

Default Question Block

Thank you for participating in the pioneering Writing-Enriched Curriculum project. Completing this online survey should require no more than 15 minutes, and the information you provide will be used by you and your colleagues as you collectively endeavor to ensure that students are graduating from your program(s) able to demonstrate relevant writing abilities. The Office of Measurement Services (OMS) will remove any identifying information from all response data.

Important Survey Directions: Use the Back and Next buttons (not browser buttons) on the survey to navigate. A progress bar appears at the top of each page to indicate your progress in completing this survey. If you wish to provide customized responses, click “Other” and add your text.

You must click Submit on the last page to submit your completed survey. Surveys must be completed in one sitting; you will not have later access. If you experience any technical difficulties when taking this survey you may contact OMS at 612-626-1875.

What is your instructor title? (Select one)

- Assistant Professor
- Associate Professor
- Professor
- Affiliate/Visiting Professor
- Contract or Adjunct Professor/Teaching Specialist/Lecturer
- Graduate Instructor (graduate student as instructor of record)

- Teaching Assistant (graduate student)
- Teaching Assistant (undergraduate student)
- Other (please specify)

Please identify the academic unit or major at the University of Minnesota where you do the majority of your undergraduate teaching. (Select one)

- Chemistry
- Communication Studies
- Environmental Sciences, Policy, & Management
- Mortuary Science
- Organizational Leadership, Policy, & Development

What is your primary language?

- Mandarin
- Spanish
- English
- Hindi
- Arabic
- Portuguese
- Bengali
- Russian
- Japanese
- Other; please specify

From this point on, please confine answers to your experiences teaching courses taken by undergraduate students within the above designated major or academic unit

Note that for the purposes of this survey, writing is broadly defined as communication in which visual marks convey meaning (including words, sentences, tables, figures, images, etc.).

How important is writing (as it is defined above) to the scholarly and professional work done in this major's discipline?

- Extremely important
- Very important
- Somewhat important
- Not important
- Not at all important
- Unsure

Comment

Which of the following characteristics are particularly descriptive of writing in this major's discipline? (Select all that apply)

- Expressive:** emphasizing personal feelings and impressions
- Interpretive and/or evaluative** of others' works and ideas
- Descriptive:** conveying processes, objects, data, environments, etc.
- Analytical:** emphasizing the logical examination of subject(s)
- Persuasive:** presenting and evidencing positions or claims
- Exploratory:** investigating and developing ideas using discovery-based writing

- Concise:** conveying essential information economically
- Visual:** emphasizing visual components such as graphic presentation, sketches, drawings, videos, etc.
- Explanatory:** translating complex content into generally comprehensible definitions and/or instructions
- Innovative:** approaching subject in fresh and inventive ways
- Collaboratively-authored**
- Unsure**
- Other** (please specify)

In the previous question you indicated the following characteristics as particularly descriptive of writing in this major. **Which three characteristics are most important** in describing writing in this major? (Select all that apply)

- » **Expressive:** emphasizing personal feelings and impressions
- » **Interpretive and/or evaluative** of others' works and ideas
- » **Descriptive:** conveying processes, objects, data, environments, etc.
- » **Analytical:** emphasizing the logical examination of subject(s)
- » **Persuasive:** presenting and evidencing positions or claims
- » **Exploratory:** investigating and developing ideas using discovery-based writing
- » **Concise:** conveying essential information economically
- » **Visual:** emphasizing visual components such as graphic presentation, sketches, drawings, videos, etc.
- » **Explanatory:** translating complex content into generally comprehensible definitions and/or instructions
- » **Innovative:** approaching subject in fresh and inventive ways
- » **Collaboratively-authored**
- » **Unsure**
- » **Other** (please specify)

Which writing abilities should students in this major be able to demonstrate by the

time they graduate? (Select all that apply)

- Use field-specific terminology and formats, and conventions
- Argue a position using a central thesis or hypothesis and evidence
- Create precise descriptions of processes, objects, findings, environments, etc.
- Create concise summaries of ideas, texts, or events
- Analyze, interrogate, and/or evaluating ideas, texts, or events
- Co-author texts with one or more writer(s)
- Report complex data or findings
- Use writing to develop and deepen thinking
- Explain processes or data to non-academic audiences
- Synthesize disparate ideas and/or perspectives
- Express feelings or impressions
- Reflect upon experiences and/or assumptions
- Propose critical and/or creative solutions to problems
- Integrate and correctly cite information from well-chosen sources
- Use correct grammar, spelling, and mechanics (punctuation, etc.)
- Create and incorporate visuals or presentation formats (drawings, tables, photos, posters, PowerPoint)
- Unsure
- Other: (please specify)

