



BREWTON-PARKER COLLEGE

Write On!

Better Writing from Admission to Graduation

GOAL 1

Write On! seeks to improve the writing skills of all Brewton-Parker students.

GOAL 2

Write On! seeks to produce upper-level undergraduate students with improved disciplinary writing.

SLO 1.1: Students will employ the use of appropriate mechanics and sentence variety in all academic writing.

SLO 1.2: Students will clearly state a problem, question, or topic in all academic writing.

SLO 1.3: Students will demonstrate critical analysis in academic writing.

SLO 2.1: Students will evaluate sources for relevancy and credibility.

SLO 2.2: Students will incorporate appropriate content to illustrate the mastery of the subject or topic of their writing.

In its commitment to build a strong core foundation for all students, Brewton-Parker College is implementing a Quality Enhancement Plan (QEP) in the area of academic writing. This QEP includes three key areas of focus:

1. Implementing writing in the disciplines;
2. Hosting faculty development workshops on the teaching and assessment of writing; and
3. Establishing a Writing Center.

Our strategy entails teaching writing in all disciplines by building upon the core writing outcomes. Each academic program must have at least two “Writing Intensive” (WI) courses which will be taken between first-year writing and a senior-level capstone course. Students in WI courses must meet the following criteria in order to successfully complete the course:

- a. Compose a minimum of 3,000 words of original writing which comprise at least 20% of the final grade, and
- b. Log at least one hour in the campus Writing Center, including attendance at both a workshop and a one-on-one tutoring session.

Instructors of WI classes will receive coaching from a trained writing prime on how to appropriately teach and assess writing for the specific discipline. They will provide feedback on student writing as outlined in the VALUE rubric for written communication, while all faculty will be encouraged to incorporate more writing instruction and assessment throughout all courses.

All faculty will attend two training sessions per year focused on pedagogy and best practices for both teaching and assessing writing.

The college will employ the ETS Proficiency Profile as a summative assessment tool while utilizing student writing artifacts from junior-level WI courses and the VALUE rubric for formative assessment.

Our intent is to overcome writing challenges so that students will succeed in their upper-level classes, graduate, and apply their education to be successful in the workplace.

For more information, contact Dr. Christian Dickinson, Assistant Professor of English Literature and QEP Director at cdickinson@bpc.edu.

