

Executive Summary of the QEP

1. "Write for Life": Improving Student Writing Through Writing in the Disciplines
2. Livingstone College – Salisbury, North Carolina
3. Dr. Kelli V. Randall - Vice President for Academic Affairs & SACSCOC Accreditation Liaison
krandall@livingstone.edu
4. **Executive Summary** - The goal of the Livingstone College's "Write for Life" QEP is to introduce, reiterate, and foster in students the capacity and desire to write well. Specifically, Livingstone will strive to improve and enhance the clarity, coherence, and context awareness of student writing as students prepare to "Write for Life" in the 21st century. Ultimately, our aim is to implement strategies that will allow students to achieve the following outcomes: (1) Students will construct texts that exhibit clarity, i.e., attention to sentence variety and construction, word choice, and grammar; (2) Students will demonstrate an understanding of writing as a recursive process that involves multiple stages, i.e., prewriting, planning, drafting, revising, reviewing, editing, and publishing; (3) Students will compose texts that demonstrate an awareness of context in discipline specific writing including audience, purpose, message, and medium; (4) Students will produce coherent writing that is original in thought and conveys a central and fully developed idea with support in its movement from one idea to the next; (5) Students will build metacognitive awareness by reflecting on their composing practices and how those practices impact their ability to think, learn, and communicate. This QEP report outlines how students will achieve these outcomes starting from their very first days at the college through their senior year as we focus on teaching for knowledge transfer through the development of a vertically aligned curriculum with a specific emphasis on writing in the disciplines. Several curricular innovations and pedagogical initiatives will be undertaken to achieve these goals including: (1) Modification of the curriculum in selected 200-level courses as well as the 300- and 400-level Writing Intensive (WI) courses to provide students with more writing opportunities and writing instruction; (2) Professional Development training for instructors in, but not limited to, metacognition, process pedagogy, backward design, and formative and summative assessment; (3) Use of common departmental rubrics and an e-Portfolio of writing-based products for seniors as well as the 200-level writing diagnostics. Taken together, this restructuring will not only lead to the achievement of the aforementioned Student Outcomes but also align with the QEP's four Program Goals to systematically address "Writing for Life" as both personal and professional imperatives for Livingstone students and faculty. The Program Goals include: (a) Create a vertical curriculum to facilitate knowledge transfer as students move from general education requirements to writing in their majors/disciplines. (b) Increase faculty development and training in writing instruction pedagogies and best practices including use of rubrics, portfolios, scaffolding, and modeling. (c) Expand student support services to enhance student writing competence, e.g., Writing Center/Student Success Center, Library and campus labs, peer tutors, etc. (d) Create a culture of writing at Livingstone College through the support of metacognition and critical language awareness. Because effective writing is contextual, the choice to focus on Writing in the Disciplines means students will be given multiple opportunities to practice writing both in and out of the classroom through discipline-based instruction that also privileges metacognitive awareness, the writing process, and an effective, efficient

feedback loop. Students will be given the opportunity to experience writing as an activity of persistence, engagement, and personal development. Metacognitive practices will be engaged throughout the process through assessment and evaluation as outlined in order to achieve the noted outcomes as faculty implement additional writing process and feedback strategies into their teaching.