

**“Transference of Writing”  
Transferring Writing Skills Across the Curriculum  
Southern Wesleyan University**

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Southern Wesleyan’s Quality Enhancement Plan is a Writing Initiative. Through this project, SWU will improve student writing by being intentional about integrating writing instruction and writing opportunities for undergraduate (online and traditional) students across the curriculum.

In order to integrate the writing interventions into the curriculum, a plan was developed to create writing intensive (WI) courses throughout the curriculum, both within the general education core and the majors. These WI courses will be arranged in two tiers that build on foundational coursework (Basic English Courses) which already exist. Students will be taught the skills related to the specific writing student learning outcomes at least four points (beyond the foundation courses) in their undergraduate careers.

**Tier I (General Education)**

1A: First General Education Course  
1B: Second General Education Course

**Tier II (Major)**

2A: Class in major (lower-middle)  
2B: Higher level class in major (i.e. capstone)

**Student Learning Outcomes (SLO’s):**

...to improve student writing...students will be able to...

- **Mechanics** -- Produce writing that is free of serious grammatical and mechanical errors. (Lower Level)
- **Exploration and Argument** -- Use writing to investigate complex, relevant topics and effectively support message and/or argument. (Medium Level)
- **Purposes and Audience** -- Produce writing that reflects an awareness of context, purpose, and audience, with an emphasis on discipline-specific writing. (Higher Level)

The two tiers are important in that they emphasize the University is making student writing a critical part of the learning process and that there is participation across the faculty. The tiers allow for the transference of skills as students move through the educational process versus the student being taught a subject once or twice and expected to proficiently perform for the duration of their academic career. Students will be required to take the writing intensive courses as part of graduation requirements. The expectation is that as students progress through the curriculum, they will become better writers.

To directly assess the effectiveness of the WI curriculum and instruction in reaching the goal of improving student writing, a Writing Rubric, based on the Association of American Colleges and Universities (AACU) Written Communication VALUE rubric will be used in WI courses in the foundation courses and both tiers.

Instructors will use this rubric to assess at least one writing assignment that implements the QEP SLOs. In addition, The CLA+ Exam will be used every other year as an external tool of assessment to provide a longitudinal view of the impact of the QEP on student writing. Surveys will also be used to indirectly measure the QEP impact on both faculty and students.