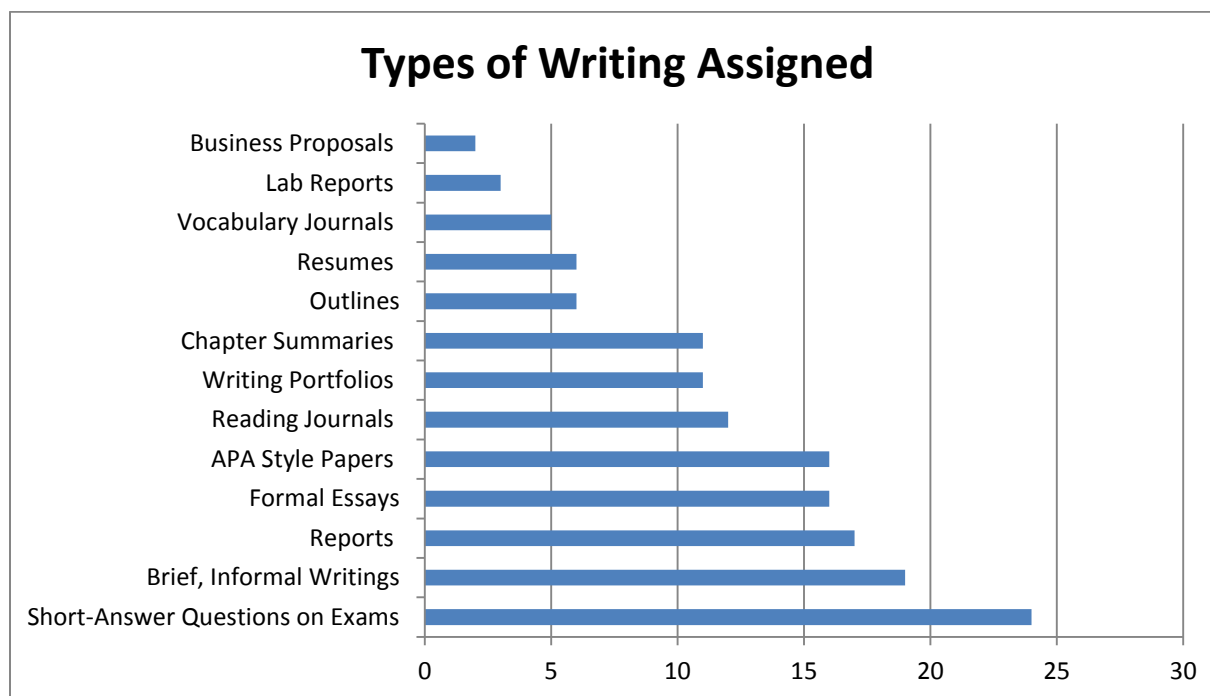
We allowed the data to inform our decision-making process so that we were focused on what needs emerged from the process we undertook. The QEP Committee found that the data from the surveys and the Focus Groups revealed that all departments, all professors, and all staff members were concerned with the writing abilities of students. A few undocumented¹ student focus groups were held to find out what students saw as their biggest issue and hurdle to learning. From these focus groups students expressed a lack of confidence in writing and in mathematics. From the report given to the QEP Committee in January 2014, the surveys used via *Moodle* and all hand-written surveys similarly revealed writing to be a primary concern. With a consistent area of concern emerging we recognized the need to enhance and improve the writing of students. Using the survey results in concert with standardized test assessments like *Collegiate Assessment of Academic Proficiency* (CAAP), *AccuPlacer*, and data from developmental courses, it was well-established that students needed explicit instruction in their writing. The topic thus became writing based on the data collection and analysis of our broad-based participants as well as through assessment data available to the QEP Committee.

Narrowing the Focus

Now that the topic had been identified using broad-based involvement and data-driven research assessments to include both quantitative and qualitative data, the QEP Committee now had to determine the main focus: that of student learning through effective writing instruction. Writing is a broad topic that must be narrowed down to its most specific area of concern. The QEP Committee created the *Writing Survey* and made it available on *Moodle*. This survey was a 14 item multiple-choice survey with an optional open-ended question included. This survey was designed to gauge and to assess where we need to focus our attention in the writing curriculum. To focus on the improvement of instruction, we must examine what is currently practiced to scrutinize what is working in instructional approaches to writing and what is not working. Efforts were also made to investigate the kinds of writing that were assigned in freshman, sophomore, as well as in upper-level division courses. Thus, the *Writing Survey* assessed the climate of writing on campus. From this data, we were again able to revisit the focus and thrust of the QEP topic by examining extensively and intensively the needs of the instructors as it pertained

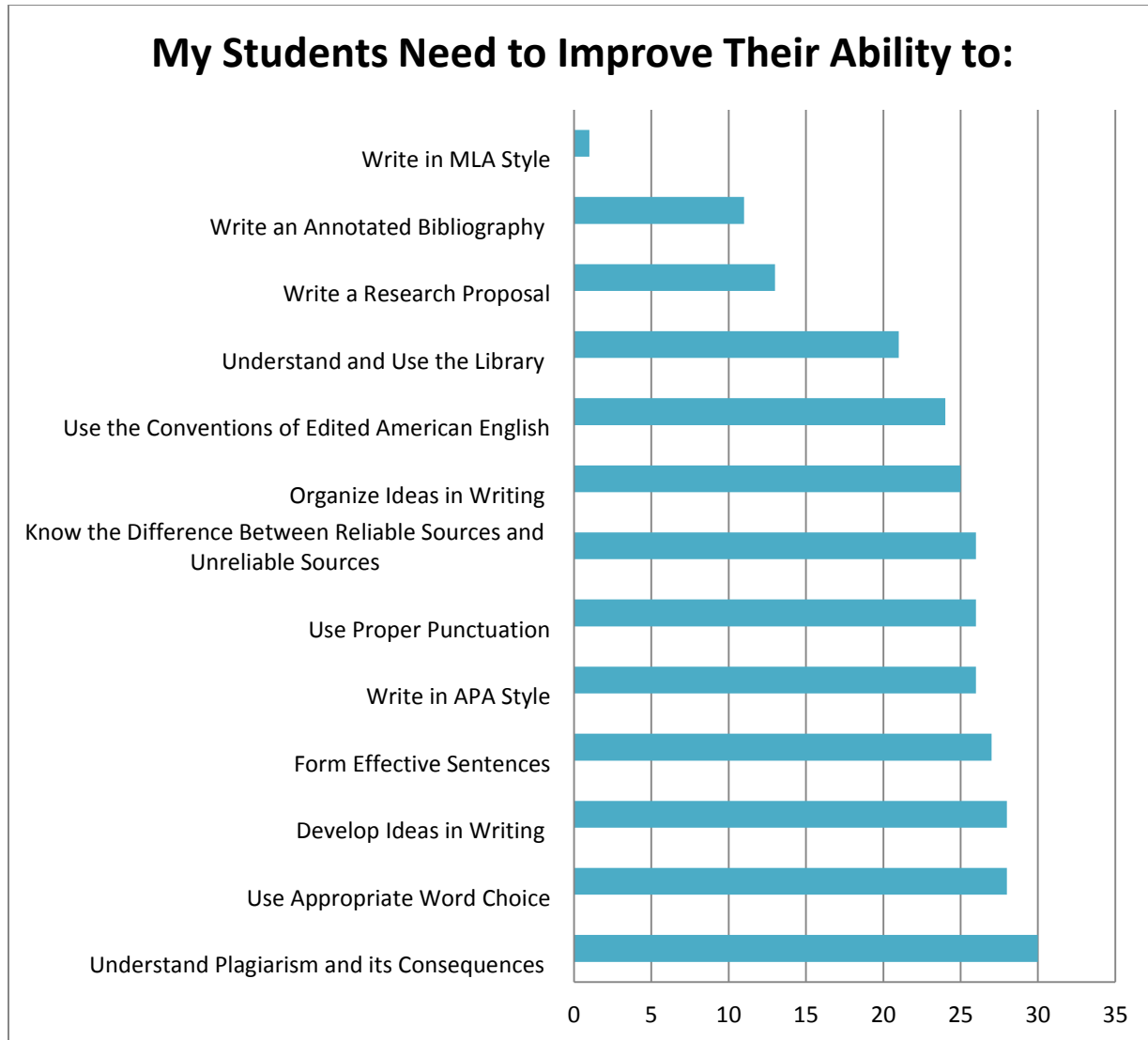
¹ By “undocumented” we mean unrecorded. The QEP Committee recorded all focus groups to insure accuracy. These student groups were not recorded due to technical difficulties with the recording equipment. We were not aware of the malfunction until after the conversations had ended; however, notes were taken by moderators during the meetings and students signed in to indicate they were present.

to writing and the needs of students. The committee wanted to investigate the type of writing that is assigned on campus to use as a gauge to assess what types of writing instruction should be taking place before students achieve junior or senior status.



By understanding the types of writing assigned across all courses and disciplines, we were able to then make plans that clarify how this must be taught and where it is best in the curriculum and instructional sequence to teach the skills needed for success in the upper-level division coursework. The majority of all our majors use American Psychological Association (APA) Style formatting. It was discussed that the English courses only teach Modern Language Association (MLA) Style, and that the APA Style must have more emphasis for use in the Freshman English course sequence, also.

The survey also sought to ascertain which specific writing skills that needed further development and enhanced improvement. Writing is a broad topic that has many subfields that could have been an area of focus for our QEP; however, the *Writing Survey* demonstrated other areas that needed improvement through additional instructional enhancement. Participants revealed their concerns on needed academic support and development by responding to the *Writing Survey*.



From these results we were able to see a focus emerging. Many of the skills that needed the most attention were skills that should have been met through effective student learning objectives in the freshman English composition sequence. It has always been assumed that by the end of the freshman English composition sequence students would know how to use the library effectively and efficiently so that when given written research projects students know the value of the resources provided by the library. Students should also have a demonstrated knowledge of written unity, coherence, use of Edited American English and the mechanics of writing with adequate supporting facts, details, reasons, and statistics all of which are skills that students should be able to demonstrate at the conclusion of the freshman English composition sequence.

The more we researched the learning needs of students, the more we understood the students' need for edification in these areas. We were also able to identify the needs of faculty across the disciplines and to see what areas of writing needed the most attention. Research and data analysis further demonstrated to the QEP Committee the need to evaluate the freshman English course. What was being taught and by whom? It was observed by the Writing Specialist that some professors were using ENG 101 as a chance to teach only sentence-level skills while others were teaching more advanced academic writing, such as the essay. This inconsistency left many students ill-prepared in their essay writing skills. When they arrived in ENG 102 with course expectations of completing a series of full research papers with more advanced academic standards of writing, they could not fully conceptualize what was expected because there were no consistent student learning objectives in writing courses. Therefore, it was decided to revise the focus and thrust of the freshman English courses by having a specific set of student learning outcomes in place for a consistent standard to be met across the curriculum. It was felt by the committee that regardless of which instructor teaches the course the expected skills and competencies must be met through a set of expected assignments that need to be met by all instructors. It was felt that many professional development activities should be in place to further the advancement of student learning and effective pedagogy. The committee felt that the curriculum needed to meet the deficiencies identified in the *Writing Survey* since these skills were not being met as the freshman English composition courses was currently being taught. There were new treatments that needed to be put in place to result in a change in learning across campus.

The Focus of the QEP

By making the focus of the QEP the improvement of writing performance a title needed to be selected to support the mission and vision of the QEP. A competition was held to identify a title and accompanying logo. This competition was open to faculty, staff, students, and administration. From approximately 70 entries, the title selected was *Mighty Write!* and the logo was chosen. By focusing on the needs of students and the instructional enhancement of the freshman English courses, we are aligning it with national standards set by the Writing Program Administrators (WPA) and the Conference on College Composition and Communication (CCCC). This focus and alignment, moreover, will insure our being able to meet students where they are and prepare them for what faculty expects beyond the boundaries of the freshman English coursework. By following national standards and aligning our curriculum to these EWC sets a precedent.

IV. Desired Student Learning Outcomes

The primary goal of the Quality Enhancement Plan (QEP) at EWC is to improve student writing through enhanced instruction and academic support in the freshmen composition courses. The identified Student Learning Outcomes (SLOs) for the QEP will emanate directly from national standards and shall be assessable through student writing assignments, pre-/post grammar assessments, student portfolios, *IntelleMetric* scores, end-of-course exams and data from national assessments. The plan for meeting these outcomes involve revising the freshmen writing curriculum, improving academic support services and resources, and enhancing professional development for teaching writing. It is anticipated that these enhancements will provide immediate and long-term improvements for our students and the learning environment of the College. The QEP will also prepare students for the requisite written communication skills and abilities germane to thriving in a global society that demands excellence in the fundamental processes in academic competence, research, and service.

QEP Goal and Student Learning Outcomes

This QEP is designed to address a single goal and four desired student learning outcomes. The student learning outcomes are measured using indicators of writing proficiency and will yield observable improvements.

QEP Goal

To improve writing of freshmen-level students by enhancing the writing instruction in the freshman English sequence

QEP Desired Student Learning Outcomes

1. Students will be able to write informative/explanatory composition essays that are supported by a thesis statement with supporting topic sentences.
2. Students will be able to construct arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant evidence.
3. Students will be able to write narrative and descriptive compositions using effective techniques, well-chosen details and well-structured event sequences.
4. Students will demonstrate measurable, observable improvements to writing proficiency after completing the freshmen composition sequence (ENG 101, ENG 102 and EWC 200).

These four student learning outcomes were identified and adapted from the national standards set by the Council of Writing Program Administrators (WPA) the Conference on College Composition and Communication (CCCC), and the Association of College and Research Libraries (ACRL). By engaging the necessary strategies and objectives outlined below and consistently administering the prescribed intervention of the QEP, the writing of students at EWC will improve among all freshmen writers.

QEP Implementation Strategies and Objectives

Our approach to improving student writing is contingent on successfully implementing the QEP through three major strategies and associated objectives. These strategies and associated objectives will allow us to gauge the implementation and success of the QEP.

QEP Implementation Strategies

- Revising the freshman writing **curriculum** in ENG 101 and ENG 102 to include effective and consistent pedagogy across all sections
- Improving the **academic support services** of the Writing Center by integrating services and resources with freshman writing instruction
- Enhancing **faculty development** through best practices in writing instruction and assessment

QEP Implementation Objectives

1. Transformation of the curriculum for freshman composition courses, including proper sequencing, common syllabus, professional development, and using EWC 200 as a capstone experience course for freshman composition (**Curriculum**)
2. Integrate the services of the Writing Center into the curriculum of the freshman composition sequence (**Academic Support Services**)
3. Train and supervise instructors of ENG 101 and ENG 102 (**Faculty Development**)

The evaluation section of this document will outline how we will assess the student learning outcomes and monitor accomplishment of administrative objectives as we implement these strategies.

V. Literature Review and Best Practices

In 2012, the Department of Education published *The Nation's Report Card: Writing 2011* which reported that only “24 percent of eighth [sic] and 12th graders were proficient in writing,” (*Writing 2011*, p. 1). As the QEP Committee gathered data on the selection of a topic, we realized national statistics, in conjunction with local data trends, revealed that the inability to produce effective writing was a symptom of a deeper problem: student needs were not being met through the K-12 curriculum to prepare them for writing in advanced environments (college or career). The committee endeavored to find ways for our educators to follow a focus in the teaching of effective writing in our college-level curriculum which would also address the students’ developmental needs. Since the focus of this QEP is on the enhancement of writing instruction through curriculum alignment with national standards it provides overviews to the rationale used to revise curriculum and on the best practices of writing instruction. Our areas for the improvement of writing instruction became threefold:

- The initial needs of the student and the deficiencies left from secondary education,
- The restructuring of English Composition courses to focus on the necessary critical-thinking skills needed to produce thoughtful writing by meeting and aligning with national standards, and
- The enhancement of student learning through implementation of needed curriculum and student support services changes.

The Needs of the Student

According to a report prepared by the American College Testing (ACT) Association, of the 1.7 million high school graduates who took the ACT standardized test more than 60% were not prepared for college (*Condition of College and Career Readiness, 2012*). This further reinforces the ideological notion that our K-12 curriculum in the United States does not prime students for freshmen college-level work. This is not a new trend. Research has documented how the high school curriculum was designed to “provide the training for lower-level skilled labor,” (Yagelski, 2006, 288). Since the majority of students who graduate high school are unprepared for college instruction, then we must address their immediate learning needs through our curriculum’s development and implementation. As Dr. James Berlin, former professor of English at the University of Cincinnati noted in *Where do English Departments Come From?*

A college curriculum is a device for encouraging the production of a certain kind of graduate, in effect, a certain kind of person. In directing what courses will be taken and in what order, a curriculum undertakes the creation of consciousness and behavior. A

curriculum does not do this on its own, free of outside influence. Instead, it occupies a position between the conditions of the larger society it serves--the economic, political, and cultural sectors--and the work of teachers-scholars within the institution. (cited in *Rhetorics, Poetics, and Cultures*, 2003, p. 18).

Thus, we now turn our attention to the curriculum of our college. What changes need to be made? In what ways can we, as an institution, develop the curriculum to meet the needs of students? To aid college administrators, Dr. Virginia Smith (1993), in her article *New Directions in General Education*, asks four guiding questions relating to curriculum revision and structuring:

1. What are the *purposes* of the undergraduate educational curriculum?
2. What are the *educational* results of the program?
3. What are the essential *unifying strategies* that are used to provide coherence and essential meaning to the educational experience?
4. What *assessment techniques* are used to ensure that the purpose is well served, that the hoped-for educational results are obtained, and that the unifying strategies are working well? (p. 256-257).

When we examine the needs of the freshman English curriculum with these essential questions in mind, we are able to structure its improvement; however, any changes that are made must be done explicitly to increase the development of our students' knowledge, to prepare them for advanced undergraduate courses, and to make them ready for the global job market once they have graduated. When curriculum is constructed with the needs of students in mind, instructors are meeting students where they are and assisting them to understand course concepts and how to achieve student learning outcomes.

The Freshman Composition Course: What It Is and What It Does

To understand the freshman composition course we must look to its origin and how it was added to the college curriculum in the first place. The American college curriculum evolved around "the adoption of the German model of higher education by American institutions, a model that organized knowledge into the main academic disciplines with which we are familiar today, established the scientific model as the standard for scholarly inquiry, and shifted the primary role of postsecondary faculty from teaching to research," (Yageleski, 2006, p. 281). It is within this emerging climate that the freshman English course was born, for it was "writing instruction, not literature, that enabled the modern English department to emerge," (Yageleski, 2006, p. 282). In fact, by 1894, the Freshman English course at Harvard was "the only

requirement...and by 1897 was the only required course in the curriculum,” (*Rhetoric and Reality*, 1987, p. 20). The curriculum requirements at other universities began to emulate Harvard, which is what made first-year composition courses a commonplace requirement.

The addition of, and eventual changes to, the Freshman English course was not always founded in pedagogical thought, theory, or the advancement of student learning. Robert J. Connors (1997) indicated in his book *Composition-Rhetoric: Backgrounds, Theory, and Pedagogy*, “The consolidation of composition-rhetoric did not take place because true theory or practice drove out false, but because of the pressing social problems that demanded solutions,” (p. 11). Thus, one scholar noted, “The first step to redefining English studies, then, is to acknowledge the central role that all educators play in the shaping of students as beings-in-the-world,” (Yagelski, 2006, p. 279). Thus, the writing course has always and will always teach more than writing. It teaches new ways of thinking, reasoning, understanding, and perceiving the world in which students live. When students write in writing courses they tap into their own knowledge and construct it before them on the page.

