

The University of North Florida's Quality Enhancement Plan, *Writing Around the Curriculum*, is an institutional initiative focused on improving student writing skills by emphasizing two areas of writing: **source** and **sentence**. By directing its efforts toward evidence-based writing and revision strategies, the UNF QEP supports the university's mission to prepare students for success as professionals and as citizens of the world.

Writing was chosen as the QEP focus after a series of conversations and discussions with many university stakeholders, review of institutional data, and assessment of the resources already in place to support a QEP. The goals of the QEP are to:

- prepare students to write effectively for their major, workplace, and post-graduate study, and
- encourage a culture of writing that connects students and faculty throughout the writing process.

To accomplish these goals, the QEP will focus on two student learning outcomes:

- Students will compose documents that responsibly utilize relevant source materials and accurately cite them in *assigned* professional citation style(s).
- Students will compose documents that adhere to Standard Written English usage and exhibit *assignment appropriate* sentence- and document-level style choices.

These outcomes address faculty and student concerns about evidence, citation, and sentence-level issues and are aimed at developing student understanding of basic rhetorical components such as audience and purpose. To enact and measure the success of these goals, the QEP will include a **four-point action** plan that

- revises key policies on academic integrity;
- revises the first-year General Education writing sequence to address rhetorical awareness, source synthesis, and sentence-level accuracy and style;
- provides program-level support to assist selected programs of study to embed and assess writing in disciplinary contexts; and
- encourages and celebrates writing *around* the curriculum.

These actions encourage faculty and programs to pursue practiced as well as innovative ways of teaching writing to students at all levels.

The UNF QEP will use both direct and indirect assessment, which includes locally developed rubrics that assess source synthesis, source acknowledgement and identification, as well as sentence-level mechanics and style. Focus groups of faculty, students, and other stakeholders will review the QEP's progress. In addition, the university will survey entering and graduating students on their perceptions of writing. The assessment plan emphasizes formative and summative assessment as well as student reflections. These assessments align with the university Writing Program and Center's already established principles of care, consideration, competence, and confidence in the teaching and learning of writing. Data will be used to create a writing roadmap for students and advisors and improve the first-year writing experience.

The QEP will involve training faculty from other disciplines to teach both first-year and discipline-specific writing courses. The university will commit funds to professional development for faculty teaching in the first year as well as programs of study and their faculty, additional writing center tutors and graduate assistants with disciplinary backgrounds beyond literature, and incentive funds for student participation.

The outcomes, structure, and resources for the QEP highlight how the University of North Florida considers writing to be an integral part of its mission to graduate its students with skills for professional success and the ability to contribute to the public good. The QEP process provides the occasion to re-envision, and thus to revise, UNF's institutional requirements and processes that involve writing to encourage a culture of writing by enabling a community of writers.

The QEP will be directed by the Director of the Writing Program and Center, Dr. Linda Howell, who can be reached at [lhowell@unf.edu](mailto:lhowell@unf.edu).