

NMSU Quality Initiative  
 Expert Insider Prose: Developing Students Disciplinary Expertise in Writing  
 Summary Proposal – April 2017

**Goal: To graduate students who write well in their disciplines**

The only way to become a better writer is to write

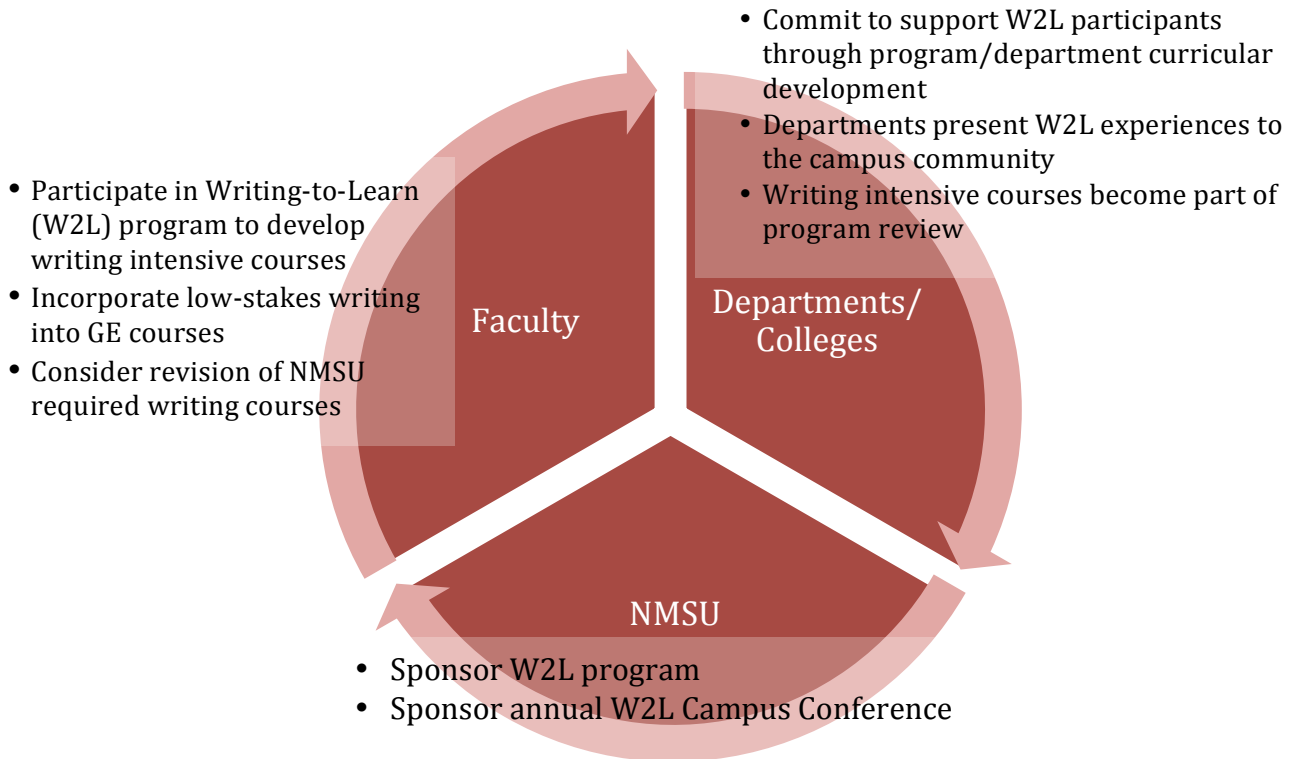
Faculty assign writing when they think it benefits students

Students benefit in multiple ways from writing

With information and support, faculty incorporate writing to improve student learning and their own teaching experience

Students believe writing is important when they are required to write

- Faculty control the curriculum
- Developing students as writers is a shared responsibility.
- Writing is an effective tool to improve learning and foster critical thinking.



**Proposed Action: Phase 1 – Continue faculty development**

- 1) Cultivate mid-level writing intensive courses (out of existing courses) in all disciplines
  - Identify model writing intensive courses that have emerged out of the Writing-to-Learn (W2L) program
  - W2L program w/ targeted participation
    - 6-8 member cohort model - participation distributed across colleges/departments
    - Year 1 - Monthly cohort meetings during the academic year
    - Years 2 & 3 - 1x semester meetings to share progress and challenges
    - \$1000 participant stipends awarded at the end of year one
    - Project proposal includes commitment by and description of departmental support for course development *as part of the program curriculum*
    - *Departments* complete two annual reports – Year 1 is a plan for implementation; year 2 is results of implementation
    - Departments will present (end of year 2) to the campus community about their implementation & experience
  - Curricular support of writing intensive courses becomes a part of Program Review – as an action item, or reporting on progress in the curriculum
- 2) Sponsor an annual W2L Conference at NMSU
  - Guest presenters speak on W2L and Writing Across the Curriculum (WAC)
  - Departments/faculty share W2L projects
  - Presentations on W2L practices for large GE courses

QI Budget				
		Cost	Number	Total
1	<b>Writing to Learn Mini-Grants</b>			
2	Faculty Mini-Grant Awards	\$1,000	8	\$8,000.00
3	Writing Mentors	\$3,000	2	\$6,000.00
4	Semester Luncheons	\$250	4	\$1,000.00
5	<b>SUBTOTAL</b>			\$15,000.00
6	<b>Writing-to-Learn Conference</b>			
7	Guest speaker travel/honorarium	\$4,000	1	\$4,000.00
8	Plated lunch, drinks, snacks (250 attendees)	\$3,000	1	\$3,000.00
9	Printing, space, other	\$2,000.00	1	\$2,000.00
10	<b>SUBTOTAL</b>			\$9,000.00
11				
12	<b>TOTAL</b>			<b>\$24,000.00</b>

**Proposed Action: Phase 2 – Consider curricular options**

- 1) Incorporate W2L practices into GE courses
  - Inform GE reform conversations about writing-to-learn practices
  - Incorporate low-stakes writing in GE courses (e.g. Socratic note-taking)
  - Provide resources to inform GE faculty about effective use of low-stakes writing