For a student to complete a writing assignment is a highly complex task. A classic article on writing emphasizes that a person completing a writing assignment is “a thinker on full-time cognitive overload,” (Flower & Hayes, 1980, p.33). Dr. David Galbraith (1999), professor of Psychology at Staffordshire University, further supported this in *Writing as a Knowledge-Constituting Process* where he said, “writing involves finding out what to say in the course of writing, rather than being a matter of simply translating preconceived ideas into text,” (p. 137). When our ideas are there we are able to construct them into a written reply; however, many students are unable to think about their assignment because they lack the practice of formulating thoughts and writing at the same time.

Since writing is such a cognitive process, students need to be given the chance to write without being graded. What many students lack in writing is the fluency that comes from actual practice. Just as we learned our multiplication tables through the constant repetition and recitation of their values (i.e., the more we did them the better we became) so it is with the idea that fluency in writing increases proficiency in writing ability. Students nowadays only write for a grade not to discover. Activities allowing students to discover their own voice must be further infused into the writing curriculum. Composition specialist Dr. Peter Elbow and others have designed activities whereby students are encouraged to write initially just to express their

thoughts. Students need not worry about punctuation or grammar at this point. Here they are learning how to use the power of the pen to express their thoughts in a mighty way. What is important to Elbow and others is the *thought* that comes from a first draft. The ability for students to see that what they have to say is important and valuable but one writing is not enough. Galbraith (1999) says what Elbow is establishing is that although explicit problem solving plays a vital role in shaping the text into a rhetorically appropriate final form, it is the initial spontaneous draft which is responsible for the discovery of new ideas (p. 138). When students begin to see writing as a process and when they understand the complex nature of the process that leads to an eventual product they are further able to complete the writing tasks in other disciplines. Therefore, a writing professor must acknowledge the complex cognitive nature of students working to learn effective writing skills for success in advanced undergraduate curriculum and to develop their writing and speaking skills early. Freshman English courses have always been tied to the advancement of a literate society; however, many colleges and universities hire individuals with Masters or Doctorates in Literature and have them teach freshman English courses. These individuals are highly qualified; however, many of them do not know how to infuse learning strategies into the composition classroom. They are unaware of how to scaffold assignments so that students can move from several small projects and writing experiences to a larger, well-polished paper. Learning occurs when behavior changes so the task of the composition teacher is to change thinking and behavior. This means the composition professor is constantly studying effective cognitive psychological methods of writing pedagogy.

If the composition course is structured to be rigorous by stimulating thought and creating new neurological paths, the students will advance throughout their undergraduate curriculum. As an institution striving for student success, here are the changes we propose for our undergraduate English curriculum:

1. All freshman English courses will use the same standardized syllabus with writing projects aligned to meet the course's student learning objectives to consistently determine a student's proficiency as a developing writer
2. All freshman English courses will be aligned with national standards and focused on logic, rhetoric, and grammar to ensure students learn the critical thinking skills needed to produce thoughtful writing
3. All freshman English courses shall use a standard Writing Rubric to guide their assessment of student writing in a consistent manner

4. All freshman English coursework shall be assessed by individual professors using the Writing Rubric and it shall further be assessed by a team of professors who will analyze the student's writing portfolio at midterm and final (Elbow, P. & Belanoff, P. 1986)
5. All freshman English courses shall meet the national standards of information literacy set by the Association of College and Research Libraries (ACRL) by having information literacy exercises embedded in their coursework (ACRL *Information Literacy Competency Standards for Higher Education*).
6. New assessments shall be implemented to substantiate through the data collected from these national standardized assessments that learning is occurring.

Alignment with National Standards

Without a writing specialist for guidance, many EWC professors and adjuncts inadvertently varied the focus of the freshman English course and were not assessing consistent and measurable student learning outcomes for all 101 & 102 courses. These student learning outcomes should not only have been consistent across EWC's freshman English curriculum, but also should have been in alignment with national standards. For example, the Council of Writing Program Administrators (WPA) has established their *Outcomes Statement for First-Year Composition*. The *WPA Outcomes Statement* was designed to "regularize what can be expected to be taught in first-year composition [courses]." The WPA lists outcomes rather than standards in order to help establish what "we expect to find at the end of first-year composition²," (*WPA Outcomes Statement*, 2008). The WPA breaks their expected outcomes into five categories:

1. Rhetorical Knowledge
2. Critical Thinking, Reading, and Writing
3. Processes
4. Knowledge of Conventions
5. Composing in Electronic Environments (*WPA Outcomes Statement*, 2008).

Each of these learning outcomes are divided into further categories to aid professors in their collection of artifacts and to document the students ability to meet these outcomes by the end of their freshman year.

In a similar vein, the Conference on College Composition and Communication (CCCC), the largest professional organization representing two- and four-year writing instruction, has laid out

² By first-year composition they mean the freshman level 101 and 102 courses required of the majority of colleges and universities nationwide.

standards and guidelines in their *Principles for the Postsecondary Teaching of Writing*. Edward Waters College shall align its freshman English courses with these expected principles to provide what CCCC calls “sound writing instruction.” (CCCC *Principles*, 2013). CCCC outlines the following for “Guiding Principles, Sound Writing Instruction”:

1. Emphasize the rhetorical nature of writing
2. Consider the needs of real audiences
3. Recognizes writing as a social act
4. Enables students to analyze a variety of genres
5. Recognizes the writing process as iterative and complex
6. Depends on frequent, timely, and context-specific feedback to students from an experienced postsecondary instructor
7. Emphasizes the relationships between writing and technologies
8. Supports learning, engagement, and critical thinking in courses across the curriculum
9. Provides students with the support necessary to achieve their goals
10. Extends from a knowledge of theories of writing (including but not limited to, those theories developed in the field of composition and rhetoric).
11. Provided by instructors who are given reasonable and equitable working conditions
12. Assessed through a collaborative effort that focuses on student learning within and beyond a writing course (CCCC *Position Statement: Principles for the Postsecondary Teaching of Writing*, 2013)

What can be gleaned by looking at the commonalities of these professional organizations is that the composition course must focus on the critical thinking skills that are requisite to complete solid writing experiences.

Focus on Critical Thinking

To build effective writers, we must teach critical thinking skills. This is the primary focus of the writing class as we can see from the *WPA Outcomes Statement* which lists it as 2nd in its list and the CCCC *Principles for Postsecondary Teaching of Writing* which lists several principles that lead back to the overarching theme of critical thinking. According to Dr. John Chaffee (1998), Director of the New York Center for Critical Thinking and Language Learning, he explains a critical thinking framework used to teach writing by stating, “Critical thinking provides an intellectual and thematic framework that helps writing teachers place structural and grammatical concerns in a meaningful context. Because students are involved in and concerned about what they are writing, they are motivated to master the technical aspects of

writing in order to articulate their thinking with clarity and precision,” (xvii). Further research by Linda Flower and John R. Hayes (1981) describes writing as “the mind on cognitive overload,” (qtd. from *Cognitive Processes of Writing* p.33). With these ideas in mind, it can be understood that students should be taught critical thinking early in their undergraduate career. The critical thinking skills are then applied metacognitively throughout their freshman coursework and continue to aid in their development as a student throughout their undergraduate career. The focus of teaching critical thinking as part of the composition classroom is one of the primary focuses of an effective first-year experience.

Yet, the idea of teaching people how to think stretches back to first century Greece when the most prominent of philosophers, medical practitioners, and the like were all taught using the liberal arts curriculum. “The liberal arts denote the seven branches of knowledge that initiate...a life of learning.” (Joseph, 1937, p. 3). The curriculum of the ancient Greek education broke into the Trivium and Quadrivium. The Trivium covers the “three arts of language pertaining to the mind,” (Joseph, 1937, p. 3). The Trivium broke into “Logic -- the art of thinking; Grammar -- the art of inventing and combining symbols, and Rhetoric -- the art of communication.” (Joseph, 1937. p. 3). Modern education has effectively written off these academic fundamentals as extraneous variables. The one that has suffered the most is grammar instruction. Why is that so?

Focus on Rhetoric and Grammar

As the study of language has evolved, grammar has been picked apart by linguists who wanted to know what grammar *really* is and how it should be studied. Grammar had been thought of as the do’s and don’ts of language – a prescriptive set of rules that must be followed. Over the years scholars have defined, deleted, redefined and altered the meaning of grammar. Grammar has become a theoretical concept, an applied science, and by some linguists put into two camps: prescriptive and descriptive grammar. Other linguists still added their own obscure grammars, like Montague grammar and tagmemic grammar, which once existed but faded into the shadows. Patrick Hartwell wrote a commentary on grammar when he penned his 1984 *Grammar, Grammars, and the Teaching of Grammar* in which he discussed and narrowed the vastly growing theoretical field to five types of grammar. With so many grammars around, it is difficult to tell who is arguing for what grammar, and why said grammar should or should not be taught in public education.

In early United States education, grammar was valued. In 1758, Robert Lowth, the author of one of the first grammar textbooks used in the United States, defined grammar as “the Art of rightfully expressing our thoughts by words,” (1). Sixty years later, in 1818, William Cobbett said in *A Grammar of the English Language*, “grammar... teaches us how to make use of words; that is to say, it teaches us how to make use of them in a proper manner...we must become acquainted with certain *principles* and *rules* and these principles and rules constitute what is called Grammar,” (8). Over time, grammar study was seen as “old fashioned” in light of the prevalent attention paid to the sciences. To address this issue, Alonzo Reed and Brainerd Kellogg wrote *Graded Lessons in English* in 1875 and *Higher Lessons in English* in 1877. It is within these seminal texts that they described grammar as “the science which teaches the forms, uses, and relations of the words of the English language,” (16). J. B. Wisely furthered the growing notion of grammar-science in his 1896 textbook, *A New English Grammar*, where he stated that through the study of grammar the mind was developed. “In the study of grammar, the pupil’s attention is directed inward for the first time. It is the only subject in the common school course which requires the pupil to consider his mental acts as such. Here he stops to consider... the forms of thought, pure thought,” (11).

If we are to teach critical thinking skills, it would seem that grammar would naturally be the place to start. The new grammar-science emerged as a new way of studying language, and a high value was placed on learning this type of grammar as it related back to the thought process itself. Knowledge of grammar now was thought to make better thinkers and became an essential component in the day-to-day living of a thinking and moral society. Grammar could now be analyzed and calculated. This new grammar-science moved away from pointless grammar drills to a measurable unit of discussion. The grammar-science necessitated sentence analysis, which Reed and Kellogg clarified as “the separation of the sentence into its parts,” (21). This analysis or separation of the sentence into its parts was best seen via the sentence diagram which Reed and Kellogg characterized as, “a picture of the offices and relations of the different parts of a sentence,” (22).

The grammar of the sentence was put under the microscope. It was now being broken into sentence slots where each unit in the sentence had a weighted value to understanding the sentence as a whole. The sentence’s subject led to its predicate, the tense of the verb led to the modal auxiliaries that could be used, which in turn led to helping verbs and the choice of the main verb. A more formulaic understanding of grammar began to emerge, one which classified

sentence structure. The sentence diagram typified the science of sentence-level grammar analysis, and for the next hundred years was thought of as the gold standard in education.

The grammar-science was said by teachers to produce better writers and thinkers. Despite the claims of teachers, the difference could not be quantitatively or qualitatively measured accurately largely due to the fact that grammar research was still in its infancy. This left scholars at an impasse – did grammar affect student’s writing? How could the effect of grammar on writing be measured using scientific methods of inquiry? Unsure of *how* to develop their hypothesis and unaware of how scientific research methods and statistical analysis could work to accurately measure the hypothesis the early research was neither reliable nor valid. Not knowing *what* variables needed to be measured and in what way to confirm that grammar does indeed bring results to writing. This led to the 1963 report published by the National Council for Teachers of English (NCTE), *Research in Written Composition* by Richard Braddock, Richard Lloyd-Jones, and Lowell Schoer. “That NCTE report, in fact, with its detailed accounts of empirical studies and scientific research methods, probably had a great deal to do with bringing us out of the dark ages,” (Kolln, 1981, *Alchemy* 139). This report is not known for its discussion of scientific research methods that were advantageous for researchers to pursue. It is known, instead, for one brief comment:

In view of the widespread agreement of research studies based upon many types of students and teachers, the conclusion can be stated in strong and unqualified terms: the teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing.
(qtd. in Kolln, 1981, *Alchemy* p. 139)

The floodgates of the grammar debate again opened. Scholars raged against the science-grammar. Scholars Martha Kolln and Craig Hancock (2005) pointed out, “When grammar finds its way into NCTE journals today, it is presented not as a topic for discussion but rather as an issue to be debated,” (*Story of English Grammar in United States Schools* p. 12). Amidst all the debate and controversy, Pennsylvania State University professor Martha J. Kolln wrote textbooks insisting on the need for grammar study. Since the early 1980’s, Kolln has published a plethora of books³ that all have taken their stand firm in the conviction that grammar study is essential to accurate writing in Edited American English.

³ Kolln had a different textbook out every three years beginning with *Language and Composition: A Handbook and a Rhetoric* (1984), *Rhetorical Grammar* (1st ed. 1987; 6th ed. 2009), *Understanding English Grammar* (1st ed. 1990;

Kolln defends grammar study by creating a different way of seeing and studying the grammar-science. Kolln (1984) defines rhetorical grammar as “a description of grammar that aims to give writers control over their sentences,” (*Language and Composition: A Handbook and a Rhetoric*, vi). She says that teachers need to think of grammar as a continuum in which remedial grammar is at the far end and rhetorical grammar is at the other. “For too long, we have thought of grammar as subject matter only for remedial purposes – a kind of band-aid for helping students patch up the cuts and bruises that blemish the surface of their sentences,” (Kolln, 1984). What, then, is the aim of rhetorical grammar? “Rhetorical grammar is a means of illuminating the choices available for composing and revising; rhetorical grammar is a way of examining the options [of the sentence slots and]...for improving style,” (Kolln, 1984). Thus, Kolln hypothesizes that a student develops better style and control in their writing by understanding the rules of the grammar-science. Ultimately, throughout all the textbooks and articles she has written, Kolln has wanted students to learn the conventions of Edited American English and to develop a sense of style and precision in their writing.

The grammar-science gives students a greater depth of awareness and understanding in their language. In her effort to accomplish this goal, Kolln lays out in her textbook, *Rhetorical Grammar* (2006), in such a way that it introduces the concepts to readers, defines the terminology that may be unfamiliar, uses examples of writing to exemplify the concepts/terminology, follows through with exercises for students to practice, and concludes each chapter with topics for classroom discussion. This allows students to analyze their language in a way they haven't done before, by looking inward. Students learn to think of their language choices in the writings they produce – to consider their own “internalized system” of grammar (1). If Kolln's claim about the science-grammar and her insistence that grammar comes from an internalized system of rules is true, then students have a repository of rules embedded in their unconsciousness. The challenge facing English instructors is getting students to use that unconscious knowledge at a conscious level in order to understand their rhetorical choices as a writer and the effects of those choices on reader's comprehension. As Kolln (2006) says, “Understanding grammar from this point of view opens the mind up to the adaptability, allure, and possibility of language,” (back cover). Kolln aims throughout her book to help students bring

8th ed. 2008), she coauthored *Grammar Alive!* (2003), and wrote the Forward to *Engaging Grammar: Practical Advice for Real Classrooms* (2007). Kolln has also written tirelessly in defense of grammar in NCTE and CCCC journals.

the unconscious internalized grammar to consciousness. Writing, to Kolln, is not what is hard-- it is the process of bringing to consciousness what is largely unconscious. In all composition courses this must be a focus: bringing to consciousness what students are not aware they already know.

With backlash to grammar instruction stemming as far back as 1950 it is unlikely that this debate shall soon quiet; however, in light of the fact that our primary focus is on the needs of our students what we cannot assume is that grammar is taught in the K - 12 curriculum. The symptoms of this come in the forms of student writing that fails to meet the standards of academic writing. In light of this, we must enforce that our students be given the grammar instruction they never received so that they are able to understand their language at a deeper level. The freshman English course sequence must provide students with the ability to understand grammar, rhetoric, and the power that comes from the language itself: its grammar.

It is with this past and strong background in grammar instruction and pedagogy that we suggest the implementation of new pre and post assessments. The pre-test assessment shall be given during English Composition I and the post shall be given at the conclusion of English Composition II. These shall be grammar assessments that will demonstrate that learning has occurred based on an increase in student scores from the beginning of the first course to the end of the second. The pre- and post-test assessments shall be in place to serve as a way of demonstrating students' increased command of their language. The new changes to both freshman composition courses will include the resurrection of the sentence diagram to help students pictorially represent how their language is used. Students will understand form and function and be immersed in language study for their advancement and continued development. They will understand grammar as a cognitive exercise and use their mind in a way to bring to consciousness what was largely unconscious. The writing instructor is thus a writing coach. Through explicit grammar instruction and through the implementation of Writing Workshops into the freshman English courses we will be able to demonstrate to students writing as a process. Students will understand how integrally writing works with the mental process. By infusing the Writing Workshop into the freshman level courses students will be able to see how writing is an iterative process, one that takes time to develop. Students must understand writing through the process of prewriting, writing, drafting, revising, and having the document ready for publication. The Writing Center shall also publish an anthology of student work each term and within this anthology will be artifacts of student writing at all levels. These writings shall be published for

students and their families to read and see their work. By implementing these changes to the freshman composition courses, data will be collected to demonstrate how students perform in all courses after the completion of the two English courses. For students to have the power of written expression, to understand it, gives them the control to navigate language on a conscious level and empowers them to understand and think about how language works in a philosophic, linguistic, and psychological way.

Without infusing logic, grammar, and rhetoric into the freshman experience, students will enter upper-level division courses ill-prepared for the realities of advanced thought and theory. The additional component needed to deal with student preparation in future courses is the infusion of information literacy in the freshman English Composition courses.

The Importance of Information Literacy

Students entering postsecondary education are often unaware of the power of the library and its resources in aiding them to gather, synthesize, and complete assignments. When students have questions, they go to internet search engines like Google or Ask.com, which leads them to websites and information that can be grossly erroneous. Students do not understand the difference between a .net, .com, .biz, .edu, or .gov designation in the web address itself. With access to so much information, students are often led to biased, inaccurate, or specious information. Not only are they exposed to inaccurate information, students also do not see the harm in cutting and pasting full paragraphs from online sources without giving credit for the use of another person's ideas. Many students even cut and paste entire essays, seeing nothing wrong with bypassing the entire writing process. Some students use several ideas cut and pasted from various sources and see writing as a "piecing together" of random ideas which they put into some type of order that best fits their needs. The parts they actually write themselves sometimes consist of less than one-third of a page in a three page assignment. While most academics would agree that it is good for students to integrate quotes, and even long quotes are acceptable if given correct credit; however, the information gathered stems from inappropriate sources and is either accidental or purposeful plagiarism.

In light of this, the freshman English composition courses shall infuse the standards laid out by the Association of College & Research Libraries (ACRL). The library staff and QEP Committee are working to infuse Library Orientation and additional exercises into the coursework. This is critical because as Melynda Burke (2010) of Western Kentucky University said that, "Currently,

the need for information literacy skills is the most pressing global issue impacting educational technology and library media education,” (p. 248). Yet for this need to be the most pressing little is done in higher education to meet the needs of information literacy to insure progress and growth in this area. Yet, for information literacy to be effective learners must “shift from passive recipient, whose task is to find, evaluate, and use knowledge, to active producers of knowledge, whose enterprise is to create meaning,” (*Information Literacy and Community College Students: Using New Approaches*, 2010 p. 358). There is no better place to teach students how to make meaning of their world than in an English course. Burke (2010) continues this way of thinking by adding, “Everyone around the world is impacted by the challenge of the technological age and must learn to adapt and cope by learning information literacy skills,” (248). Edward Waters College aims to insure that its students are prepared for the competitive job market and for their ability to compete in a global economy. Placing an emphasis on information literacy it is hoped that we will be able to create better thinkers and more information literate students.

