

WOFFORD COLLEGE
Quality Enhancement Plan: Improving Writing in General Education
Executive Summary, Summer 2007
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Humanities 101 Pilot Program

In the fall of 2007, six faculty members with particular interest in writing instruction will teach sections of freshman Humanities 101 using an adaptation of the portfolio system developed at the University of Georgia along with relevant composition pedagogy. If, through various forms of assessment, the portfolio courses are judged to be successful, each year thereafter another six faculty members will use the portfolio system in Humanities 101 so that by the end of the five-year QEP, portfolios will be used in all sections of the course.

Humanities 101 will be a greenhouse for writing across the curriculum at Wofford. Because the program draws faculty from all the humanities, over the five years of the QEP it will introduce current, effective writing pedagogy to approximately thirty faculty members from English, history, philosophy, religion, art history, and foreign languages. They will be able to experiment with this pedagogy in Humanities 101, test it, develop it, and then apply it to their other courses as appropriate, courses which cover most of the general education requirements at the College. In this way, writing instruction will spread through the curriculum as it should in a liberal arts college and will not be the responsibility of the Department of English only.

Reinstating English 101

English 101 is a traditional composition course intended for students who need help with basic grammar and writing skills, but it has not been taught at Wofford in a number of years. The college will offer English 101, beginning in the spring semester of 2008, to those freshmen identified in the fall seminars as needing basic instruction in writing.

Goals of the QEP

Students who take the courses enhanced by the plan will learn to

- * think critically so that they can recognize the difference between opinion and fact
- * write papers that fulfill the assignment and address the expectations of the audience
- * write papers with a clear thesis
- * write papers that build a cohesive argument with convincing supporting evidence that is properly cited
- * write papers with clear, concise, appropriate diction and a consistent voice
- * write papers that follow the rules of standard edited English
- * reflect on their writing and use that reflection to critique their own writing and the writing of others

Throughout the five years of the QEP, faculty who participate in the plan will attend workshops with outside consultants and regular meetings with colleagues to learn specific strategies to achieve the student learning outcomes listed above.