

Emmanuel College

Quality Enhancement Plan: Executive Summary

Composing a Campus-wide Writing Culture: Faculty Development & Student Proficiency

Emmanuel College—an academic community dedicated to intellectual, social, physical, and spiritual growth—endeavors to prepare students for effective careers, scholarship, and service. As an academic community, Emmanuel College takes as its purpose to encourage its members—students as well as faculty—to achieve excellence in education and to strive to learn and expand their own development. Acknowledging the correlation between student learning and student writing already established by researchers, the Quality Enhancement Plan of Emmanuel College aims to improve student learning by improving student writing proficiency through the creation of a campus-wide culture that fosters writing.

Scholars Robert Barnett and Lois Rosen (1999) have summarized the nature and importance of the writing culture that Emmanuel College seeks to create:

[a] campus-wide recognition that writing is central to students' intellectual development and to their success in the wider world. It also means that writing is visible, understood, and accepted as a valuable tool for teaching and learning across the disciplines. A campus-wide writing environment implies ongoing dialogue about writing and its relationship to thinking and learning among faculty as well as students, plus opportunities for faculty to exchange ideas and discuss issues in writing pedagogy. Finally, a writing environment necessitates a visible writing support system available for both faculty and students. (pp. 1-2)

To this end, the QEP of Emmanuel College features two central and interrelated goals:

- Goal 1: to prepare faculty—across the campus—to assign and to respond to student writing, according to the best practices as evidenced by research in the field of composition studies, and thereby
- Goal 2: to enhance the quality of student learning by improving the writing proficiency of Emmanuel students

The first goal (to prepare faculty to assign and to respond to student writing) acknowledges that *all* faculty, not simply first-year composition or English department faculty, must play a role in fostering a campus-wide writing environment. Hence, a central focus of the QEP is faculty development. With the support and engagement of all faculty working as writing coaches for Emmanuel students, the second goal is to realize enhanced quality of student learning through improving the writing proficiency of Emmanuel students. "Writing proficiency" is defined in the QEP as the ability of students to complete increasingly difficult writing tasks.

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