Students will complete a series of assignments directly related to meeting the ACRL national standards. When they understand the power of the library and the many resources it offers, they will be able to research and think critically about the information they are gathering, they are writing and revising, and will be able to produce better writing projects. The standards set by the ACRL for information literacy directly and indirectly tie in with the WPA and CCCC outcomes and guiding principles we will implement into the course curriculum, thus the infusion of Information Literacy is a welcome and needed change. This collaboration will build strong appreciation for the work our librarians do, and will empower students to access more trustworthy information to further their growth and development.

Assessing the Writing Process: What the Research Says

The national standards indicate that the most effective approach to the teaching of writing is process-based, which means that the portfolio becomes, by default, the best means of assessing writing. The portfolio allows students to chart their progress over time and to see their own growth in the discipline's subject matter. As educational consultant L. Dee Fink (2004) stated, “...teachers incorporate learning portfolios into the design of their courses offer students multiple opportunities to engage in the kind of introspection and reflection that has major educational and developmental value,” (*Learning Portfolios: A Powerful Tool for Enhancing Course Design*). Composition scholar Peter Elbow and Pat Belanoff (1986) wrote the article *Portfolios as a Substitute for Proficiency Examinations* when their university underwent changes

in the curriculum and assessment used to assess freshman English courses. In their article, they stated that as they redesigned the course, the new standard for freshman English was that “every student must now develop...a portfolio of three revised papers... students must submit a brief informal cover sheet which explores the writing process in that paper and acknowledges any help they have received. The portfolio must also contain a fourth piece: an in-class essay done without the benefit of feedback,” (97). Through the analysis of the student’s work, professors are able to measure their progress over time. By having a committee of professors work together on the assessment of all student writing, there are multiple advantages: 1. The professors will insure all student learning outcome are met, 2. A consistent and reliable method is in place to prevent biased paper grading. As composition specialists Peter Elbow and Pat Belanoff (1986) indicate, “Our profession lacks any firm, theoretical, discipline-wide basis for deciding the right interpretation or evaluation of a text. The only way to bring a bit of trustworthiness to grading is to get teachers negotiating together in a community to make some collaborative judgments,” (100). 3. It ensures that the writing rubric is understood by everyone involved in grading. 4. It alleviates the stress-level of composition instructors who now work as a team to assess student writing instead of spending hours reading and grading alone. 5. It establishes a faculty learning community.

As an institution of higher learning, EWC is committed to providing students with a rigorous curriculum and, as such, we must bring our freshman composition SLOs in line with that of the WPA. We can infuse each of these standards into the writing classrooms and further offer to all faculty professional development that is designed to align all writing instruction done in any department to be in line with the CCCC Principles.

References

- Berlin, J. (1987). *Rhetoric and reality: Writing instruction in American colleges, 1900-1985*. Carbondale, IL: CCCC/NCTE: Southern Illinois UP. Studies in Writing & Rhetoric.
- Berlin, J. (1996). *Rhetorics, poetics, and cultures: Refiguring college English Studies*. Urbana, IL: National Council of Teachers of English. Refiguring English Studies.
- Burke, M. (2010). Overcoming Challenges of the Technological Age by Teaching Information Literacy Skills. *Community & Junior College Libraries*. 16.4. 247-254.
- CCCC Committee for Principles and Standards for the Postsecondary Teaching of Writing. (1989, Rev. 2003). *Statement of Principles and Standards for the Postsecondary Teaching of Writing*. Retrieved from <http://www.ncte.org/cccc/resources/positions/postsecondarywriting>
- Chaffee, J., McMahon, C., & Stout, B. (1999). *Critical thinking, thoughtful writing: A rhetoric with readings* (2nd ed.). Boston, MA: Houghton Mifflin.
- Cobbett, W. (1818). *A grammar of the English language in a series of letters*. New York: New York. Clayton and Kingsland. .
- Connors, R. (1997). *Composition-rhetoric: Backgrounds, theory, and pedagogy*. Pittsburgh, Pa.: University of Pittsburgh Press. Pittsburgh Series in Composition, Literacy, and Culture.
- Elbow, P., & Belanoff, P. (2009). Portfolios as a Substitute for Proficiency Examinations. In *Assessing writing: A critical sourcebook / edited by Brian Huot, Peggy O'Neill*. (pp. 97-101). Boston, MA: Bedford/St. Martins.
- Elbow, P. (1985). *Writing without teachers*. New York: Oxford University Press.
- Flower, L., and Hayes, J. "The Dynamics of Composing: Making Plans and Juggling Constraints." *Cognitive Processes in Writing*. Ed. Lee W. Gregg and Erwin Ray. Carnegie-Mellon Symposia on Cognition Series. Steinberg. Hillsdale, NJ: L. Erlbaum Associates, 1980. 31-50.
- Galbraith, D. (1999). "Writing as a Knowledge-Constituting Process." *Knowing What to Write: Conceptual Processes in Text Production*. Ed. Mark Torrance and David Galbraith. 1st ed. Amsterdam: Amsterdam UP, 1999. 137-57. Print. Amsterdam University Press - Studies in Writing. The print source was used; however, an online portable document file (.pdf) is available at this link:
https://secure.lsit.ucsb.edu/writ/wrconf08/Pdf_Articles/Galbraith_Article.pdf
- Hartwell, P. (1985). Grammar, grammars, and the teaching of grammar. *College English*, 42(2), 105-127.

- Joseph, M. (2002). The Liberal Arts. In M. McGlinn (Ed.), *The trivium: The liberal arts of logic, grammar, and rhetoric : Understanding the nature and function of language*. Philadelphia, PA: Paul Dry Books.
- Kitzhaber, A. (1990). *Rhetoric in American colleges, 1850-1900*. Dallas, Tex.: Southern Methodist University Press.
- Kolln, M. (1981) Closing the books on Alchemy. *College Composition and Communication* 32.2 Language Studies and Composing. 139-151.
- Kolln, M. *Language and Composition: A handbook and rhetoric*. New York: Macmillan, Collier Macmillan, 1984. Print.
- Kolln, M. (2006). *Rhetorical grammar: Grammatical Choices, rhetorical effects (5th Edition)*. 5th ed. New York: Longman.
- Kolln, M. & Hancock, C. (2005). The story of English grammar in United States Schools. *English Teaching: Practice and Critique* 4.3 11-31.
- Lowth, R. (1756). *A short introduction to English grammar: With critical notes*. New York: New York. J. J. Journeisin.
- Patterson, D. (2010). Information literacy and community college students: Using new approaches to literacy theory to produce equity. *Library Quarterly*. 79.3 343-361.
- Reed, A. & Kellogg, B. (1889). *Higher lessons in English* Effingham New York: Maynard & Co. Publishers.
- Smith, V. (1993). "New Dimensions for General Education." *Higher Learning in America, 1980-2000*. Ed. Arthur Levine. Baltimore, MD: Johns Hopkins UP, 243-58.
- U.S. Department of Education, Institute of Education Sciences, and National Center for Education Statistics. (2012). *The Nation's Report Card: Writing 2011 (NCES 2012-470)*. Washington, D.C.: U.S. Department of Education. This information was available in print and can also be accessed using this link:
<http://nces.ed.gov/nationsreportcard/pdf/main2011/2012470.pdf>
- Wisely, J. B. (1895). *A new English grammar*. Terre Haute: The Inland Company.
- Yagelski, R. (2006). English Education. *English Studies: An Introduction to the Discipline(s)*. Ed. Bruce McComiskey. Urbana, IL: National Council of Teachers of English. 275-319. Refiguring English Studies.

VI. Actions to Be Implemented

As an institution focused on learning, Edward Waters College has always served as an impetus for change. As we have gathered data, performed focus groups, analyzed research into effective pedagogy, and kept the learning needs of students as paramount to the construction of this five-year plan we have endeavored to further design our QEP to enhance student learning based on current theory and practice. The following is how we breathe life into the Literature Review and plan to implement changes that become a permanent part of the learning culture fostered by our Writing Program and the professors and academic support that are in place to insure student success.

Year Zero- (AY) 2014 – 2015

I. Curriculum

The first change needed is the implementation of a Common Syllabus with common assignments for the freshman English composition courses. The Writing Specialist pointed out in QEP meetings the concern he has because there were not consistent Student Learning Objectives across all English courses in the freshman English curriculum. Professors were doing their own thing and student learning was suffering. The Writing Specialist said that consistent measurements, assessments, and common course assignments must be in place to make sure EWC students are all given a rigorous curriculum no matter what course, what instructor, or what assignments were done and how they were approached. The QEP Committee looked to other institutions locally and found that they too had adopted a common syllabus for many of their English courses. Florida State College at Jacksonville uses a common syllabus for their Developmental English courses and other institutions have similarly adopted common syllabi or at the least a consistent standard of common and assessable student learning outcomes. The committee looked to national organizations for guidance in their implementation of new curriculum standards. Edward Waters College is focused on exceeding the national standards set by the Council for Writing Program Administrators (WPA), Conference on College Composition and Communication (CCCC), and the Association of College & Research Libraries (ACRL) as it pertains to the teaching of writing, the creation of student learning objectives, the infusion of information literacy, and the effective assessment of writing through the student learning objectives nationally mandated.

During the Spring 2014 term, the freshman English course began its revision process. The ENG 101 course and the coursework completed in this class began to be aligned with national

standards. The coursework shall be rigorous in that it will focus on the critical thinking skills needed to produce thoughtful writing. The cognitive approach to the teaching of writing shall focus on the process as a whole breaking it into smaller metacognitive chunks of information. Students will be learning to write in each class with mini-projects that are graded for content only. Students will then learn to write by being engaged in the writing process itself. By infusing prewriting activities with in-class drafting exercises students do not have the chance to plagiarize and it forces thought as students outline and draft their papers. By working in sequence and in awarding grades for each part of the process students get feedback from their instructor throughout the writing experience and their final essays which are completed outside of class have already been constructed as part of the writing experience and in general terms are written better because of the constant feedback done throughout each part of the writing process.

In teaching writing as a process students learn to think of writing assignments as a thinking experience and to enjoy the long, tedious process that goes into producing a written paper. Students learn to see their writing as not a project that can be completed twenty-minutes before it is due. To teach students how to think about writing and its complicated process is the focus of ENG 101. By designing a common syllabus (Appendix D) that outlines activities like these, our courses will be taught using a pedagogical approach that is consistent for all instructors. With consistent student learning objectives all English professors will know and fully understand what students are expected to know and how they are expected to demonstrate it. The professors shall be responsible for providing written artifacts to the Shared Drive that demonstrate how their students are meeting the expected student learning objectives.

Assignments shall be uniform in the scope (narrative, descriptive, expository, etc.) but open to the individual professor to assign how they choose. In other words, a compare/contrast paper will be in the course assignments; however, if one professor chooses to have students write a compare/contrast paper on historical figures and another wants to have them compare/contrast television shows the focus of the assignment and the skills needed to write this type of assignment are the same but it is the freedom of the instructor to assign the writing in a way that meets their needs. To meet the national standards set by ACRL, it was decided in the Spring 2014 term that ENG 101 Introduction to Academic Writing students will now complete a series of 20 information literacy assignments to familiarize them with library resources. These assignments are being worked out by the Writing Specialist and the Library Director and Staff.

In a similar way, ENG 102 will focus on providing students with the tools needed to understand the academic conversation. Students will be introduced to theory and how, within any discipline, there is tension and difference among scholars. Scholars and theorists do not always agree on their approaches or explanations of what and how things should be done; however, for students to understand that knowledge is an evolving construct and true knowledge is something we seek to find rather than force in terms of correctness. Freeing students so that they can understand how critical their voices are in the academic conversation empowers them as writers of research papers.

Our students will explore issues that emanate from who they are and questions they have. In learning how to research questions and where to find valid and reliable sources students will understand the importance of the academic conversation. Beyond understanding something new, these types of papers are what engage students in the coursework, these papers are about a thirst for knowledge and the quest to find it which ultimately leads to new questions, theories, and the most innovative thoughts among academics. In ENG 102, students will begin to embrace research methods as a part of the focus of the course. Students will learn how to do research by understanding how to access reliable and valid information and source material, how to integrate the scholarly quotes into their papers, how to create new cognitive meaning for their own questions, and how to communicate their research interest to an audience of individuals who may or may not be interested. Students will recognize that they are becoming a part of the academic community and that their voice is just as valued as that of their instructor. Students will see how writing and knowledge formulate their thoughts and can even change their position on an issue. Students will learn how to apply the writing process to academic inquiry. Students will learn to integrate quotes, use references, understand and use library resources, and shall spend the term involved in extensive research projects. Again, the ENG 102 course will be redesigned with national standards in mind and focused on the implementation of new and exciting thoughts among our students. During the Fall 2013 term, it was decided that ENG 102 course shall also have consistent student learning objectives and will be the course that we use to assess skills of information literacy. Students will also complete another 20 information literacy activities to become exceedingly proficient in their information literacy skills.

At the completion of ENG 101 and ENG 102, student's portfolios must have a minimum of 60 pages of written work (30 pages for ENG 101 and 30 pages for ENG 102) and have demonstrated proof of completing the 40 information literacy assignments. The writing artifacts

that will be counted in this sum are their prewriting activities completed in class, the drafts, the revisions, and the final paper. With each writing sample, students are to write a cover sheet included in their portfolio. Students are to write a narrative showing the *writing process* that they went through in the creation of this writing piece, acknowledge who (if anyone) helped them, and if it meets or exceeds the student learning objectives of the writing assignments. This requires thought and shows the investment students put into the writing project. To a certain extent, it eliminates plagiarism (or at the least forces students to think about the paper in a meaningful way). The courses shall be renamed to reflect their focus and ENG 101 will be piloted during the Fall 2014 semester and ENG 102 will be piloted during the Spring 2015 semester:

ENG 101 Introduction to Academic Writing (3 credit hours)

ENG 102 Academic Writing and Research (3 credit hours)

EWC 200 Applied Academic Writing (1 credit hour)

II. Use of Technology to Assess and Enhance Learning

By aligning our courses with national standards, we recognized the need to assess our courses in order to demonstrate that our interventions are working for the good of the academic community at Edward Waters College. By enhancing the rigor it is our hope that we demonstrate student learning through a combination of diagnostic, pre-/post assessments, summative, and evaluative assessments to chart the progress that are being made. We have endeavored to make certain that we embraced the culture of assessment. The following assessments are listed and shall be administered during the Fall 2014 term as a pilot and to gather baseline data to see what student scores were before the treatment officially began.

Pre and Post Assessments (course level)

A pre-test shall be given to students on the first day of their ENG 101 course. When students take ENG 101 they will be given two pre-tests 1) will stem from the McGraw Hill *Connect* program which provides a diagnostic assessment of eight major domains of the writing process, critical reading skills, and sentence-level grammar competencies. The other pre-test will be from Vantage Learning *IntelleMetric* system which will assess their written composition. In this way both the sentence-level skills and composition skills will be assessed. From this data, we will have a baseline assessment of student performance on both sentence-level skills and essay competencies. Instructors will be given the results of this assessment prior to the first day of the

course and this data will be used in concert with the data from the *Connect* program's Diagnostic Assessment.

The post-assessment shall be both the *Connect* program's post-test and the *IntelleMetric*. In this was the pretest serves to provide baseline data that can be compared with progress made throughout ENG 101 and further refined during their time in ENG 102. By comparing the pre- and post-assessments we shall be able to see with further data what the comparison is between the baseline data collected in their ENG 101 course and the data that is collected at the completion of their ENG 102 course. We will be better able to gauge student learning and demonstrate increased progress made by completing these courses at EWC. By using data-drive instruction students are able to advance in their understanding of course goals.

Diagnostic Assessment & Personalized Learning Plan

The Diagnostic Assessments will be given to students on the first day of their ENG 101 course. It shall serve as a means to diagnose issues related to student learning. The Diagnostic Assessment will be taken using McGraw-Hill's *Connect* program to determine student deficiencies and creates a plan of action to further develop these issues. Upon completion of this assessment students are assigned a *Personalized Learning Plan* that *Connect* uses to reinforce problematic areas to student learning. Instructors will be able to monitor student progress and provide data-driven instruction to meet students where they are and enhance their learning. *Connect* monitors, grades, and provides reports that can be made on an individual student or on the class as a whole. By being able to analyze the progress of students on an individual as well as a course level the instructor is able to provide in-class exercises that support and further develop student learning and advancement. By the end of the term, students should have completed *Connect* and achieved at least 80% of the coursework related to their *Personalized Learning Plan*. The remainder of the *Connect* work must be completed by the end of ENG 102. This necessitates that all students complete the *Connect Personalized Learning Plan* by the end of ENG 101. The students will be required to spend time in the Writing Center to complete their work in *Connect*. Students are expected to spend a minimum of 2 hours per week on *Connect*.

Portfolio Assessment

A portfolio assessment shall also be implemented. The portfolio process uses a very different model of evaluation. It encourages good teaching through collaborative assessment methods. It forces students to demonstrate that they are meeting the Student Learning Objectives and it helps teachers be consistent in their assessment of student writing. Portfolios show thought and investment into the writing process and they change the dynamic of the course. "The portfolio system changes the instructor somewhat into the role of [writing] coach...because the crucial decision as to whether the student is eligible to get a C (or must repeat the course) depends on someone other than the teacher," (Elbow, P. *Portfolios as a Substitute for Proficiency Examinations*). The portfolio assessment shall involve each individual student gathering their written artifacts. This is to include the prewriting exercises completed in class, the drafts, the revisions, and the final paper. With each writing sample, students are to write a cover sheet included in their portfolio. Students are to write a narrative showing the writing process that they went through in the creation of this writing piece, acknowledge who helped them, and if it meets or exceeds the Student Learning Objectives of the writing course. This requires thought and shows the investment students put into the writing project. The portfolio must demonstrate that students have written a minimum of 30 pages by the end of the term.

English instructors shall meet the week before midterm to read the students' writing portfolios. This will give students an idea of how the final assessment of the course will be done. This meeting is a calibration meeting. Because of our common syllabus and consistent standards across all freshman writing courses, all professors will have the same rubrics and use the same type of assignments. This group will assess the students' writing portfolios in all freshman English classes. The professors will read each other's students' portfolios. They will enter a scale of 1 to 5 on the provided *ScanTron* sheet (using letters that are different in meaning for each instructor) for their assessment of the writing quality. The individual professor's score shall be added to the other professor's score to form a composite. The Composite Score must be 3 or higher for a student to be awarded a C or better in the course.

The final way that the portfolios are assessed is by a binary question asked at the conclusion of the assessment of these portfolios: Does this writing demonstrate C-Level or better writing? YES or NO? By giving instructors this choice for the entire portfolio we again leave room for the grading to be done by the individual professor of record for the course but there is a consistency in what makes a paper C or better. By having the input of other Writing Professors there will be

a consistent promotion of students across the freshman level writing experience and instructor bias shall not be a factor in student promotion.

