

ALBANY STATE UNIVERSITY
Executive Summary of the Quality Enhancement Plan

Writing. Realized.: Developing Writing Literacies in a Technological Age

The Albany State University (ASU) Quality Enhancement Plan is designed to impact student learning in the area of writing. The QEP is a Writing-Across-the-Curriculum-type program with unique characteristics to focus on specific aspects of student learning at ASU. Based upon research through surveys, focus groups, and the results of student perceptions, provided through the National Survey of Student Engagement (NSSE), researchers saw the need for a program using a multi-disciplinary approach, state of the art technology, and current pedagogical theories in writing and critical thinking to enhance student learning outcomes. The result is our program, **Writing. Realized.: Developing Writing Literacies in a Technological Age**. The program is based in the University's Core Curriculum, where faculty teaching in the Core will be trained to develop and use discipline-specific writing intensive, technology enhanced, methodologies to impact student learning in Core classes. Students enrolled in these QEP enhanced Core Curriculum classes will demonstrate enhanced writing competencies in *five writing literacies*: information acquisition (research), critical thinking, technological application, visual constructs, and reflective practice.

ASU based its QEP focus on sound educational research. There is increasing agreement with Edward M. White who, as early as 1985, recognize that "writing ability relates directly to learning and to thinking". Other scholars, among them James Britton and Janet Emig, view writing as a way of learning, involving hand, eye and brain coordination in a way that enhances learning in any discipline. They posit that students who write more do better and feel better about what they write—and they learn more. The ASU Quality Enhancement Plan will have at its center a faculty development component that provides support for writing pedagogy, for 10 course sections in the University's Core Curriculum each year during the period of intervention. These courses, designed for freshmen and sophomores, include classes that are already writing intensive (such as English and History), but also classes where course content is not traditionally identified with writing (such as Music, Art, or Math). Faculty may volunteer or they are recruited, until an appropriate variety of subjects are represented in the annual group of faculty participants. (Students "self select" when they enroll in a course section.) Thus, based upon the average distribution of students per class in the 10 core classes selected each semester, the intervention will impact up to 500 freshman and sophomore students per year.

This University-wide writing program will be headed by a **QEP Director** who reports to the Vice President for Academic Affairs. The Director will be assisted by **2 College Writing Coordinators** who will work directly with designated faculty to provide pedagogical strategies, training, and otherwise facilitate the program of faculty and staff development. Four QEP dedicated Writing Resource Rooms, located throughout the campus, will be created and staffed by **4 Writing Resource Specialists** to provide writing/tutorial assistance to students and instructional support for faculty.

The QEP program will take place over a period of 5 years (f/y 2008-09 to f/y 2012-13), beginning with a planning phase in Year One, and ending with the summative assessment of outcomes at the end of Year Five, at an estimated cost of \$96,000.

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