

QEP

Proposals Due February 18

Sections of Proposal

- Short, Descriptive Title
 - ***Building Sustainable Multiliteracies for Academic and Professional Success***

- Vision/Rationale/Statement of the Problem: Summary of Your QEP Idea
 - In an increasingly global context, writing now requires facility with a variety of writing modes and delivery methods. We need to be more responsive to genres that students will need to communicate in a multifaceted and increasingly digital environment. As Georgia's designated public liberal arts university, GCSU is uniquely positioned to provide transformative learning opportunities for undergraduates through GC Journeys and graduate-level programs that prepare post-baccalaureate and advanced students to enter their fields in a professional capacity.

 - This QEP proposal describes an institution-wide investment in writing-enriched curriculum that builds on already-existing instructional infrastructure and student support services. The first- and second-year general education courses will help our students acquire these important writing skills in a general, interdisciplinary manner in a cohesive, consistent curriculum (Composition I & II, GC1Y, GC2Y, TREK, etc.).

 - Next, students will continue their communication development through writing-enriched coursework in their respective disciplines. Faculty support and professional development will be provided to ensure that best practices in writing and communication instruction and assessment are identified and implemented. Finally, in culminating capstone experiences, students will produce deliverables that demonstrate their capacity for synthesis, collaboration, and independent learning. These skills will position them to enter their professional fields as effective leaders. For graduate programs at GC, students and faculty will be able to identify areas for supplemental multiliteracy development through surveys and assessments.

 - A robust series of programming will be provided for all areas of need from the first year through graduate work. Academic support units that may be involved in this process include the Learning Center, the Library, the Writing Center, the Career Center, Advising, and other relevant areas. Through this QEP, writing and communication contribute to the transformative frameworks that equip GCSU students for a successful future in an increasingly competitive and interconnected landscape.

- **Expected Outcomes**
 - Faculty outcomes:
 - Identify and employ disciplinary best practices in multimodal writing and communication at all levels of curriculum
 - Identify and employ necessary software for writing instruction and digital composing
 - Co-create and contribute to a culture of excellence in writing and communication across campus
 - Institutional outcomes:
 - Align writing outcomes with relevant GC Journeys transformative experiences including MURACE and Capstones
 - Support pre-existing and new programming, staff, and resources at the Writing Center to create more robust services across all disciplines and communication modes, including presentations, posters, etc.
 - Create positions that coordinate, support, and direct writing instruction across campus anchored in the Writing Center, in coordination with GC Journeys
 - Student outcomes will align with AAC&U value rubric for written communication:
 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
 - Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work
 - Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices
 - Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing
 - Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.
 - Student outcomes will also address digital communication:
 - Demonstrates appropriate delivery modalities and uses affordances of the chosen mode for maximum rhetorical efficacy

- **Student Population**
 - Undergraduate and graduate students across all disciplines at GCSU

- **Strategies/Actions/Activities**
 - Consultations with departments to develop writing-enriched curriculum goals and assessments
 - Workshops to support faculty in instruction of multimodal composing and transparency for writing instruction in disciplinary modes
 - Exhibition for students to present work in multiple modes in Celebration of Writing and Communication Day

- **Possible Means of Assessing Outcomes/Activities**
 - Survey department faculty and students at key levels of instruction, especially those participating in various facets of GC Journeys
 - Create and assess a portfolio of writing and communication in TREK and/or ENGL 1101 & 1102, revisited in capstone experience
 - Gauge self-efficacy across all stakeholders in writing and communication through focus groups, including undergraduates at all levels, graduate students, faculty, staff, and administrators

- **Anticipated Resources Needed**
 - Positions anchored in the Writing Center and GC Journeys to support writing enriched curriculum and multimodal composing for students and for faculty
 - Space on campus and virtual resources for faculty development and student support
 - Books, marketing materials, fees for invited speakers or services