End-of-Course Grammar\Writing Exam

The end-of-course exam shall cover grammar and writing competencies. For students to advance from ENG 101 Introduction to Academic Writing they must score a 70% or higher on the end-of-course assessment. A score of less than 70% on the end-of-course exam means students will be referred to the Writing Center for additional academic support services. This academic support provides students the opportunity to get developmental support through a combination of workshops, specific modules related to the skills students need assistance with, assessments to document student learning, and online instruction that will lead to their completing the course ENG 101 Introduction to Academic Writing with a C. By developing the students early in their undergraduate career they are not promoted without having demonstrated the knowledge and skills needed for advanced undergraduate studies and writing. Similarly, when students are exiting ENG 102 Academic Research Writing they again must complete an end-of-course assessment on grammar\writing; however, to advance from ENG 102 they must score an 80% or higher on this assessment to successfully complete the course. In the event that a student does not score at the 80% level they will be referred to the Writing Center for additional academic support services.

Use of Technology to Support Instruction

We have made certain that in our course design there are new learning platforms available. For one, all courses shall be taught using *Moodle* the college's online learning management system. Students are to submit papers into *Moodle* so that the college has a digital portfolio of all students' work. Grades are also to be submitted via *Moodle* so that all students and the Writing Program Director will be able to access and see the coursework and progress made by each student. The other reason for using Moodle is that if an instructor leaves the college, administration still has access to all of the work that was completed and submitted via *Moodle*. All students will have access to *Connect* to address problematic issues in their sentence-level skills, We are also implementing the use of Cengage Learning's *Write Experience* which helps to improve student writing skills by evaluating student writing based upon voice, style, content, and originality. In *Write Experience* artificial intelligence provides feedback on the revision process and the writing tools teach students to become better communicators by addressing their essay writing skills throughout ENG 101. We also plan to adopt Cengage Learning's *InSite*

to aid them in understanding the research paper. The program includes assistance with correct documentation, plagiarism checkers, and tutorial services that are specialized tools to enhance students' progress and continued growth in mastering the research paper.

III. Faculty Professional Development

Faculty Professional Development in the instruction of writing shall be an ongoing process with workshops offered through the Faculty Institute and the Center for Excellence in Teaching and Learning (CETL). English professors will be meeting weekly with the Director of the Writing Program to discuss the writing courses they are teaching and to learn more about the teaching of writing. By meeting weekly, professors are able to make changes discuss new and more innovative ways of enhancing student learning. By meeting regularly, the English professors are able to express concerns, ask questions, and understand and come to a consensus on the use of and any future revisions to the Writing Rubric. In addition to weekly meetings with all English professors, at each monthly Faculty Institute one hour shall be set aside for a workshop\discussion on writing in the classroom. By reinforcing writing across the disciplines at each Faculty Institute instructors whose discipline is not directly tied to writing and the assessment of writing will be able to conceptualize how they can better create assignments for their classes. Sometimes when a writing assignment is constructed it can be done so in a way that causes low student grades; however, it is not always the students who cause this. Often it is the assignment that needs recalibration to see a change in student grades. The Faculty Institute Writing sessions shall be a springboard for the launching of new ideas and new ways of understanding how important writing can be to their courses. Workshops topics shall include the use of rubrics, how to create a writing assignment in your course, how to assess writing assignments, writing to learn versus learning to write, selection of student writing for the anthology that is published by the Writing Center.

IV. Academic Student Support: The Writing Center

The Writing Center is undergoing new changes as well to make certain that the students not only know the services are there but are required to come to the workshops as well. The Writing Center is being designed to help students develop new skills, tools, and strategies for approaching writing. The writer has a responsibility to make choices about the writing assignment and to take ownership of her or his own learning. The goal of the Writing Program Director and Writing Tutors is to give students a plan of action not a perfect paper. Thus, by default, all papers will need more than one visit to the Writing Center. Tutoring sessions thus

focus on the writing process not the draft that is brought in. This reinforces that writing is an iterative process and cannot be done well five-minutes before it is due. Tutors will provide feedback and focus on big issues first and then work down to the smaller more finite details. The goal in the Writing Center is to make better student writers

.

The Writing Center shall also have a permanent location. Housed within this Writing Center will be computers with internet access to the college's Learning Management System *Moodle*, McGraw-Hill's *Connect* Program, Cengage Learning's *Write Experience* and *InSite* writing enhancement software programs. The Writing Center will have 30 computers, tables for tutorial services to be provided, and wifi capabilities. The Writing Center shall also have an online presence as it will be added to *Moodle* with online resources, links, activities, assessments, and handouts. By putting it online we insure that all students will have access to the Writing Center. The Writing Center will be opened daily from 7:00 am to 4:00 pm Monday – Wednesday; 7:00 – 9:00 pm Thursday and Friday; and from noon to 9:00 pm on weekends. This means the Writing Center will be open to meet students where they are and help them advance. The Writing Center will be monitored by a full-time staff member and further supported and developed by English, Humanities, Literature, and Speech professors and adjuncts who will be required to serve two office hours in this location to support student growth. All of the mentioned professors will have to have posted office hours with the Writing Center and be willing to work with all EWC students not just students currently enrolled in their course. This reinforces student learning and make a collaborative faculty whose mission is focused on student engagement, student learning, and student success. With all of these innovations going on, Year Zero is an exciting time to work at Edward Waters College!

Year One – AY 2015 – 2016

During the Fall 2015 term, we will be empowered with the knowledge of early results and data collected during the pilot phase of our QEP. From the data we will have already begun to implement changes. With the English professors and adjuncts working in concert and with assessments in place to address students early we will have begun to work out an effective system of writing instruction and implemented many new ideas that the English professors would have agreed needed to be added to increase student learning. We will be looking at the baseline scores across all assessments and comparing this with the developmental scores from years past to accurately account for where we are and to document how we get to where we want to be. As we have revised the curriculum to reflect national standards and put into place

new assessments and ways of documenting student learning as new incoming freshman enter our doors to be forever changed by the power of an education.

I. Curriculum

The QEP Piloting period will have concluded with professors who were empowered to better understand assessment and data-driven instruction. As professors learn more and more about how to teach effectively their teaching abilities will increase exponentially. By having the weekly meetings calibrated in such a way that instructors will express their concerns and trained in English pedagogy through professional development workshops and the focused attention to the learning needs of their students. It is doubtful that there will be any major implantations that need to take place; however, minor changes to our approach or method of instruction will need to be implemented. Effective teaching is about reflection and growth. To understand our abilities as a teacher we must constantly look at the needs of the student and to colleagues we are always moving forward with innovative ideas and collaboration as a learning community. Any ideas in instructional changes must be discussed with the Writing Program Director who will inform the QEP Director if these changes are viable. Once the QEP Director understands and approves of these changes they will then be sent to the QEP Committee members who will be told of our possible need for change. While instruction and instructional freedoms are paramount for effective teaching all professors and adjuncts shall be expected to exceed national standards and demonstrate through their students' grades and assessment data that there is learning taking place in the courses they teach.

II. Faculty Professional Development

The Faculty Professional Development shall continue within the writing program. The English professors shall all break sometime near midterm because they will be going to the Conference on College Composition and Communication's (CCCC) annual conference held this year in Tampa, FL March 18, 2014 to March 22, 2014. The Director of the QEP, all full-time English professors, and at least one adjunct will go to the CCCC conference. This will give us the ability to plan which workshops and Special Interest Groups (SIGs) we will attend for the betterment of our college. Professional Development will continue through book studies done by the Writing Center faculty, through webinars and online learning, and through local organizations and consulting firms like the Schultz Center for Teaching and Leadership. The QEP Director shall make certain that there are summer workshops and presenters scheduled for faculty development. The Writing Program Director will attend the Council for Writing Program

Administrators (WPA) conference and Summer Institute for the continued growth of the writing program at EWC.

III. Academic Student Support: The Writing Center

The Writing Center shall continue to grow in the services it provides for students. To assess itself the writing center will take part in its own self-study. The Writing Program Director will look at the Writing Center's growth and the concerns of faculty, staff, and students. The Director shall assess if there are any changes in the program and its structure that need to be addressed. The Writing Program Director will also begin gathering data to examine the specific institutional changes that may be affecting the writing program. Efforts will be made to perform the first ever self-study following the Council for Writing Program Administrators guidelines. The study shall be completed and sent to the WPA and CCCC for publication into peer-reviewed journals.

Year Two – AY 2016 – 2017

I. Curriculum

During this calendar year we shall not make curriculum changes as we want to make certain we assess the same variables consistently throughout the time that we are assessing the data. In our pilot year we began teaching the newly revised curriculum and worked on the calibration of the Writing Rubrics and other essential focus points. We have the data from that pilot year juxtaposed with the baseline CAAP assessment and other writing assessments for comparison. Before we make any changes or bring in anything innovative we must step back and look at previous years' of data to make certain that these new implementations are, in fact, effective. Whenever we introduce new methods and styles of teaching to a group we must look at baseline data to determine where we are improving and where we have yet to improve. By staying focused on the needs of the students we will be able to demonstrate measured growth in our students' writing abilities. This year will be a time of reflection, introspection, data-analysis, and preparation for any new interventions needed.

New Course Implementation: EWC 200 Applied Academic Writing

As the QEP got underway, the need for writing instruction beyond the sequence of the two freshman writing courses was expressed by committee members. This concern resonated throughout several QEP meetings when instructors who taught upper-level division courses expressed the notion that a year of writing on the freshman-level would not be enough to bring

about significant change in the students' writing. The professors mentioned that if the writing is not reinforced in second year writing coursework or required workshops in the Writing Center the efforts of the curriculum revision may or may not have made a lasting impact on their writing in upper-level division coursework. There was a proposal that a new course be added to meet this need. At the QEP Meeting members discussed adding new courses to the college credit catalogue and implementing a first-year experience reading program, along with summer reading and remediation occurring during the summer. As the process for developing the QEP continued, the Committee Members decided that instead of placing EWC 102 at the beginning of the curriculum it would be best to use it at the end of the course sequence to assess how the writing changes have resulted in higher student learning goals across campus. Again, the topic of assessment was critical in finding out how to assess the many pedagogical changes that were being proposed. By moving the EWC 102 course to EWC 200 the QEP Committee decided to make this course be analogous to a type of writing seminar/capstone course. This course shall serve as an entry into understanding discipline-specific writing. A focus on American Psychological Association (APA) Format, research methods, critical thinking, and the further development and support of student writing and academic inquiry is the focus. It can be taught as a learning community with an elementary statistics course. At the conclusion of this course, students shall be given the ***Critical Thinking*** and ***Writing*** portions of the ***Collegiate Assessment of Academic Proficiency (CAAP)***. This will serve as another indicator of student learning and demonstrated proficiency in the general education curriculum. The Writing Program Director will compile reports each term indicating how the data compares between the terms and if progress is not occurring what implementations or changes will take place the following term. This new course shall not only replace the EWC 102 one-credit hour writing course it shall also be the crowning moment of the assessment of our curriculum changes. It is hoped that by analyzing the results of a nationwide assessment and how the implemented changes are aiding students in demonstrating proficiency compared to national norms.

II. Faculty Professional Development

This calendar year shall focus on the Writing Center's efforts to continue taking the lead in supplying visiting speakers, more dynamic workshops, assessment methods, monthly reports to faculty on the status of the QEP and its goals, and a host of other issues. The Writing Center shall provide two workshops a month on writing instruction and assessment methods. All English faculty shall again attend the CCCC annual conference. The Writing Program Director

will likewise attend the WPA conference and summer institute to continue to advance the writing center and the writing program at EWC.

III. Academic Student Support: The Writing Center

The Writing Center shall continue to progress in providing effective student support and in living up to its purpose. We will continue to do writing workshops in and out of classes across campus, document usage of the Writing Center, examine how student texts are performing in upper-level division coursework compared to previous terms, monthly reports of Writing Center usage to document the essential role the Writing Center plays in the academic development of our students. We shall send out faculty, staff, and student surveys to assess our progress in the perception of stakeholders. Reports for the Board of Directors shall be written to reflect our continued growth and development.

Year Three – AY 2017 – 2018

I. Curriculum

Because teaching is a decision-making process that lies in continued reflection, growth, and development, the interventions put in place should be demonstrating through our data collection and analysis that our changes are working because they come from theory, practice, and alignment with national standards. Any changes we are making at this point are minor but are always focused on the needs of students.

II. Faculty Development

It is also at this time that the new QEP team for the next reaffirmation cycle QEP shall be found and trained on how to implement a successful QEP. This is not the dissolution of the committee who brought this QEP to fruition; rather, it is a new committee whose members and focus of their topic is unknown. The new needs of our institution must be ascertained by this committee and new QEP research will need to get done. The combination of these two committees is so that the veteran QEP Director, Chair, and members can begin the process of making certain new individuals who are ready to take the lead are taught what the QEP Committee is, its mission, values, goals, and what it means for the institution. New committee members learn how to build a culture of assessment around the QEP and other notions of effective QEP development which shall be included and professional development workshops shall be offered to these new members. Each step of the process will be outlined for the new members; however, the eventual product, topic, or theme will stem from this new committee's research

and data collection. In getting this new QEP Committee formed we work to insure accuracy in the selection of the QEP topic and its eventual development. Members on this committee may again be a part of the QEP process; however, they will not be required to remain on this committee. The original QEP Committee shall remain intact until the conclusion of the finalization report. All English faculty members shall again attend the CCCC annual conference for continued networking and professional development opportunities.

III. Academic Student Support: The Writing Center

Our students' writing should be on the rise because the piloted groups will have advanced in their undergraduate studies to upper-level division courses. Faculty will be noticing the difference in their students' ability to think and write to the highest academic standards. The Writing Center should be gaining more respect on campus as instructors continue to use its services and align their coursework to include writing assignments. It is at this time the Writing Center shall begin working outward by expanding its focus to items and activities not within the scope of this QEP. As an established writing program we will no doubt also be working within grants that we generated through our research projects and writing more grants for our continued advancement. The Writing Center shall also continue in living up to its name. We will continue to collect monthly reports of Writing Center usage to document the essential role the Writing Center plays in the academic development of our students. Reports for the Board of Directors shall be written to document the importance of this learning support service and to reflect our continued advancement in performance indicators and our commitment to the development of student learning and student access.

Year Four AY 2018 – 2019

I. Curriculum

Based on the assessment data we will be able to gauge any changes that need to be made in the curriculum. If data reveals that there were significant struggles in a specific area we would examine what we are teaching in that area and what changes we must make to further engage students in the writing course. Any change to curriculum is made with students learning and the enhancement of this process in mind. Assessments provide us with input needed to develop and shape future coursework or objective changes.

II. Faculty Development

At this point we will also have begun to analyze the performance of students using assessment data from different professors. Data will have demonstrated each individual instructor's strength and weaknesses. The Writing Program Director will look at these results along with student reports and surveys to see what areas of professional development need to be implemented for our faculty. By addressing faculty one-on-one as well as in professional development workshops we will be able to document how we have attempted to assist professors to continue in their attainment to excellence in teaching and best practices of writing pedagogy. By looking inward at the assessment data specific to students based on their instructor we are able to gauge what steps faculty need to address in their future teaching and coursework. All English faculty shall again attend the CCCC annual conference for additional professional development opportunities as it relates to the advancement of student learning. The Writing Program Director will attend the WPA conference and Summer Institute.

III. Academic Student Support: The Writing Center

The Writing Center shall also continue to improve in its delivery of efficient and effective support services. We will continue to present writing workshops in and out of classes across campus, document usage of the Writing Center, examine how student texts are performing in upper-level division coursework compared to previous terms, monthly reports of Writing Center usage to document the essential role the Writing Center plays in the academic development of our students. We shall send out faculty, staff, and student surveys to assess our progress in the perception of stakeholders. Reports for the Board of Directors shall be written to reflect our continued growth and development.

Year Five AY 2018 – 2019

I. Curriculum

Based on the assessment data we will be able to gauge any changes that need to be made. If data revealed that there were significant struggles in a specific area we would examine what we are teaching in that area and what changes we must make to further engage students into the writing course.

II. Faculty Development

All English faculty members shall again attend the CCCC annual conference. The Writing Program Director will attend the WPA annual conference\summer institute to continue researching the development of the writing center.

III. Academic Student Support: The Writing Center

The Writing Center shall also continue in living up to its name. We will continue to do writing workshops in and out of classes across campus, document usage of the Writing Center, examine how student texts are performing in upper-level division coursework compared to previous terms, monthly reports of Writing Center usage to document the essential role the Writing Center plays in the academic development of our students. We shall send out faculty, staff, and student surveys to assess our progress in the perception of stakeholders. Reports for the Board of Directors shall be written to reflect our continued growth and development.

VII. Timeline

Year 0 – AY 2014-2015

Semester	Activities
Fall 2014	<ul style="list-style-type: none"> • Convene QEP Steering Committee meetings (monthly) • Conduct and Assess Workshops for writing instructors and staff • Refine Common Syllabi for ENG 101 and ENG 102 • Refine QEP Writing Rubrics • Establish QEP Office • Establish enhanced Writing Center with integrated academic support services and resources for ENG 101 and ENG 102 • Pilot revised ENG 101
Spring 2015	<ul style="list-style-type: none"> • Convene QEP Steering Committee meetings (monthly) • Market Summer and Fall 2015 Workshops • Conduct and assess workshops for writing instructors and staff • Administer CAAP Writing Exam/establish baseline • Pilot revised ENG 102 • Pilot QEP Writing Rubrics
Summer 2015	<ul style="list-style-type: none"> • Convene QEP Steering Committee (monthly) • Conduct and assess workshops for writing instructors and staff • Analyze pilot test data • Revise writing rubrics and syllabi based on assessment data from Spring 2015

Year 1 – AY 2015-2016

Fall 2015	<ul style="list-style-type: none"> • Revise workshops for writing instructors and staff based on assessment data from Spring and Summer 2015 • Market Spring 2016 workshops for writing instructors and staff • Initiate QEP intervention in ENG 101 • Convene QEP Steering Committee (monthly)
Spring 2016	<ul style="list-style-type: none"> • Conduct and assess workshops for writing instructors and staff • Collect assessment data from rubrics and artifacts from ENG 101 • Market Summer and Fall 2016 workshops for writing instructors and staff • Pilot EWC 200 • Initiate QEP intervention in ENG 102 • Convene QEP Steering Committee (monthly)
Summer 2016	<ul style="list-style-type: none"> • Collect assessment data from rubrics and artifacts from ENG 102 • Analyze assessment data from Fall 2015 and Spring 2016 (i.e., writing rubrics, CAAP, workshops) • Prepare AY 2015-2016 Annual Report • Convene QEP Steering Committee (monthly)

Year 2 – AY 2016-2017

Fall 2016	<ul style="list-style-type: none"> • Revise workshops for writing instructors and staff based on assessment data from Spring and Summer 2016 • Market Spring 2017 workshops for writing instructors and staff • Continue QEP intervention in ENG 101 • Initiate QEP intervention in EWC 200 • Convene QEP Steering Committee (monthly)
Spring 2017	<ul style="list-style-type: none"> • Conduct and assess workshops for writing instructors and staff • Collect assessment data from rubrics and artifacts from ENG 101 • Market Summer and Fall 2017 workshops for writing instructors and staff • Continue QEP intervention in ENG 102 • Continue QEP intervention in EWC 200 • Convene QEP Steering Committee (monthly)
Summer 2017	<ul style="list-style-type: none"> • Collect assessment data from rubrics and artifacts from ENG 102 • Analyze assessment data from Fall 2016 and Spring 2017 (i.e., writing rubrics, CAAP, workshops) • Prepare AY 2016-2017 Annual Report • Convene QEP Steering Committee (monthly)

