

Our Lady of the Lake College's Quality Enhancement Plan Engaged Learning through Writing

Our Lady of the Lake College's Engaged Learning through Writing Initiative (ELW Initiative) will enhance students' *significant learning* across the undergraduate curriculum by fostering an academic environment in which students engage in *quality writing experiences* throughout their academic career at the College. Significant learning, as we understand it, is deep, usable, and transferable, affecting the whole student, enabling and expanding affective and cognitive development. Our focus on quality writing experiences--emphasizing the uses of different kinds of writing and encouraging metacognition through reflection—ensures the kinds of holistic learning we want students to achieve.

Beginning in Fall 2009, selected Our Lady of the Lake College faculty will identify when and how writing will enhance and deepen student learning, develop *quality writing experiences* for those purposes, and integrate those writing experiences in courses when appropriate. To achieve authentic and valid assessment of our ELW Initiative, we will be using student learning portfolios.

We are implementing the ELW Initiative incrementally, over 8 semesters, to provide all undergraduate students with quality writing experiences across the curriculum. In addition to connecting with the numerous College resources already in place to support our ELW Initiative, we will develop an extensive faculty development program and launch a comprehensive virtual and physical writing center.

QEP Goal: Students are able to use different kinds of writing to enable, enhance, and demonstrate significant learning in courses across the curriculum and in relevant professional and civic contexts.

QEP Learning Outcomes:

1. Students use different kinds of writing to demonstrate mastery of and apply foundational knowledge in courses across the curriculum.
2. Students use different kinds of writing for problem solving: to identify problems, consider possible solutions, gather and evaluate information, use the information to address problems, and assess effectiveness of their approach.
3. Students use different kinds of writing to connect concepts within a course, among courses, across disciplines, and between academic contexts and professional contexts.
4. Students use different kinds of writing to explore how their academic experiences affect their personal interests and values.
5. Students use different kinds of writing to explore how they can use their learning to influence, inform, or engage others in positive ways.
6. Students assess and reflect on the ways they use different kinds of writing for learning in courses across the curriculum, in relevant professional and civic contexts, and for lifelong learning.

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