

# Southern Wesleyan University

## Quality Enhancement Plan Summary

QEP Topic: Information Literacy

QEP Title: Scholarship Transforming Tomorrow: A Plan for Enhancing Quality of Information Literacy among Southern Wesleyan University Undergraduate Students

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Students entering an undergraduate program are often unprepared to deal with the wealth of knowledge available beyond their easy reach. A presumption at times exists that most issues and problems can be addressed intuitively, drawing solely on existing insights and information. They frequently fail to value knowledge and do not recognize the need for additional information to generate sound conclusions.

Southern Wesleyan's QEP is designed to equip students to address these deficits by developing four skills: (1) recognizing when additional information is needed, (2) determining how to locate necessary information, (3) evaluating the quality of information, and (4) using information appropriately and ethically.

Students will receive specific instruction regarding information literacy in three courses, two in the general education curriculum and one in their academic major. Embedded within each of the three courses is a writing project that students submit for assessment.

### Project #1

In order to introduce the concepts of information literacy, first-year students will write a discovery paper in which they will explore a topic of interest in an analytic (rather than synthetic) manner. The paper is embedded in a required general education course, Freshman English II. Students will introduce the topic, provide background, present a clear thesis, and address the reader in an interesting way. The overall length of the paper will be 5 to 7 pages.

### Project #2

Second-year students will write an 8-10 page paper that is synthetic in nature. This paper, too, is embedded in a required general education course, Basic Christian Beliefs. Students will be expected to seek library guidance and to work collaboratively in gathering information. Current, appropriate sources will be expected, but emphasis will also be placed on the appropriate blending of sources to make a sound argument for a particular perspective.

### Project #3

The third project will be completed during students' final year. This paper is embedded in one of the final courses within students' academic major, often a capstone course. The writing project needs to be creative, reflective and generative. Students will be called upon to locate, evaluate and use broad and varied sources germane to their discipline.

Each writing project is assessed using a common rubric. Artifacts and scores are stored in each student's e-portfolio. Data will be aggregated each year and assessed using both longitudinal and cross-sectional approaches.