Year 3 – AY 2017-2018

Fall 2017	<ul style="list-style-type: none"> • Revise workshops for writing instructors and staff based on assessment data from Spring and Summer 2017 • Market Spring 2018 workshops for writing instructors and staff • Continue QEP intervention in ENG 101 • Continue QEP intervention in EWC 200 • Convene QEP Steering Committee (monthly)
Spring 2018	<ul style="list-style-type: none"> • Conduct and assess workshops for writing instructors and staff • Collect assessment data from rubrics and artifacts from ENG 101 • Market Summer and Fall 2018 workshops for writing instructors and staff • Continue QEP intervention in ENG 102 • Continue QEP intervention in EWC 200 • Convene QEP Steering Committee (monthly)
Summer 2018	<ul style="list-style-type: none"> • Collect assessment data from rubrics and artifacts from ENG 102 • Analyze assessment data from Fall 2017 and Spring 2018 (i.e., writing rubrics, CAAP, workshops) • Prepare AY 2017-2018 Annual Report • Convene QEP Steering Committee (monthly)

Year 4 – AY 2018-2019

Fall 2018	<ul style="list-style-type: none"> • Revise workshops for writing instructors and staff based on assessment data from Spring and Summer 2018 • Market Spring 2019 workshops for writing instructors and staff • Continue QEP intervention in ENG 101 • Continue QEP intervention in EWC 200 • Convene QEP Steering Committee (monthly)
Spring 2019	<ul style="list-style-type: none"> • Conduct and assess workshops for writing instructors and staff • Collect assessment data from rubrics and artifacts from ENG 101 • Market Summer and Fall 2019 workshops for writing instructors and staff • Continue QEP intervention in ENG 102 • Continue QEP intervention in EWC 200 • Convene QEP Steering Committee (monthly)
Spring 2019	<ul style="list-style-type: none"> • Collect assessment data from rubrics and artifacts from ENG 102 • Analyze assessment data from Fall 2018 and Spring 2019 (i.e., writing rubrics, CAAP, workshops) • Prepare AY 2018-2019 Annual Report • Convene QEP Steering Committee (monthly)

Year 5 – AY 2019-2020

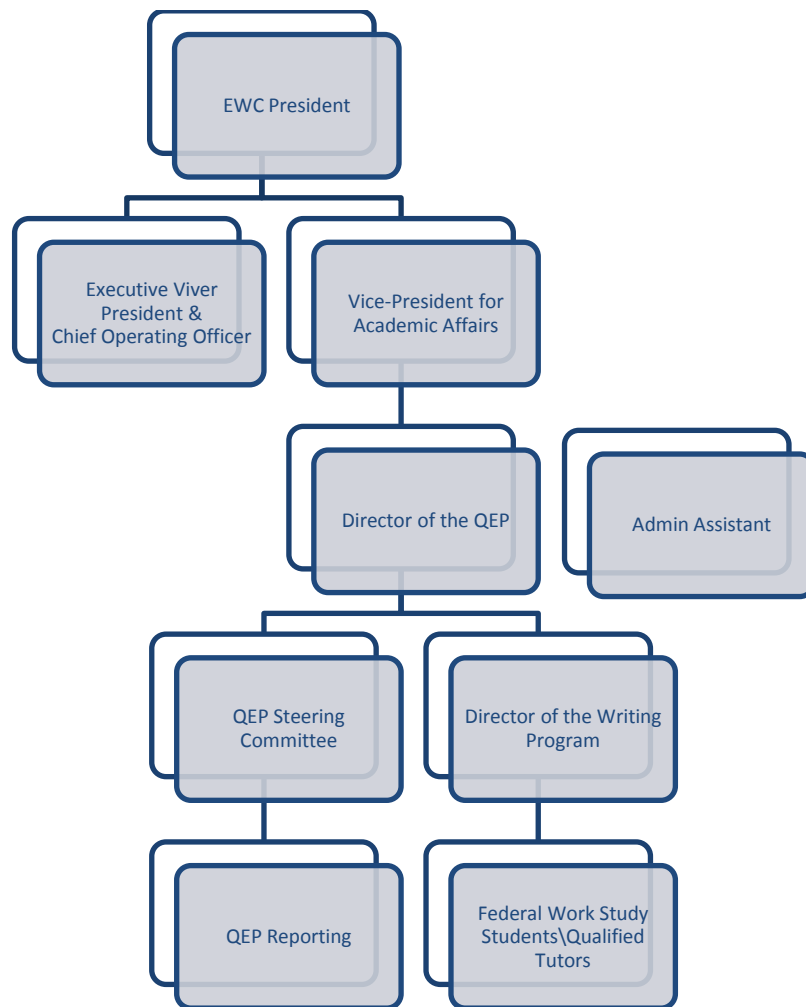
Fall 2019	<ul style="list-style-type: none"> • Revise workshops for writing instructors and staff based on assessment data from Spring and Summer 2019 • Market Spring 2020 workshops for writing instructors and staff • Continue QEP intervention in ENG 101 • Continue QEP intervention in EWC 200 • Convene QEP Steering Committee (monthly)
Spring 2020	<ul style="list-style-type: none"> • Conduct and assess workshops for writing instructors and staff • Collect assessment data from rubrics and artifacts from ENG 101 • Market Summer and Fall 2020 workshops for writing instructors and staff • Continue QEP intervention in ENG 102 • Continue QEP intervention in EWC 200 • Convene QEP Steering Committee (monthly)
Summer 2020	<ul style="list-style-type: none"> • Collect assessment data from rubrics and artifacts from ENG 102 • Analyze assessment data from Fall 2019 and Spring 2020 (i.e., writing rubrics, CAAP, workshops) • Prepare AY 2019-2020 Annual Report • Convene QEP Steering Committee (monthly)

VII: Organizational Structure

ORGANIZING FOR SUCCESS: THE ORGANIZATIONAL STRUCTURE

Institutions of higher learning – like Edward Waters College – or any system that is engineered and predicated upon or driven by goals, objectives, outcomes, implementation of strategies, the prudent use of human and financial resources, and a logical and cogent evaluation process must unequivocally depend upon organizational patterns and human interactions that ensure the realization of goals and outcomes.

The Organizational Chart below and the narrative that follows indicate and illuminate the interrelatedness of and the efforts of **key personnel**. The efforts, must unequivocally, facilitate our goals and objectives (outcomes) of our Quality Enhancement Plan; they must also be action driven by specific indicators of time required for tasks at hand, the facilitation of the budgetary monitoring process and progress, or for the modifying of the plan.



At Edward Waters College, the faculty, staff, and administrators are dedicated to assuring the use of best practices that are evidenced - based instruction and curricular patterns; the prudent and effectual use of the amazing new digital technology; the strong belief that a cooperative spirit that is undergirded by the collective intelligence, individual differences and abilities, and relevant broad-based committee participation will ensure a successful and meaningful collaborative experience.

To add to our comprehensive basis for the successful organization and implementation of our QEP is the fact that two of our *Institutional Strategic Goals* undergird and are germane to our organizational structure. These are Goal #1: Improve the effectiveness of the College through research, planning, and assessment; and Goal # V: Improve the academic standards and competitiveness of the College. Furthermore, our Vision Statement assures us that EWC “champions academic excellence through innovative teaching and learning strategies.” Our Mission Statement, moreover, purports that Edward Waters College “strives to prepare students holistically to advance in a global society through the provision of intellectually stimulating programs....” The Core Values here at Edward Waters College are predicated – unabashedly – upon Excellence, Social Responsibility, Professionalism, Student Engagement, Scholarship, and Diversity.

QEP Director

The QEP Director shall be responsible for all administrative duties related to the QEP, its process, development, and management of all personnel involved with implementation. The Director will be properly credentialed in the related discipline of the QEP Topic, an experienced writing instructor holding a terminal degree, and have experience managing a department or academic program. The responsibilities of the QEP Director include but are not limited to:

- Manage the QEP Process
- Publicize the QEP to the community
- Work with the Writing Program Director to ensure proper administration to the interventions used in ENG 101 Introduction to Academic Writing, ENG 102 Academic Writing and Research, and EWC 200 Applied Academic Writing
- Work with the Writing Program Director and English instructors to design and review writing assignments consistent with the thrust of the QEP and course-specific objectives
- Provide support for instructors by observing them during instructional time, consulting with them during faculty meetings scheduled in the Writing Center, and assisting with

assignment design, implementation, and through observation

- Attend meetings\conferences held by National Council for Teachers of English, Conference on College Composition and Communication, Council for Writing Program Administrators, the Southern Association of Colleges and Schools conferences, the Quality Enhancement Plan Institute, and other professional development opportunities
- Revise efforts or objectives based on assessment data
- Work with the Writing Program Director to make certain the Writing Center is involved in the reporting of data for QEP usage
- Work with Library Director to make certain that all courses have a Library Orientation and information literacy training
- Work with Library Director to create, evaluate, and redesign the forty Information Literacy activities needed in the two freshman courses
- Teach at least one writing course each term
- Prepare the QEP update report as part of the Fifth-Year Interim Report

QEP Administrative Assistant

The QEP Director will have clerical support provided by an administrative assistant position. The salary for this position will be included in the QEP budget. The person filling this position will provide the following duties and responsibilities:

- Perform routine clerical and administrative functions such as drafting correspondence, scheduling appointments or meetings, organizing and maintaining paper and electronic files, and/or providing information to callers
- Prepare and manage correspondence, reports, and documents
- Organize and coordinate meetings, conferences, travel arrangements
- Implement and maintain office systems, maintain schedules and calendars
- Arrange and confirm appointments
- Handle incoming mail and other material, set up and maintain filing systems
- Serve as an office information manager, managing projects and assisting with research
- Coordinate the flow of information both internally and externally
- Assist with preparing budget and progress reports for the QEP Committee, VPAA, and COO

Writing Program Director

To fully implement this QEP a Writing Program Director will be in place to assist with the day-to-day operation of the Writing Center, the first-year experience Writing Program, the coursework, the implementation of the SLOs, the monitoring of instructor and student progress, and the enhancement as well as continued development of the Writing Program. The Writing Program Director will be responsible for a host of services that directly support the QEP Director and the aim of the QEP. Due to the nature of this QEP and the need for extensive monitoring and preparation we will pay this person out of the QEP budget. A search for the Writing Program Director will begin during the Summer 2014 term. The duties of the Writing Program Director include:

- Work with the QEP Director to ensure proper administration to the interventions used in ENG 101 Introduction to Academic Writing, ENG 102 Academic Writing and Research, and EWC 200 Applied Academic Writing
- Directly oversee English instructors
- Rewrite College Credit Catalogue Course Descriptions to be consistent with national guidelines.
- Design, implement, and assess writing assignments consistent with the thrust of the QEP and course-specific objectives
- Provide support for instructors by observing them during instructional time, conducting faculty meetings scheduled in the Writing Center, and coordinate professor's time spent in the Writing Center and through observations
- Maintain Writing Center Budget
- Write grant proposals to increase funding to the Writing Center by \$50,000 by year three
- Publish research in scholarly peer-reviewed journals at least once per year
- Maintain all records and reports of the Writing Center
- Prepare reports for the QEP Director and the QEP Steering Committee
- Attend meetings\conferences held by National Council for Teachers of English, Conference on College Composition and Communication, Council for Writing Program Administrators, the Southern Association of Colleges and Schools conferences, the Quality Enhancement Plan Institute, and other professional development opportunities
- Revise efforts or objectives based on assessment data
- Work with the QEP Program Director to make certain the Writing Center is involved in the collection and reporting of data for QEP reporting

- Work with Library Director to make certain that all English courses have a Library Orientation and information literacy training
- Work with Library Director to create, evaluate, and redesign the forty Information Literacy activities needed in the two freshman courses
- Teach two writing courses each term
- Outreach and network with other institutions and writing centers to develop and support our mission and vision

QEP Steering Committee

The QEP Steering Committee will provide the needed administrative direction for all aspects of the QEP. It is within the power of the committee to set or approve the timeline for implementations, the assessment strategy, the analysis of results, the use of results, the review of possible published research, and in the support of its mission and goals. QEP Steering Committee members are encouraged to sit in the freshman writing sequence and observe instructors and students in order to understand the reality of the freshman English course and to see how dynamic the instructors are carrying out the needs of the coursework and meeting consistent SLOs. The QEP Steering Committee is in place to ensure accurate reporting, the use of valid and reliable assessments, and that the activities are carried out in a way that structures student learning and advancement of our Student Learning Outcomes. The QEP Steering Committee has been phenomenal at providing feedback and criticisms throughout the development of our topic.

The proposed QEP Organizational Structure makes clear the lines of responsibility fall on the QEP Director for the SACS COC reporting and on the Writing Program Director to not only make certain coursework is implemented but to support the core focus of the QEP. The Writing Program Director will work closely with the QEP Director but will report directly to the Vice-President of Academic Affairs.

IX. Resources

Edward Waters College is dedicated to student learning and providing the resources needed for the success of the QEP. The resources we have available are in place to fully support this QEP's focus. The needed resources for the implementation of the QEP are that of physical space for the Writing Center, financial resources to start-up and run a new Writing Center (i.e., pay for new software, develop curriculum, etc.). Since the implementation of the Writing Center and its continued growth and development many needs have emerged. Among them are: 1) a need for a consistent, reliable location with computer and internet access, 2) more staffing needs, 3) more faculty participation, and 4) more required infusion of the Writing Center into the grades of students to increase usage.

Budget Narrative

Salaries		\$402,000
QEP Director: Full-time oversight of the QEP		\$60,000
Writing Program Director: Full-time oversight of Writing Center		\$52,000 (Existing Funds)
Administrative Assistant: Part-time clerical support to Directors		\$7,000
 Faculty Development		 \$24,200
Training Workshops for faculty @ \$100/day		\$8,000
Year 0 (4 days), 5 trainees	\$2,000	
Year 1 (4 days), 5 trainees	\$2,000	
Year 2 (2 days), 5 trainees	\$1,000	
Year 3 (2 days), 5 trainees	\$1,000	
Year 4 (2 days), 5 trainees	\$1,000	
Year 5 (2 days), 5 trainees	\$1,000	
 Materials and supplies for workshops (ScanTron forms, paper, handouts, folders, markers, refreshments)		 \$1,200
Year 0	\$300	
Year 1	\$200	
Year 2	\$100	
Year 3	\$300	
Year 4	\$200	
Year 5	\$100	
 Workshop Facilitators		 \$15,000
Year 0 (2 days @ 1,500/day plus travel @ 500)	\$3,500	
Year 1 (2 days @ 1,500/day plus travel @ 500)	\$3,500	

Year 2 (1 day @ 1,500/day plus travel @ 500)	\$2,000
Year 3 (1 day @ 1,500/day plus travel @ 500)	\$2,000
Year 4 (1 day @ 1,500/day plus travel @ 500)	\$2,000
Year 5 (1 day @ 1,500/day plus travel @ 500)	\$2,000

Technology **\$9,000**

Writing Software for Writing Center

(*IntelleMetric* assessment and academic support software on all computers in Writing Center)

Year 0	\$1,500
Year 1	\$1,500
Year 2	\$1,500
Year 3	\$1,500
Year 4	\$1,500
Year 5	\$1,500

Assessment **\$25,000**

QEP Steering Committee Summer Stipends (5 members/\$1,000 x 5 years)

Equipment **\$50,000**

Computers and Supplies for the Writing Center and QEP Office

Year 0	\$30,000
Year 1	0
Year 2	0
Year 3	\$20,000
Year 4	0
Year 5	0

Office Supplies **\$2,500**

Books, notebooks, paper, computer supplies, notepads, etc.
(\$500 per year x 5 years)

Staff Travel **\$10,000**

Travel to SACS annual meeting and other relevant conference for QEP
and Writing Center Directors (\$2,000/year x 5 years)

Student Cost **\$6,000**

Training stipends for peer writing tutors @ \$100 for 10 students x 6 years

Year 0	\$1,000
Year 1	\$1,000
Year 2	\$1,000
Year 3	\$1,000
Year 4	\$1,000
Year 5	\$1,000

5-year Budget Summary

Item	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Salaries	67,000	67,000	67,000	67,000	67,000	67,000	402,000
Fringe Benefits	5,092	5,092	5,092	5,092	5,092	5,092	30,552
Faculty Development	5,800	5,700	3,100	3,300	3,200	3,100	24,200
Technology	1,500	1,500	1,500	1,500	1,500	1,500	9,000
Assessment	0	5,000	5,000	5,000	5,000	5,000	25,000
Equipment	30,000	0	0	20,000	0	0	50,000
Office Supplies	0	500	500	500	500	500	2,500
Staff Travel	0	2,000	2,000	2,000	2,000	2,000	10,000
Student Cost	1,000	1,000	1,000	1,000	1,000	1,000	6,000
TOTAL	110,392	87,792	85,192	105,392	85,292	85,192	559,252

X. Assessment Plan

The assessment plan for the EWC QEP will be consistent with the culture of assessment established at the College. This process will involve both formative and summative assessment designed to ensure effective implementation of the plan and improvements to student writing at the freshman level. In this section, we will present the means for assessing student learning outcomes and describe the means of assessing objectives critical to successful implementation of the plan (curriculum revisions, enhanced academic support for writing, and faculty development).

Edward Waters College is committed to the improvement process inherent in assessment and use of assessment results. As such, the QEP will use assessment to ensure continuous improvement and accomplishment of the goal of this initiative to improve student writing. The Office of Planning, Research and Effectiveness (OIPRE) provides official institutional statistics, analyses, and research to support and improve management decision-making on campus. OIPRE also:

- provides for the institution's accountability and compliance reporting to the federal government and related agencies;
- collects, analyzes, and presents executive personnel with information related to critical, institutional decision-making;
- performs strategic analysis and reporting related to planning, assessment, and accreditation
- and produces analyses and research related to broad, institutional concerns.

The two staff members from OIPRE will serve on the QEP Steering Committee to provide technical and analytic support for the institutional effectiveness efforts of the QEP, including managing the assessment process.

Of critical importance is that the emphasis on grades will be lessened and more emphasis will be placed on feedback and process as a method for improving student writing. The use of rubric and portfolio assessment will enhance the traditional grade procedure as a means of encouraging student performance. In addition, this QEP will make writing assessment more collaborative among the writing instructors and involve more interfacing about how to teach writing effectively at the College.

Assessment of Student Learning Outcomes

The four QEP student learning outcomes are measured using all direct measures of writing proficiency and are as follows:

QEP Desired Student Learning Outcomes

1. Students will be able to write informative/explanatory compositions that are supported by a thesis statement with supporting topic sentences.
2. Students will be able to write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant evidence.
3. Students will be able to write narrative and descriptive compositions using effective techniques, well-chosen details and well-structured event sequences.
4. Students will demonstrate measurable, observable improvements to writing proficiency after completing the freshmen composition sequence (ENG 101, ENG 102 and EWC 200).

The table below provides the specific method used to assess each student learning outcome and also shows responsible entities and frequency of these assessment activities.

