

UWG QEP Topic Submission

QEP topics should be submitted using this form and address each question below:

1) What QEP topic are you submitting? (5-10 words)
Writing with correct American English vocabulary, syntax, grammar, and punctuation
2) What is UWG currently doing in this area relative to student learning?
UWG requires that all students pass two semesters of English; it is presumed that writing is a substantive part of these courses. Students are required to pass the Regents' Exam, which includes a writing component. BA Students—perhaps others, as well—are required to take two writing-intensive courses in their fields of specialization. The University Writing Center offers tutoring and other support for student writing. The University had required all enrolling students to purchase Maimon and Peritz's <i>A Writer's Resource: A Handbook for Writing and Research</i> . And students still cannot write in correct American English vocabulary, syntax, grammar, and punctuation. Rare must be the instructor who never struggled to understand what a student was actually trying to say in a written assignment. As for students' (and staff's and faculty's) punctuation and word usage, don't even go there! This lack of language skills applies at all levels, from undergraduate to doctoral, not only on the UWG campus but also across the nation and in the most prestigious institutions. Even papers submitted to international, technical, professional journals are now routinely riddled with language mistakes and are often unintelligible in part. As the foundation of all education—literacy—writing surely deserves the concerted attention of the University. Efforts thus far have failed.
3) How does this topic relate to the UWG strategic plan and/or assessment data?
The heart of the UWG Strategic Plan for 2010-2015 is a mandate for the student <i>competency</i> needed for <i>professional life</i> and <i>satisfying employment</i> . As increasing use of texting, blogs, emails, and other technology inexorably chips away at language competence in our society, professionals who can actually write well will be in demand. Writing ability will qualify graduates for successful and satisfying employment; lack of such skill will doom them. The Strategic Plan envisages UWG as a <i>competitive university of "destination."</i> If UWG could actually turn out literate graduates, it would be a highly competitive university, indeed, a campus to which savvy parents would send their children, a university from which employers would readily hire graduates. Moreover, emphasis on writing would further the goal of providing an <i>integrated student experience</i> because the art of writing cuts across all fields, feeds back onto reading and study skills, demands logical analysis, fosters both analytic and synthetic creativity, and nurtures critical thinking. Let UWG have a reputation of turning out literate graduates. Let students commonly debate the meaning of a word or the need for a comma, hyphen, or semi-colon. Let a coordinated, non-optional, campus-wide effort teach students to write well—not the scapegoated English Department, which is rightly concerned more about literature than about nuts-and-bolts, remedial skills. Let these changes occur, and the goals of the Strategic Plan—academic excellence, social life on campus, enrollment growth, and community relevance—will all be addressed in one fell swoop.

Topic submissions will be posted to www.westga.edu/qep

Please submit all topic ideas (no later than Oct 1, 2010), to qep@westga.edu