

## The Tennessee State University Quality Enhancement Plan



The Tennessee State University Quality Enhancement Plan's focus on writing reflects the vital importance of this competency to our faculty, our students, and employers of our graduates and, more fundamentally, its centrality to learning. To participate successfully in both current and future global networking and technologies, each student must have recourse to effective communication strategies and skills. The Tennessee State University Quality Enhancement Plan (QEP)– entitled WRITE (Write → Reflect → Integrate → Transfer → Excel) –confronts this challenge with respect to student writing.

The broader vision of WRITE is to provide in our own institutional context a model of connected, visible, reflective, and goal-directed learning beyond individual courses.

The WRITE Program seeks to promote the integration of progressively sequenced writing standards, tasks, and assessments in selected sophomore, junior, and senior-level courses; substantial faculty development resources, programs, and incentives to support sustained, focused attention to writing instruction and assessment in these courses; enhancement of the Writing Center with an emphasis on supporting advanced writing at the upper level; and the introduction of appropriate learning technologies for students including online writing evaluation and campus-wide adoption of an online portfolio system.

The student learning outcomes governing WRITE are:

1. Students are able to distill a primary purpose into a single, compelling statement.
2. Students are able to order major points in a reasonable and convincing manner based on that purpose.
3. Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, and definition) in response to their specific rhetorical situation.
4. Students are able to employ standard diction, syntax, usage, grammar, and mechanics.
5. Students are able to manage and coordinate basic information gathered from multiple sources.

The adoption of these learning outcomes allows close integration of WRITE with the General Education Assessment Plan of the First-Year Writing Program. From the perspective especially of students but also of the faculty, this integration ensures that specific competencies introduced and assessed in first-year composition are expanded and reinforced throughout the WRITE curriculum.

WRITE initiatives comprise a faculty development plan including general education courses but focused primarily on the eight, participating upper-division programs. The WRITE faculty development program is designed to provide specific faculty members with the time and resources to explore collaboratively the broader vision of writing as well as introducing practical strategies for maximizing the learning potential of writing in their classes. Focusing on sequenced core courses in participating majors, the goal of the faculty development program is to reinforce writing skills in the sophomore, junior, and senior years.

Also, WRITE initiatives address the need for more tutorial resources to assist the faculty in motivating and nurturing better student writers. WRITE additionally utilizes a concept of course-embedded support that brings writing mentors, advisors, and tutors into the WRITE classroom and introduces the importance and purpose of the University Writing Center in the WRITE course syllabus.

Ultimately, WRITE seeks to prepare students to transition their writing skills from their TSU experience into careers.

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