QEP Learning Outcome	Assessment Method	Expected Outcome	Responsible Entity	Frequency
1. Students will be able to write informative/explanatory compositions that are supported by a thesis statement with supporting topic sentences.	a. Writing Rubric	a. 80% of students will perform at 3 or higher on the 4-point rubric	a. Writing Instructors	Semesterly
	b. Portfolio Assessment	b. 80% of students will perform at 3 or higher on the 4-point portfolio rubric of relevant artifacts from ENG 102	b. Writing Instructors	Semesterly
	c. End of Course Assessment (ENG 102)	c. 80% of students will score a 80 or higher on the End of Course Assessment in ENG 102.	c. Writing Center	Semesterly

QEP Learning Outcome	Assessment Method	Expected Outcome	Responsible Entity	Frequency
2. Students will be able to write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant evidence.	a. Writing Rubric	a. 80% of students will perform at 3 or higher on the 4-point rubric	a. Writing Instructors	Semesterly
	b. Portfolio Assessment	b. 80% of students will perform at 3 or higher on the 4-point portfolio rubric of relevant artifacts from ENG 102	b. Writing Instructors	Semesterly
QEP Learning Outcome	Assessment Method	Expected Outcome	Responsible Entity	Frequency
3. Students will be able to write narrative and descriptive compositions using effective techniques, well-chosen details and well-structured event sequences.	a. Writing Rubric	a. 80% of students will perform at 3 or higher on the 4-point rubric	a. Writing Instructors	Semesterly
	b. Portfolio Assessment	b. 80% of students will perform at 3 or higher on the 4-point portfolio rubric of artifacts from ENG 101	b. Writing Instructors	Semesterly
	c. End of Course Assessment (ENG 101)	c. 80% of students will score a 70 or higher on the End of Course Assessment in ENG 101	c. Writing Center	Semesterly

QEP Learning Outcome	Assessment Method	Expected Outcome	Responsible Entity	Frequency
4. Students will demonstrate measurable, observable improvements to writing proficiency after completing the freshmen composition sequence (ENG 101, ENG 102 and EWC 200).	a. <i>WritePlacer</i> Assessment	a. 80% of students will advance by at least two levels on the post assessment of <i>WritePlacer</i>	a. Writing Center	Annually
	b. CAAP Assessment	b. 50% of students will perform at or above the national mean	b. Writing Center	Annually
	c. Portfolio Assessment	c. . 80% of students have a composite score of 3 or higher on the 4-point portfolio rubric	c. QEP Steering Committee	Annually

Course-Level Assessments

Course-level assessment will form the most direct means of assessing student writing performance. Data derived from this assessment approach will be most immediate and provide instant insight into the learning occurring in the freshman composition courses, namely ENG 101, ENG 102 and EWC 200. The data collected from these courses will be aggregated across students to ascertain a summary of student performance designed to inform overall summative assessment for three of the desired student learning outcomes of the QEP. While this data will be used to assess overall performance, the data can be disaggregated for specific course improvements allowing for formative assessment efforts. During the summer, the QEP Steering Committee will receive an annual report of the rubric assessments from the QEP Director and address improvements to the curriculum and other identified weaknesses of the intervention. Three preliminary rubrics are provided in Appendix C and will be modified as necessary based on results of pilot testing in the Fall of 2014. This rubric analysis will provide much needed information for faculty development activities consistent with the overall goal of the QEP.

Portfolio assessment will involve each individual student gathering her or his written artifacts to include the prewriting exercises completed in class, the drafts, the revisions, and the final paper. The portfolio must demonstrate that students have written a minimum of 30 pages by the end of the term. Again during the summer, the QEP Steering Committee will assess a representative

sample of portfolios to identify any material weaknesses in the intervention and implement necessary improvements to the instruction in the freshman composition courses.

End-of-Course Grammar\Writing Exam will be used to assess grammar and writing competencies. Students not performing at an acceptable level on this exam will receive additional academic support through a combination of workshops and online instruction through the Writing Center. This data will also be analyzed during the summer by the QEP Steering Committee to identify needed improvements to the overall intervention of the QEP.

Externally Validated Assessments

Commercially developed instruments are used to ascertain the level of student achievement and proficiency regarding constructs and provide normative data essential to assessment. Since 2009, the College has administered the Collegiate Assessment of Academic Proficiency (CAAP). The CAAP is a nationally normed exam from American College Testing (ACT) which measures outcomes of the general education program at the end of the first two years of collegiate education. One of the constructs measured by this instrument is writing. This instrument provides comparative data from other institutions of higher education allowing an institution to assess proficiency of their students in relation other students in higher education.

The most recent results of the CAAP assessment for the 2014, 2013 and 2012 administrations indicate the need for improving student writing at EWC, with an institutional average of 56.1, 55.5 and 54.7 respectively and a possible high of 80. This equates to an average performance at the 16th to 17th percentile for the years presented. The national average on this assessment for those years was 63.1 for each year.

Edward Waters College (EWC) CAAP Results for Writing Skills 2012-2014			
Writing Skills	EWC Mean	National Mean	Difference
2012	54.7	63.1	- 8.4
2013	55.5	63.1	- 7.6
2014	56.1	63.1	- 7.0

The CAAP is currently administered by the Center for teaching and Learning (CETL) to juniors and seniors and used by the General Education Committee to assess the college level competency of writing. As the QEP is implemented the assessment will be administered as a

course embedded assessment in the capstone writing course, EWC 200. As students matriculate through the composition sequence of the general education curriculum, it is expected that the difference between the institutional average and the national average will incrementally decrease beyond the most recent 2014 result.

The *IntelleMetric* series will be used as a pre-post assessment to ascertain the proficiency gains attained in student writing as a result of the QEP intervention. The assessment will be administered to entering freshmen students and as a pre-assessment of writing ability and at the end of the composition course sequence as a post-assessment of student writing ability. Pre-assessment will be administered by the Writing Center to all entering freshmen and an average score will be computed for comparison to the post-assessment administered at the end of EWC 200. It is expected that student writing proficiency will show an increase between the pre and post-assessments.

Assessment of Implementation Objectives

It is important to implement the QEP with consistency across sections of ENG 101, ENG 102 and EWC 200. Therefore, monitoring and assessing progress in implementing the three objectives emanating from the implementation strategies will be conducted. The three objectives to be assessed are as follows:

1. Transform the curriculum for freshman composition courses, including proper sequencing, common syllabus, faculty development, and using EWC 200 as a capstone experiences course for freshman composition (**Curriculum**)
2. Increase usage of the Writing Center by students and faculty (**Academic Support Services**)
3. Train and supervise instructors of ENG 101, ENG 102 and EWC 200 and Writing Center staff (**Faculty Development**)

The table below provides the specific method used to assess each implementation objective and shows responsible entities and frequency of these assessment activities.

Implementation Objective	Assessment Method	Expected Outcome	Responsible Entity	Frequency
1. Transform the curriculum for freshman composition courses, including proper sequencing, common syllabi, faculty development, and using EWC 200 as a capstone experience course for freshman composition	a. Curriculum modifications to align with national standards	a. 100% of ENG 101 and ENG 102 courses will be revised to address the QEP intervention	a. Writing Instructors	Annually
	b. Creation of EWC 200	b. EWC 200 will be modified to address the QEP intervention	b. Writing Instructors	Annually
a. Increase usage of the Writing Center by students and faculty	a. Document the student usage	a. 90% of student enrolled in ENG 101,102 and EWC 200 will use Writing Center services	a. Writing Center	Annually
	b. Document course enrollment of student participants	b. 100% of writing instructor will integrate the Writing Center services into their course	b. Writing Center	Annually
b. Train and supervise instructors of ENG 101, ENG 102 and EWC 200 and Writing Center staff	a. Document workshop participation	a. 100% of writing instructors will participate in at least two workshops per year	a. Writing Center	Annually
		b. 100% of Writing Center staff will participate in at least one workshop per year	b. Writing Center	Annually

Revision of the Curriculum

The implementation of the QEP begins with curricular revisions to ENG 101, ENG 102 and the creation EWC 200. It is planned to institute the new curriculum for ENG 101 and ENG 102 in Year 1 of implementation and pilot these courses during Year 0. The capstone writing course (EWC 200) will be piloted in Year 1 during the spring semester and instituted in Year 2 of the QEP.

Writing Center Usage

As services in the Writing Center are enhanced and integrated with the instruction in the freshman composition sequence, it is expected that a significant increase in the usage of the Center will occur. The increase in usage will be reflected by more student visits and expanded hours of operation. The objective is ensuring that 90% of students enrolled in the composition sequence visit the Center and to integrate the services with 100% of the ENG 101, ENG 102 and EWC 200 courses.

Faculty and Writing Center Staff Development

The Writing Center Director will work to develop and offer a series of faculty development workshops to assist instructors with teaching and assessing writing. In addition, a series of workshops will be developed and conducted to assist Writing Center staff with the supplemental instruction and consulting services to be added to the Center. Each workshop will be evaluated by participants to ensure effectiveness.

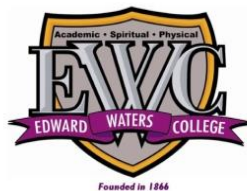
XII. Appendices

Appendix A: QEP Steering Committee**QEP Leadership Team**

Name	Title
Roy Singleton	Director of Quality Enhancement Plan
Joel M. Williams	Director of Writing Program, Chair of QEP Steering Committee
Marvin Grant	VP for Academic Affairs
Suzan Armstrong-West	Associate Professor of Psychology
Kennesha Bracely	Assessment Coordinator, CETL
Elvera Carter	Counselor
Marie Heath	Director-Schell-Sweet Community Center
Eric Jackson	VP of Student Affairs & Enrollment Management
Mayme Jeffries	Director-Center for Excellence in Teaching and Learning (CETL)
Victoria G. Landrum	Assistant Professor of Psychology
Carmella Martin	Director-Library
Aileen Miller-Jenkins	Biology Lecturer
Benjamin Okafor	Associate Professor of Criminal Justice
Takisha Tillie	Academic Advisor
Peter Tahsoh	Department Chair- Mass Communications
Irvin Pedro Cohen	Director of New Town Success Zone
Roland Young (Student)	SGA President
Malika Allen (Student)	SGA Vice-President
Irvin Pedro Cohen	Director of the New Town Success Zone
Jasmine Bouie	EWC Freshman Student
Khadisha Thompson	EWC Freshman Student

Appendix B: OIPRE Data Provided to QEP Committee

Edward Waters College



Office of Institutional Planning Research and Effectiveness (OIPRE)
December, 2013

Bernice Parker-Bell
Director-OPIRE

**Quality Enhancement Plan (QEP) Topic Selection
Survey**

Summary

Table of Contents

	page
Executive Summary	3
Results	4
Recommendations	11
Appendices	
Student Quality Enhancement Survey	
Employee Quality Enhancement Survey	
Community Member Quality Enhancement Survey	
Tag Crowd Text Analysis Screen Shot	

Executive Summary

The administration of the QEP Topic Survey was a joint collaboration between Academic Affairs, Institutional Effectiveness, and Technology. The Survey was designed to elicit input from a variety of institutional stake holders including students, employees (faculty, administration/staff), and community members (alumni, parents, corporate partners).

Survey questions were posted on the EWC INTRNET (MOODLE) for students and employees to provide easy access. The majority of the students respondents were Freshmen (73%) followed by Sophomores (18%), Juniors (5%) and Seniors (4%). Of the employees responding faculty represented 54% followed by employees at 46%. Employees participating in the survey reported having between 0-3 years of service to the college.

Pencil and paper questionnaires were administered to community members. Ninety-two percent (92%) of the community members responding were participants in the Schell-Sweet Community Resource Center Community Wellness Program.

Survey questions were developed by the Academic Affairs unit to measure ways of improving student learning outcomes using the following dimensions:

Dimension I: Skill set needed to enhance student learning

Dimension II: Barriers prohibiting students from experiencing academic achievement

Dimension III: Enhancing learning experiences to prepare students for careers in the global marketplace

Dimension IV: Assessment of the learning environment and academic rigor

Dimension V: Comparison of EWC with other HBCUs

There were a total of nine (9) questions for the following populations: students, faculty and staff and community members; and a total of eight (8) questions for the alumni population. Demographic (non-personally identifiable information) was collected on part I of the survey, and content questions in the open-ended form was used for the rest of the survey.

Data collected was primarily qualitative. Tag Crowd a free data software was used to analyze text responses frequency.

The survey was administered during the months of October and November 2013. With several reminders placed on the campus mass distribution emails. Of the 862 students enrolled for the fall 2013 a total of 160 completed the survey. Of the 165 Full-time employees, we received a total of 24 responses. The response rate was 19% for students, 15% for full-time faculty and staff and 17% overall (not including the community and alumni results).

Overall respondents identified the need for the improvement of technology to support the academic environment as being a critical issue. In terms of the learning environment survey participants shared concerns about the following:

- Improving mathematical skills
- Improving writing skills
- Career development for students
- Helping students deal with social/emotional blocks to learning

Results

Demographics

Respondents-DEMOGRAPHICS					
Students	Freshman	Sophomore	Junior	Senior	Total
	117	28	8	7	160
	73%	18%	5%	4%	
Employees	Faculty	Staff	Total		
	13	11	24		
	54%	46%			
Years of Services at EWC	0-3	4-7	8-10	11+	
	16	3	1	4	
	67%	13%	4%	16%	
Community	Parent	Athletic Booster	Corporate Partner	Other	Total
Involved in Wellness Program: 22 = 92%	1	1	1	21	24
Alumni	Total				
Graduation years-1963-2003	10				

Students-by Major	
Major	# of Respondents
Biology	24
Business Administration	27
Communications	7
Criminal Justice	35
Elementary Education	11
Mathematics	4
Music	13
Political Science	1
Psychology	19
Undecided	19
Grand Total	160

Results- Dimension I

Dimension I: Skill set needed to enhance student learning

The following question was presented to all constituents:

What academic skill sets are needed to further develop student learning?

For the faculty and staff population, Writing, Reading and Critical Thinking (in that order) were the top three responses. A further developing study skill was number four on the list by frequency.

For the student population an overwhelming majority (55%) of the respondents selected having better skills in the Mathematics subject as the top skill needed to enhance student learning; followed by Writing and Critical Thinking, and Research (Scientific). Reading skills and time management followed.

For the community/ alumni population, the results showed Mathematics, Writing and Critical thinking as the top three skills students need to enhance learning experience.

Overall, the top seven (7) skills selected as needed most to enhance students learning were as followed:

1. Mathematics N=96 (frequency)
2. Writing N=48
3. Critical Thinking N=24
4. Research N=13
5. Reading N= 12
6. Computer N=8
7. Management N= 7 (In context-Time Management)



Results- Dimension II

Dimension II: Barriers prohibiting students from experiencing academic achievement

The following question was presented to all constituents:

What are some the barriers that prohibit students from experiencing academic achievement?

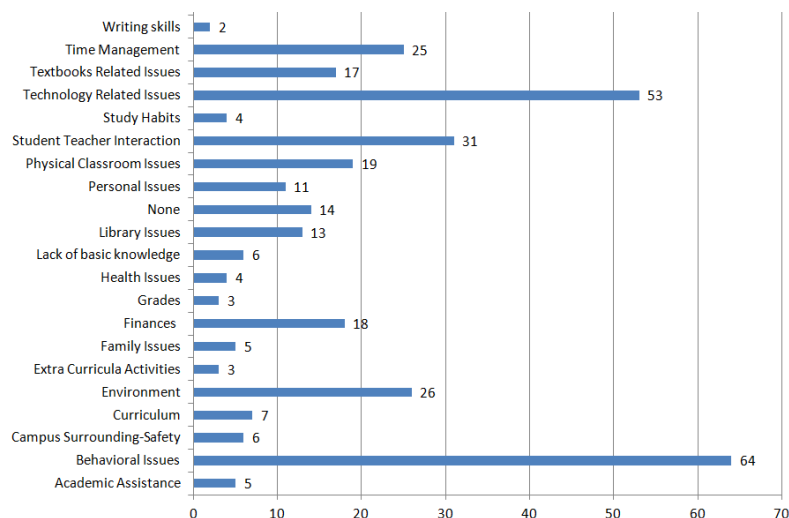
Results from the faculty and staff population shows low usage of textbooks as number one issue hindering students' academic success followed by poor preparation, deficient study skills, not being able to use better computers for learning purposes, poor grades, financial or personal issues and having to work while at school.

For the student population not having a better class environment, efficient and updated computer, better interaction with teachers and having to work while attending school were the top four barriers hindering academic success. These four topics were followed in frequency by library hours of operation not fitting their schedule, work schedule, book issues, poor WI-FI, internet, connect Services.

For the community and alumni population finances and health were the top two reason impeding students achieving academic success.

Overall, when the responses were categorized, the following topics showed the highest frequency of occurrence among respondents.

1. Behavioral Issues N= 64
2. Technology Related Issues N= 53
3. Student-Teacher Interaction N= 31
4. Environment N= 26
5. Time Management N= 25
6. Physical Classroom Issues N= 19
7. Finances N= 18
8. Textbook Related Issues N= 17
9. Library Issues N= 13
10. Personal Issues N= 11



Results- Dimension III

Dimension III: Enhance learning experience to prepare students for careers in the global marketplace

The following question was presented to all constituents:

In your opinion, in what ways can the learning experience of students at EWC be enhanced and further developed to prepare them for careers in the global marketplace?

Faculty and staff population proposed exposing students to real-life experiences, experimental learning and more in depth writing to be the top three improvements needed to prepare EWC's students for a career in the global marketplace.

Student population surveyed suggested enhancing learning environment by providing students with more hands-on learning experience, followed by better technology and better interaction/support from and with teachers as the top three areas needing improvements to prepare EWC's students for a career in the global marketplace.

The community and alumni population suggested more involvement in the community and with the senior wellness program as ways to improving EWC's learning experience to prepare EWC's students for a career in the global marketplace

Overall, when responses were categorized and the following topics/areas were considered most needed to enhance EWC's students learning experience to prepare them for a career in the global marketplace:

1. Better Technology N= 32
2. Career Development Skills in partnership with the community N= 29
3. Hands-On (experimental learning) N= 23
4. Better Interaction with Teachers and/or more qualified Teachers N= 20
5. Improve overall Campus Environment N= 14
6. Increase Academic Rigor N= 12
7. Further development of Real-life Skills N= 9
8. More flexibility and access to Textbooks N= 8
9. More preparation for the Global Workplace N= 8
10. Provide more Resources N= 7
11. Provide more on Campus Activities N= 7



Dimension IV: Assessment of the student learning environment and academic rigor

When you compare Edward Waters College to other institutions of higher learning found in Jacksonville, do you feel there is as much academic rigor placed on EWC students in comparison with other colleges and universities in Jacksonville? Please explain and provide specific examples on how we can enhance our students' learning. (Community and Alumni)

Think of other institutions of higher learning found in Jacksonville, please explain and provide specific examples on how EWC can enhance the academic rigor and learning environments in comparison to those other institutions of higher learning (faculty and Staff and students).

Overall, the regional self-assessment of EWC's student learning environment and academic rigor reveals that all populations surveyed agree that when comparing EWC to other regional higher education institutions improving technology should be the top priority for EWC, followed by increasing the academic rigor of programs offered at EWC. Below is a complete listing of top choices in the appropriate order of frequency.

1. Improving Technology N= 32
2. Increasing Academic Rigor N= 29
3. Improving overall Campus Environment N= 24
4. Recruiting Qualified Faculty and improving Students/Faculty Interaction N= 19
5. Increasing number of Campus Activities for students N= 13
6. Improving students' access to Textbooks(too expensive-not included on tuition) N= 10
7. Improve Dorms' Conditions N= 9
8. Improve overall College's Organization N= 9
9. Expand Library Hours of Operation N= 8
10. Increase the number of Academic Majors Offered N= 8



Results- Dimension V

Dimension V: Comparison of EWC with other HBCUs

The following question was presented to all constituents:

Think of other Historically Black Colleges and Universities (HBCU) nationally, do you feel the learning environment and academic rigor placed on EWC students compare with other HBCU's? Please explain and provide specific examples on how we can enhance the academic rigor and learning environments in comparison to other HBCU's.

Appropriate responses (other than I do not know and N/A) to the question posted on this dimension was very low. Respondents placed the following topics/categories as ways of improving of student learning environment and academic rigor at EWC.

1. Improving Technology N=9
2. Improving overall Campus Environment N=8
3. Improve the Quality of Teachers N=7
4. Increasing number of Campus Activities for students N=6
5. Improve Academic Rigor N=4



OUTLINER QUESTIONS

(For each group surveyed)

Skills Mastery

In addition to the five (5) dimension used on the survey, faculty and staff were asked to provide a listing of skill in which they felt EWC's students have demonstrated mastery. While the number of faculty and staff responding to the survey was low, the top four(4) answers ranked based on frequency were as follow:

1. No mastery of any skills N= 4
2. Technology N= 3
3. Math N=3
4. Time Management N=2

Please note; the number of responses may not be significant enough to drawing conclusions from the dataset.

Improving Learning Environment for incoming students

Students were asked to provide feedback on ideas to **improving learning environment to further develop incoming students.**

The results to this question are presented below, in the appropriate frequency order:

1. Improving Technology N= 44
2. Hire more qualified teachers and increase students/teacher interaction N= 30
3. Improve living conditions in the dorms N=12



The community population surveyed was asked to provide feedback on ways EWC can enhance student learning now. While the total number of responses was very low, when the responses were categorized the following two categories were selected more frequently.

1. Community Involvement N= 9
2. Mentoring N= 4

1. Conduct a debriefing with the QEP Committee on the QEP Topic Survey results.
2. Provide training for QEP Committee members on the construction of survey questionnaires.
3. Conduct focus groups to further refine QEP topic surveys
4. Share findings with the college community to support program improvement where applicable.
5. Upgrade technology in OIPRE to allow for the analysis of qualitative survey questions.

Appendix C: Writing Rubrics

Student Name _____ Section: _____ Date: _____

Rubric for APA Research Paper

General Requirements: <ul style="list-style-type: none"> ○ Instructor may refuse to grade papers that do not meet these requirements (grade = zero) ○ General format: APA Style documentation ○ The narrative portion of the paper is a minimum of five complete pages. ○ All paraphrased statements are cited. 		<ul style="list-style-type: none"> ○ All verbatim quotes of three words or more must be set apart from your own words with quotation marks or a block quote. ○ Cases of plagiarism will be referred to the Writing Specialist for recommendations. ○ Paper is submitted according to the instructor's directions and meeting all date and time requirements. 	
APA Style		Student Self-Score	Instructor Score
Title Page & Abstract <ul style="list-style-type: none"> ○ Title Page formatted correctly ○ Abstract page begins on page 2, titled Abstract – it is centered NOT underlined, NOT bolded, NOT italicized ○ Abstract is 150 to 250 words, including a summary of thesis statement and main points ○ Paragraph is NOT indented 		/4	/4
Introduction <ul style="list-style-type: none"> ○ Thorough discussion of background information ○ Introduction provides a basis for the purpose of your research or project ○ Research is appropriate and the importance is described ○ The hypothesis is clearly stated Body <ul style="list-style-type: none"> ○ Narrative begins on page three ○ Title of page is centered and bolded ○ Descriptive section headings (left aligned, bold) are used for each section ○ Narrative is a minimum of five full pages (if applicable) ○ Pages are counted excluding graphics or long quotes ○ Running header (left aligned, all CAPS) and page number (right aligned) on every page including reference pages (this is for publication into peer-reviewed journals so check with instructor) 		/4	/4
In-Text Citations <ul style="list-style-type: none"> ○ All reference sources and citations match. For example, if a source appears on the Reference page, it must be properly cited in the narrative, and vice-versa. ○ Proper APA in-text citation style ○ Citation is correctly incorporated into the sentence it supports ○ Page or paragraph number included for direct quotes ○ Page or paragraph number included for block quotes used for 40+ word verbatim quotes (double-spaces, indent all lines ½ inch, no quotation marks) 		/8	/8
References Page <ul style="list-style-type: none"> ○ Page is titled References (centered, NOT underlined, NOT bolded, and NOT italicized) and appears at the end of the paper ○ References appear alphabetically ○ Hanging indents and double spacing used Reference List <ul style="list-style-type: none"> ○ References are cited in the correct APA format for the type of citation they represent (book, journal, newspaper, webpage, etc.) 		/11	/11
Total			

Student Name _____ Section: _____ Date: _____

Written Essay Rubric

Content	Student Self-Score	Instructor Score
General <ul style="list-style-type: none"> 12-point Times New Roman font used throughout Entire paper is double-spaced Margins are 1" on all sides 		
Thesis Statement <ul style="list-style-type: none"> The central message the writer wishes to communicate to the audience The writer must explicitly state the thesis and defend its position throughout the essay Forecasts all main points of the paper Clear and strong opinion, goes beyond stating the obvious 	/30	/30
Body\Narrative <ul style="list-style-type: none"> Introductory paragraph opens the paper with a broad and positive statement The introduction then narrows its focus and leads readers to the controlling idea or thesis statement of the essay Topic sentences limit, control, and define the focus of the paragraph Topic sentences are upheld by supporting sentences Each paragraph is unified in its message, purpose, and theme of the essay Concluding paragraph summarizes the paper 	/30	/30
Standards of Academic Writing <ul style="list-style-type: none"> Spelling Punctuation Formality of language Sentence structure Various sentence patterns Transitions are used to move readers from one point to the next in a smooth manner Paragraph structure Appropriate vocabulary 	/20	/20
Critical Thinking and Synthesis <ul style="list-style-type: none"> Goes beyond the book report stage to explore controversy Goes beyond simply restating facts or quotes, sources are integrated into the text to provide evidence for statements Analysis or interpretation of the sources is shown An informed opinion that is clearly based on the sources cited Depth of understanding of the sources cited is evident Issue explored fully, adequately presented, and discussed All sources are relevant to the topic and appropriately current Source variety reveals the complexity of the issue Correct in-text parenthetical citations provide evidence for statements 	/20	/20
Total:	/100	/100

Appendix D: New Common English Syllabi



ENG 101 Introduction to Academic Writing

Class Syllabus

Term:
Class:
Office: Writing Center
Phone Number:

Day:
Instructor:
Office Hours:
e-mail:

IMPORTANT COLLEGE DATES

Course Start Date	August 18
Drop with 100% refund	August 22
Midterm	October 1 - 3
Midterm Grades Posted	October 7
Withdraw with "W" grade	October 10
Last Day to Withdraw with a WF\WP grade	November 14
Course End Date	December 4
Reading Day	December 5
Final Exams	December 8 - 12
Grades Due to Registrar	December 16

EWC CLOSED FOR THE FOLLOWING HOLIDAYS:

Labor Day
Veterans Day
Thanksgiving Break

COURSE DESCRIPTION

The focus of this course is to introduce students to the skills and concepts needed to write effective compositions through their ability to understand and apply knowledge of genres exposition, narration, description, analysis, definition, and argumentation. This course introduces students to the writing process and standards of academic writing. Students learn and demonstrate writing skills essential for collegiate studies.

REQUIRED TEXTS & INSTRUCTIONAL MATERIALS

Critical Thinking, Thoughtful Writing by John Chafee, et. al. 6th Ed.

Connect Composition 3.0

COURSE OBJECTIVES

The objective of this course is to provide students with reading, writing, and critical thinking skills needed for success in academics and the job market.

Alignment with *Council for Writing Program Administrators Standards*

Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

Critical Thinking, Reading, and Composing

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use--whether print texts, photographs, data sets, videos, or other materials--they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

Processes

Writers use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.

Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.

STUDENT LEARNING OBJECTIVES

When you finish this course, your writing should possess the following traits:

- Produce writings using the POWER Process Model (**P**lanning, **O**rganizing, **W**riting, **E**diting, and **R**evising) to demonstrate understanding and implementation of the writing process.
- Identify and formulate thesis statements that limit, control, and define the focus of the paper.
- Revise writing to reflect standards of Edited American English and academic writing criteria as understood through the rubrics provided for students to assess their writing.

TECHNOLOGY REQUIREMENTS

Please use the following checklist to determine your computer readiness. You should own or have access to the following:

- The online component of the course is delivered in *Moodle* (a learning management system supported by the institution and accessible through <http://online.ewc.edu/>).
- Computer with personal access to the Internet (e.g., computer with a modem or cable modem connection)
- A college e-mail account
- Web-browser software—Internet Explorer, Google Chrome, Firefox, etc.
- Windows XP or Vista or higher operating system (or MAC OS X or higher)
- Antivirus software
- Word-processing software (Microsoft Office or download Open Office for free)
- Plug-ins, including current versions of Acrobat Reader, Flash Player, PowerPoint Viewer, QuickTime, and Java
- Additional hardware, including earbuds, headphones, speakers and/or microphone

SERVICES FOR STUDENTS WITH DISABILITIES: COURSE ACCESSIBILITY

If you have a documented disability and require specific accommodations to complete this course, (extended time for test taking, note takers, audio recordings of textbooks, etc.) contact the Student Counseling Center Disabilities Services Manager 904.470.8223. Please notify your instructor who is passionate about the success of all students and who can help you throughout this course.

FIRST WEEK OF CLASS

To receive credit for attendance during the first week of class, you should send an e-mail to your professor, introducing yourself and indicating you agree to abide by the course conditions outlined in the syllabus.

PREPARATION

You are expected to be prepared for every class, including completing all reading and writing assignments before coming to class. Failure to complete homework assignments and/or failure to be prepared to contribute to class discussions will lower your participation grade. All assignments, papers, and drafts are due at the beginning of class. In addition, you must bring your textbook to every class meeting. You are expected to participate in a respectful exchange of ideas and perspectives with your classmates and instructor.

PARTICIPATION

Participation is a crucial part of the class and your grade. You will be expected to participate by working

in small groups, participating in group discussions, and completing various other activities inside and out of the classroom. In general, when you are in class, you are expected to contribute constructively and relevantly. The energy – good or bad – you bring to the classroom will considerably influence your participation grade as well as your final grade.

As part of your participation grade, I require for you to maintain a three-ring notebook for this course. In addition, you will be expected to organize your notebook with six tabbed dividers containing the following labels: Class Notes, Handouts, Notes from Online Activities, Rough Drafts, Graded Papers, and Revisions. Taking notes and keeping these notes organized and cataloged will help you to better learn and retain course material. Any homework that is assigned throughout the term is seen as a part of your participation grade. Failure to complete or turn in homework affects your final grade in the course.

Calendar of Activities

Week 1 August 18 – 22, 2014

Chapter 1: *The Thinking-Writing Model: Rhetoric, Situation, and Process*

Reading Activity⁴: Plato *Allegory of the Cave*

Reading Activity: Sonja Turner *On Plato's Cave*

Writing Experience: Recall a Learning Experience (In-class writing (draft) post revised copy to *Moodle* Friday)

Writing Experience: How Well Do You Communicate? (In-class draft, post revised to *Moodle* Friday)

Speaking Experience: Parts of Speech, Plato allegory symbolism

Web Experience: *This I Believe* (npr.org)

Thinking-Writing Activities from Chapter 1 due at the end of each class in the event of an absence due to sporting events these must be turned in by Friday of WEEK ONE at 4:00 pm on *Moodle*. NO EXCEPTIONS shall be made. Thinking Critically About Visuals\New Media and Thoughtful Writing

Week 2 August 25 – 29, 2014

Chapter 2: Reading: Making Meaning

Reading Activity: Malcolm X from *The Autobiography of Malcolm X*

Reading Activity: 5 Accounts of the Assassination of Malcolm X

Reading Response⁵: Reading Responses to Plato's *Allegory of the Cave* & Sonja Turner *On Plato's Cave*

Web Activity: Blogging

Prewriting Activities for Project 1: Is Cheating Wrong?

Speaking Experience: Words & Phrases, Subjects & Verbs, Main Idea, Malcolm X, plot, and Author's Purpose

Thinking-Writing Activities from Chapter 2 due at the end of each class in the event of an absence due to sporting events these must be turned in by Friday of WEEK TWO at 4:00 pm. NO EXCEPTIONS shall be made.

Thinking Critically About Visuals\New Media and Thoughtful Writing (and Reading)

Connect Benchmark Assessment One Checking What You Know

Week 3 September 1 – 5

Chapter 3: Using Independent Thought and Informed Beliefs

Reading Activity: zz packer *Brownies*

Reading Activity: Ernest Hemingway *Hills Like White Elephants* (in-class)

Draft due for Writing Project #1: Is Cheating Wrong?

⁴ All course readings will be available in print, on *Connect*, and on *Moodle*. Students will be able to access them no matter where they are via online access. This is done to enhance and support learning.

⁵ Almost all readings will have a required Reading Response not all of these are noted in the syllabus due to space considerations.

Peer Reviews of Writing Project #1

Writing Activity: Revision Activities for Writing Project 1

Thinking-Writing Activities from Chapter 3 due at the end of each class in the event of an absence due to sporting

Speaking Experience: epiphany, zz packer, African American Literature,

Thinking-Writing Activities from Chapter 3 due at the end of each class in the event of an absence due to sporting events these must be turned in by Friday of WEEK THREE at 4:00 pm. NO EXCEPTIONS shall be made.

Connect work must be at 25%

Week 4 September 8 - 12

Chapter 4: Thinking: Becoming More Creative and Visually Aware & Chapter 5 Drafting

Reading Activity: Fredrick Douglas from *Narrative of the Life of Fredrick Douglas, an American Slave*

Reading Activity: Martin Luther King, Jr. "I Have A Dream."

Final copy of Writing Project #1 due

Benchmark Assessment Two

Writing Activity: Prewriting activities for Writing Project #2 The Future of Your Chosen Career

Reading Response: zz packer "Brownies"

Thinking-Writing Activities from Chapter 4 and 5 due at the end of each class in the event of an absence due to sporting events these must be turned in by Friday of WEEK FOUR at 4:00 pm. NO EXCEPTIONS shall be made.

Week 5 September 15 - 19

Chapter 6: Revising: Using Language Thoughtfully

Reading Activity: Donald M. Murray "The Maker's Eye: Revising Your Own Manuscripts"

Reading Activity: Mary Blume "If You Can't Master English, Try Globish"

Writing Activity: Draft of Writing Project # 2 The Purpose of Your Chosen Career

Peer review groups for Writing Project #2

Writing Activity: Prewriting for Writing Project #3 A Memorable Childhood Event

Thinking-Writing Activities from Chapter 6 due at the end of each class in the event of an absence due to sporting events these must be turned in by Friday of WEEK FIVE at 4:00 pm. NO EXCEPTIONS shall be made.

Planning and drafting Writing Project #2: Comparing Perspectives on an Issue or Event

Connect work must be at 50%

Week 6 September 22 - 26

Chapter 9: Writing to Compare and Evaluate: Exploring Perspectives and Relationships

Reading Activity: Casebook Perception and Reality in Reporting the Earthquake in Haiti

Reading Activity: Casebook: A Casebook on Gender and Sexuality

Writing Activity: Final copy of Writing Project 2 The Future of Your Chosen Career

Writing Activity: Draft due for Writing Project #3 A Memorable Childhood Event

Peer review groups for Writing Project # 3 A Memorable Childhood Event

Handout of Portfolio Expectations will be provided to students with rubric for grading.

Writing Portfolios DUE Wednesday, September 24, 2014

Portfolio Committee Review of ENG 101 Student Writing

Connect Benchmark Assessment Three

Thinking-Writing Activities from Chapter 9 due at the end of each class in the event of an absence due to sporting events these must be turned in by Friday of WEEK SIX at 4:00 pm. NO EXCEPTIONS shall be made.

Thinking Critically About Visuals\New Media and Thoughtful Writing (and Reading)

Week 7 September 29 – October 3 Midterm Week

Writing Review and Intervention

Reading Activity: Review Portfolio Assessment *Results of Portfolio Review Committee*

Writing Activity: Revision Activities for Writing Projects 1 - 3

Writing Activity: Final copy of Writing Project # 3 A Memorable Childhood Event

MIDTERMS October 1-3

October 7 GRADES DUE TO REGISTRAR

Since grades are due any late or missing work will be given a zero. Always be on time with your assignments.

Week 8 October 6 – 10

Chapter 10: Writing to Speculate Exploring Cause and Effect

Reading Activity: Jon Evans “Apocalypse Soon: The Future of Reading”

Reading Activity: Mark Twain “Two Ways of Seeing a River”

Reading Activity: Michael Pollan “Playing God in the Garden”

Invention and planning for Writing Project #4: Bad Things Lead to Good

Benchmark Assessment Four

Week 9 October 27 – 31

Chapter 10: Writing to Speculate Exploring Cause and Effect

Writing Activity: Draft due for Writing Project #4 Bad Things Lead to Good

Peer review groups for Writing Project # 4 Bad Things Lead to Good

Revision Activities for Writing Project #4

Prewriting for Writing Project #5 Your Right to Privacy

Video Activity: Snowden interview with Brian Williams

Final copy of Writing Project #4 Bad Things Lead to Good due

Thinking-Writing Activities from Chapter 10 due at the end of each class in the event of an absence due to sporting events these must be turned in by Friday of WEEK NINE at 4:00 pm. NO EXCEPTIONS shall be made
Connect work must be at 75%

Week 10 November 3 - 7

Chapter 13: Writing to Persuade: Constructing Arguments

Reading Activity: Peter Singer “Why We Must Ration Health Care”

Reading Activity: Leonard Laster “Rationing Medical Care: A Second Opinion”

Writing Activity: Prewriting Activities for Writing Project # 5 Arguing a Position on a Significant Issue

Thinking-Writing Activities from Chapter 13 due at the end of each class in the event of an absence due to sporting events these must be turned in by Friday of WEEK TEN at 4:00 pm. NO EXCEPTIONS shall be made

Invention and planning for Writing Project #5: Analyzing Influences on Your Beliefs

About a Social or Academic Issue

Benchmark Assessment Five

Week 11 November 10 – 14

Chapter 13: Writing to Persuade: Constructing Arguments

Library Orientation

Lessons on library and field-based research

Note taking, summaries, annotated bibliographies

Beginning the Research Process

Thinking-Writing Activity: Developing Research Questions

Thinking-Writing Activity: Going From Questions to Thesis

Thinking-Writing Activity: Evaluating Print and Web Sources

Reading Activity: The Declaration of Independence

Reading Activity: Elizabeth Stanton “Declaration of Sentiments and Resolutions”

Reading\Web Activity: The Universal Declaration of Human Rights

Draft due for Writing Project #5 Arguing a Position on a Significant Issue

Peer response groups for Writing Project #5

Revision Activities for Project #5

Planning Writing Project #6

Portfolio checks

Week 12 November 17 – 21

Chapter 14: Writing About Investigations: Thinking About Research

Final copy of Writing Project #5 Arguing a Position on a Significant Issue DUE

Annotated Bibliography DUE Friday

Draft of Writing Project # 6 A Research Report

Thinking-Writing Activities from Chapter 14 due at the end of each class in the event of an absence due to sporting events these must be turned in by Friday of WEEK FOURTEEN at 4:00 pm. NO EXCEPTIONS shall be made

Benchmark Assessment Six

Connect work must be at 100% by November 22

Week 13 November 24 – 28 No Class Fall Break

There are no assignments for the break; however, you may want to think about your final portfolio which is due when we come back. Remember, this is the final assessment of your writing by the committee. You want to make everything presentable and have everything ready to demonstrate you are prepared and ready to advance to ENG 102. If you have been keeping up with assignments throughout the term this will already have been completed.

Week 14 December 1 – 4

Chapter 14: Writing about Investigations: Thinking about Research

Portfolios Due December 2nd

Final Copy of Writing Project # 6 A Research Report

Other selected activities: Thinking-Writing, Visuals and New Media

Individual Conferences

Peer response groups for Writing Project #6

Lessons on Citation Practices

Revision Activities on all projects

Final assessment of ENG 101 student Writings by Portfolio Review Committee

Week 15 December 8 – 12

Final Exam

Course Evaluation

Final Examination must make a 70% or higher to be promoted to ENG 102.

GRADING

Your final letter grade will be determined by totaling the points for all of the activities as indicated in the chart below.

Chapter Quizzes\Reading Responses\Thinking-Writing Activities	275 points
Journaling\In & Out-of-Class Writing Assignments	250 points
Drafts	150 points
Peer-Review Writing & Revision	150 points
Essays	600 points
Connect Online Learning Web Exercises	225 points
Midterm & Final Exam	175 points
Writing Center Tutorial\Workshops	200 points
Total Points	2,000 Points

A	1900-2000 points
B	1800-1899 points
C	1700-1799 points
D	1600-1699 points
F	0-1599 points

Student Understandings

This agreement of understanding should be completed only after reading the syllabus and course schedule. Initial each understanding, then sign and date.

- 1) I understand the standards in this course and that I am responsible for monitoring my own learning. _____
- 2) I understand that critical reading and writing are expected in this course. _____
- 3) I understand that I am responsible for being prepared for class each class meeting. _____
- 4) I understand that lateness to class and late work is penalized each day that it is late. _____
- 5) I understand that I am responsible for use of the technology during the term. _____
- 6) I understand that I am responsible for asking questions when I do not understand course content or requirements. _____
- 7) I understand that the attendance rule is in effect. _____
- 8) I understand the basis on which the final grade will be determined. _____
- 9) I understand that there is a final grade in this course. _____
- 10) I understand that I must do a 'self-evaluation', in which I "make a case" for receiving a particular grade using the criteria provided in class and citing evidence from my work during the semester. _____
- 11) I understand that the work of the course requires consistent classroom attendance and active participation. _____
- 12) I understand that all work turned in for a grade must be computer-generated (typed) following the format-style requirements provided. _____
- 13) I understand that all written work will be evaluated according to the standards for critical writing as published on the course web site. _____
- 14) I have read and understand the basis of letter grade evaluations. _____
- 15) I understand that the professor is available to answer questions, help me grasp the material, and support my work in the course during regular office hours, by appointment, by phone and by e-mail. _____

Printed Name: _____ Signature: _____ Date: __/__/2014

Plagiarism Contract and Policy

Plagiarism can be defined as submitting another person's ideas, words, images, or data without giving that person credit or proper acknowledgment. Plagiarism is theft and fraud and decidedly the highest form of academic dishonesty, it will not be tolerated. Because of the increased prevalence and the ease of copying other people's work, the teachers and administration of Edward Waters College feel the need to inform students how to maintain their integrity and academic standards.

In order to clarify what constitutes plagiarism, you should be aware that you have committed plagiarism when you:

- Use phrases, quotes, or ideas not cited and passed off as your own
- Paraphrase the work of another, not cited and passed off as your own even though you may have changed the wording or sentence structure
- Submit a paper written for another class (academic dishonesty);
- Submit a paper from an essay service or agency, even though you may have paid for it;
- Submit a paper by another person even though he or she may have given you permission to use it;
- Directly copy an assignment from another student, either with or without his or her permission;
- Give an assignment to another student to copy in whole or in part and claim as his or her own

Be aware that plagiarism may be applied to ALL assignments in class, not just papers. This includes (but is not limited to) worksheets, tests, quizzes, and bookwork. Students are expected to complete the mental rigor that goes into understanding their own work. This prepares students for life after college and in the career world.

I have read and understand these rules regarding plagiarism. I understand that I will receive a zero on assignments and may receive disciplinary action for turning in work that is not my own.

Student Name (printed): _____

Student Signature: _____

This contract was adapted from previous contracts and revised for purposes of this class.



ENG 102 Academic Writing & Research

Class Syllabus

Term: Fall 2014

Day:

Class:

Instructor:

Office: Writing Center

Office Hours:

Phone Number: 904.470.8089

e-mail:

IMPORTANT COLLEGE DATES

Course Start Date	August 18
Drop with 100% refund	August 22
Midterm	October 1 - 3
Midterm Grades Posted	October 7
Withdraw with "W" grade	October 10
Last Day to Withdraw with a WF\WP grade	November 14
Course End Date	December 4
Reading Day	December 5
Final Exams	December 8 - 12
Grades Due to Registrar	December 16

EWC CLOSED FOR THE FOLLOWING HOLIDAYS:

Labor Day**Veterans Day****Thanksgiving Break**

COURSE DESCRIPTION

This course is designed to introduce students to the skills and concepts needed to write effective compositions through their ability to understand and apply knowledge of the research process, critical analysis, and argumentation. This course aids students in their application of research and continued development within the standards of academic writing. Students learn and demonstrate writing skills essential for collegiate studies and for upper-level division research papers.

REQUIRED TEXTS & INSTRUCTIONAL MATERIALS

All course readings will be available in print and on *Moodle*. Students will be able to access them online to enhance and support learning. Check Moodle for textbook and additional readings.

Alignment with *Council for Writing Program Administrators Standards*

Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

Critical Thinking, Reading, and Composing

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use--whether print texts, photographs, data sets, videos, or other materials--they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

Processes

Writers use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.

Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.

COURSE OBJECTIVES

Communication: Students will develop effective reading, academic writing, speaking and listening skills to communicate. Students will structure writing assignments to match the purpose, audience, and occasion of the assignment.

Critical Thinking: Students will evaluate the validity of their own and others' ideas through questioning, analyzing, and synthesizing the results into the writing process. Students will read

and discuss peer-reviewed journals and analyze, synthesize, and interpret this information into written responses and class discussions.

Research: Students will spend the term learning the strategies needed to collect, verify, document, and manage information from a variety of sources. They will learn to incorporate their own ideas as well as research materials into effective and powerful academic writing. Students will apply basic research methods and materials obtained from reading and research into their own writing in an effective, useful manner. Material obtained through research will be cited correctly within written assignments, using standard American Psychological Association (APA) format documentation.

STUDENT LEARNING OBJECTIVES

When you finish this course, your writing should possess the following traits:

- Design and implement a series of research projects related to the chosen topic to include: 1) the research proposal, 2) annotated bibliography, 3) literature review, 4) American Psychological Association (APA) research papers, and 5) research projects formatted in APA Style.
- Demonstrate academic writing skills across several writing types following the structural content appropriate for APA format.
- Analyze and write about a variety of literature and academic resources provided.

TECHNOLOGY REQUIREMENTS

Please use the following checklist to determine your computer readiness. You should own or have access to the following:

- The online component of the course is delivered in *Moodle* (a learning management system supported by the institution and accessible through <http://online.ewc.edu/>).
- Computer with personal access to the Internet (e.g., computer with a modem or cable modem connection)
- A college e-mail account
- Web-browser software—Internet Explorer, Google Chrome, Firefox, etc.
- Windows XP or Vista or higher operating system (or MAC OS X or higher)
- Antivirus software
- Word-processing software (Microsoft Office or download Open Office for free)
- Plug-ins, including current versions of Acrobat Reader, Flash Player, PowerPoint Viewer, QuickTime, and Java
- Additional hardware, including earbuds, headphones, speakers and/or microphone

SERVICES FOR STUDENTS WITH DISABILITIES: COURSE ACCESSIBILITY

If you have a documented disability and require specific accommodations to complete this course, (extended time for test taking, note takers, audio recordings of textbooks, etc.) contact the Student Counseling Center Disabilities Services Manager 904.470.8223. Please notify your instructor who is passionate about the success of all students and who can help you throughout this course.

FIRST WEEK OF CLASS

To receive credit for attendance during the first week of class, you should send an e-mail to your professor, introducing yourself and indicating you agree to abide by the course conditions outlined in the syllabus.

PREPARATION

You are expected to be prepared for every class, including completing all reading and writing assignments before coming to class. Failure to complete homework assignments and/or failure to be prepared to contribute to class discussions will lower your participation grade. All assignments, papers, and drafts are due at the beginning of class. In addition, you must bring your textbook to every class meeting. You are expected to participate in a respectful exchange of ideas and perspectives with your classmates and instructor.

PARTICIPATION

Participation is a crucial part of the class and your grade. You will be expected to participate by working in small groups, participating in group discussions, and completing various other activities inside and out of the classroom. In general, when you are in class, you are expected to contribute constructively and relevantly. The energy – good or bad – you bring to the classroom will considerably influence your participation grade as well as your final grade.

As part of your participation grade, I require for you to maintain a three-ring notebook for this course. In addition, you will be expected to organize your notebook with six tabbed dividers containing the following labels: Class Notes, Handouts, Notes from Library Activities, Rough Drafts, Graded Papers, and Revisions. Taking notes and keeping these notes organized and cataloged will help you to better learn and retain course material. Any homework that is assigned throughout the term is seen as a part of your participation grade. Failure to complete or turn in homework affects your final grade in the course.

Assessment

Writing Center Program of Study	5%
APA Quizzes\Tests	5%
Empirical Research Paper	30%
Compare Issues on a Recent Event	20%
Argumentative Paper	20%
Classroom Assignments/Participation	10%
Final Examination	10%

Calendar of Activities

Week 1 August 18 – 22, 2014 Course Orientation

Reading Experience: Plato *Allegory of the Cave*

Writing Experience: Reading Response to Plato “Allegory of the Cave “

Writing Experience: Recall a Learning Experience (In-class writing draft)

Writing Experience: Introduce yourself to your instructor (In-class writing (draft)

Speaking Experience: Topics of Interest for research

Grammar Assessment 1

Week 2 August 25 – 29, 2014 Introduction to Research: What it is and what it does

Reading Experience: What is a good topic? By Ballenger in *The Curious Researcher*

Reading Experience: *From Questions to a Problem* Booth text

Reading Experience: *From Problems to Sources* Booth text

Writing Experience: Building An Interest Inventory

Writing Experience: Finding the Questions

Writing Experience: Focusing the Question

Writing Experience: Finding the Relationship

Writing Experience: Developing a Research Strategy

Week 3 September 1 – 5 Beginning the Research

Reading Experience: What is a research proposal?

Reading Experience: *Ways of Reading to Write Rhetorically* pg. 52 – 60 Ballenger text

Reading Experience: *Engaging Sources* Booth text

Writing Experience: Finding source material: Google vs. the library

Writing Experience: Library Investigation\Quiz

Writing Experience: Research on the Internet

APA Style Workshop & APA Formatting Pretest

Week 4 September 8 - 12 Annotated Bibliography & Literature Review

Reading Activity: Read at least five peer-reviewed articles that apply to the topic of your choosing write a one-page summary of the five articles and bring it to class.

Reading Experience: *Making Good Arguments: An Overview* Booth text

Reading Experience: *Making Claims, Assembling Reasons and Evidence* Booth text

Annotated Bibliography DUE September 12, 2014

Literature Review DUE September 12, 2014

APA Quiz I

Grammar Assessment 2

***Students are not to begin their research or data collection until they have been given approval by their instructor to pursue their idea.**

Students should have attended Library Orientation & turned in their proof of attendance

Week 5 September 15 - 19 Writing a Research Proposal

Reading\Writing Experience: The Annotated Bibliography: What it is and what it does

Reading\Writing Experience: How to Write a Literature Review

Research Proposal DUE September 19, 2014 APA Quiz II

Week 6 September 22 - 26 Getting to the Draft Part I: The Introduction

Lecture: How to write an introduction, getting from the introduction to methods and results

Reading Experience: Ways of Reading to Write Rhetorically pg. 52 – 60 Ballenger text

Data Collection & Initial Reporting Due

Research Paper Introduction DUE September 26, 2014

Research Paper Methods Section DUE September 26, 2014

**Week 7 September 29 – October 3 Midterm Week
Getting to the Draft Part II: Methods and Results**

Research Paper Results Section DUE October 1, 2014

Research Paper Discussion Section DUE October 1, 2014

Research Paper References Section DUE October 1, 2014

MIDTERMS October 1-3 Midterm Exam APA Mastery Test I

DRAFT of Research Paper 1 DUE October 5, 2014

October 7 GRADES DUE TO REGISTRAR

Since grades are due for midterm reporting purposes, any late or missing work will be given a zero and cannot be made up at any other point in the term regardless of the circumstances. Seven weeks have passed and all work should have been turned in to your instructor. Missing the midterm is unacceptable and you will be awarded a zero. Always be on time with your assignments.

Week 8 October 6 – 10 Putting it all together

Reading Experience: *Revising for Information* Booth text

Reading Experience: *Revising for Language* Booth text

Final Copy of Research Paper 1 DUE October 10, 2014

APA Quiz III

Peer-Review Workshop

Writing Project 2 Prewriting: Comparing Perspectives on an Issue or Event

Week 9 October 13 – 17 Preparing the Poster Presentation

Lecture: Bringing Your Research to a Poster Presentation

Reading Experience: Designing the Poster Presentation

Writing Experience: Poster Presentation 1 DUE October 17, 2014

APA Quiz IV

Week 10 October 27 – 31 Casebook: Perception and Reality: Is There a Difference?

Reading\Writing Experience: Perception and Reality in Reporting the Earthquake in Haiti

Reading\Writing Experience: Perception and Reality Five Accounts of the Assassination of Malcolm X

Reading\Writing Experience: Perception and Reality in Reporting Tiananmen Square 1989

Writing Project 2 Draft: Comparing Perspectives on an Issue or Event* (Due Tuesday)

*In your first project, you learned how to conduct and write about data using APA style and appropriate subheadings (Abstract, Introduction, Methods, Results, Discussion). This second essay will be a regular research paper that will use APA style for its in-text and end-of-text citations but will not be formatted using the subheadings common only to empirical research papers. By teaching you both formats of APA style and reporting you are better prepared to meet the needs of your instructors across the campus.

Peer-Review Workshop

Week 10 November 3 – 7 Arguing as Rational Persuasion: Logos

Reading\Writing Experience: *Arguing as Rational Persuasion: Logos* Hatch text

Reading\Writing Experience: Find a speech or text that presents an argument. What argument is being presented? Where do you find the appeals to logos? What is the method being presented and how does the author persuade the reader? What was the author's purpose in this argumentative piece? Examine how the use of logos effected you as you were reading this work. Describe the argument and its major and minor premise.

Writing Project 2 DUE

APA Master Test II

Week 11 November 10-14 Ethos and Pathos in Argumentative Papers

Reading Experience: Ethos: Persuasion Through Credibility Hatch text

Reading Experience: Pathos: Persuasion Through Emotion Hatch text

Writing Experience: Use the same text from week ten and examine it for appeals to ethos and pathos. Where do you find these appeals? What effect do they have on you as a reader? Do you feel the text has lost its credibility now that you have seen the argument in this way?

Week 12 November 17 - 21 Evaluating Arguments

Reading Experience: Analyzing and Evaluating Arguments Hatch text

Evaluating Pathos\Evaluating Logos

Fallacies in Reasoning (Hasty Generalization/Sweeping Generalization, False Dilemma, Non Sequitur, Fallacious Appeal to Emotion, Begging the Question, Appeal to Ignorance, Sacking the Deck, Dicto Simpliciter, Ad Populum, Post Hoc, Ergo Propter Hoc, Oversimplified Cause, Red Herring, False Analogy, etc.)

Writing Experience: Construct an outline of the argument you are going to make in this last paper of the term. What is it you are trying to argue? What is your thesis? How will you structure your argument now that you understand the classical modes of rhetoric? Will you use appeals to logos, pathos, and ethos? What sources will you use in the argument you are presenting? Write your introduction and thesis statement and provide the topic sentences for the paper you are writing. Share these with your group members.

Draft of Argumentative Paper DUE November 21, 2014

Week 13 November 24 – 28 No Class Fall Break

There are no assignments for the break; however, you may want to continue working on your paper.

Week 14 December 1 – 4 Speech and Debate

Speaking Experience 1: Presenting and Defending your Argumentative Paper

Speaking Experience 2: Undergraduate Research Poster Presentations to Faculty

Final Part I: Portfolio of work DUE December 8, 2014

Week 15 December 8 – 12 Final Exam Week

Course Evaluation SIRS\Survey Monkey Link

Final: APA Mastery Test

Writing Projects

Writing Project 1: This is a research project that consists of you coming up with a topic, researching it, defining the variables you want to measure, examining the data you collect, and writing and reporting this data in a way that is standard for the sciences. You are to learn the appropriate format for a research paper. This format is Title Page, Abstract, Introduction, Methods, Results, Discussion, and References. Each section has its own rhetorical function in scientific reporting.

Writing Project 2: Write an essay comparing and contrasting two or more written texts that present different perspectives on the same event or issue. Your primary purpose is to present some significant insights about perspectives and the texts. Many think that perception equals reality but there is a disconnect between what is perceived by the media and what reality actually tells us.

Writing Project 3: Write an essay in which you argue logically for a position on an issue that you consider significant. Use print sources, electronic sources, and –if possible—an interview with an informed individual to support and further examine your claims. To fully complete this assignment, you must create a separate sheet of paper that identifies the audience to whom you are addressing your argument and you must explain why members will benefit by understanding your position. Explain why this issue is important to you.

Student Understandings

This agreement of understanding should be completed only after reading the syllabus and course schedule. Initial each understanding, then sign and date.

- 1) I understand the standards in this course and that I am responsible for monitoring my own learning. _____
- 2) I understand that critical reading and writing are expected in this course. _____
- 3) I understand that I am responsible for being prepared for class each class meeting. _____
- 4) I understand that lateness to class and late work is penalized each day that it is late. _____
- 5) I understand that I am responsible for use of the technology during the term. _____
- 6) I understand that I am responsible for asking questions when I do not understand course content or requirements. _____
- 7) I understand that the attendance rule is in effect. _____
- 8) I understand the basis on which the final grade will be determined. _____
- 9) I understand that there is a final grade in this course. _____
- 10) I understand that I must do a 'self-evaluation', in which I "make a case" for receiving a particular grade using the criteria provided in class and citing evidence from my work during the semester. _____
- 11) I understand that the work of the course requires consistent classroom attendance and active participation. _____
- 12) I understand that all work turned in for a grade must be computer-generated (typed) following the format-style requirements provided. _____
- 13) I understand that all written work will be evaluated according to the standards for critical writing as published on the course web site. _____
- 14) I have read and understand the basis of letter grade evaluations. _____
- 15) I understand that the professor is available to answer questions, help me grasp the material, and support my work in the course during regular office hours, by appointment, by phone and by e-mail. _____

Printed Name: _____ Signature: _____ Date: __/__/2014

Plagiarism Contract and Policy

Plagiarism can be defined as submitting another person's ideas, words, images, or data without giving that person credit or proper acknowledgement. Plagiarism is theft and fraud and decidedly the highest form of academic dishonesty, it will not be tolerated. Because of the increased prevalence and the ease of copying other people's work, the teachers and administration of Edward Waters College feel the need to inform students how to maintain their integrity and academic standards.

In order to clarify what constitutes plagiarism, you should be aware that you have committed plagiarism when you:

- Use phrases, quotes, or ideas not your own
- Paraphrase the word of another, even though you may have changed the wording or sentence structure
- Submit a paper written for another class (academic dishonesty);
- Submit a paper from an essay service or agency, even though you may have paid for it;
- Submit a paper by another person even though he or she may have given you permission to use it.
- Directly copy an assignment from another student, either with or without his or her permission
- Give an assignment to another student to copy in whole or in part and claim as his or her own.

Be aware that plagiarism may be applied to ALL assignments in class, not just papers. This includes (but is not limited to) worksheets, tests, quizzes, and bookwork. Students are expected to complete their own work. Asking a friend to write your paper for you is academic dishonesty and can cause you to fail. Do your own work, use your own mind, and advance your own critical thinking skills.

I have read and understand these rules regarding plagiarism. I understand that I will receive a zero on assignments and may receive disciplinary action for turning in work that is not my own.

Student Name (printed): _____

Student Signature: _____

This contract was adapted from previous contracts and revised for purposes of this class.