Of the writing abilities identified in the previous question, **which three are most important** for students graduating in this major? (Select)

- » Use field-specific terminology and formats, and conventions
- » Argue a position using a central thesis or hypothesis and evidence
- » Create precise descriptions of processes, objects, findings, environments, etc.
- » Create concise summaries of ideas, texts, or events
- » Analyze, interrogate, and/or evaluating ideas, texts, or events
- » Co-author texts with one or more writer(s)

- » Report complex data or findings
- » Use writing to develop and deepen thinking
- » Explain processes or data to non-academic audiences
- » Synthesize disparate ideas and/or perspectives
- » Express feelings or impressions
- » Reflect upon experiences and/or assumptions
- » Propose critical and/or creative solutions to problems
- » Integrate and correctly cite information from well-chosen sources
- » Use correct grammar, spelling, and mechanics (punctuation, etc.)
- » Create and incorporate visuals or presentation formats (drawings, tables, photos, posters, PowerPoint)
- » Unsure
- » Other: (please specify)

Which of the following writing assignments have you incorporated in any of the academic major courses that you teach within the past year? (Select all that apply)

- Logs, blogs, notebooks, or journals (paper or online)
- Essays (personal, critical, analytic, argumentative)
- Literature reviews or annotated bibliographies
- Summaries or abstracts
- Reports (lab, feasibility, progress, patient, etc., written by single authors or groups)
- Research papers
- Professional communication (memos, correspondence, resumes, grant or conference proposals)
- Literary work (poetry, fiction, drama, etc.)
- Brief, informal responses (written in or out of class)
- Presentations (oral, PowerPoint, scientific poster, etc.)
- Problem sets and equations
- Informational brochures or newsletters, etc.
- Drawings, illustrations, technical specifications, etc.

Web pages

Other (please specify)

Briefly describe one writing assignment that has been particularly useful in your teaching and explain why it has been useful.

Considering what the writing students do for courses in your major, what is your impression of most students' abilities?

	Strong	Satisfactory	Weak	Don't know/unable to generalize	N/A
Use field-specific terminology and formats, and conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Argue a position using a central thesis or hypothesis and evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create precise descriptions of processes, objects, findings, environments, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create concise summaries of ideas, texts, or events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze, interrogate, and/or evaluate ideas, texts, or events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-author texts with one or more writer(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strong	Satisfactory	Weak	Don't know/unable to generalize	N/A

Report complex data or findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use writing to develop and deepen thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain processes or data to non-academic audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesize disparate ideas and/or perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express feelings or impressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect upon experiences and/or assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				Don't know/unable to generalize	
	Strong	Satisfactory	Weak		N/A
Propose critical and/or creative solutions to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate and correctly cite information from well-chosen sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use correct grammar, spelling, and mechanics (punctuation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and incorporate visuals or presentation formats (drawings, tables, photos, posters, PowerPoint)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past academic year, how frequently have you graded undergraduate student writing using the following methods?

	Always	Often	Sometimes	Rarely	Never	Don't know
Assigned letter or number grades <u>without</u> comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned letter or number grades <u>with</u> comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned grade (and made comments) using a list of criteria or grading rubric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assigned grades to a portfolio of student selected work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Always	Often	Sometimes	Rarely	Never	Don't know
Incorporated students' self-assessment or reflection into grading formula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided and discussed grading criteria before assignment is due	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided TAs with criteria with which to grade student writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Held "norming sessions" with TAs as they prepared to grade student writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what degree are you satisfied with the overall quality of student writing in the undergraduate courses you teach in this academic unit or major? (Select one)

- Extremely satisfied
- Satisfied
- Dissatisfied
- Extremely dissatisfied
- Unable to generalize

Comment

Block 1

How confident are you in your ability to help undergraduate students to meet the writing expectations of this major?

- Extremely confident
- Confident
- Not very confident
- Not confident
- Don't know

Comment:

Which of the following topics (related to writing instruction) would you like to explore further? (Select all that apply)

- Incorporating brief in-class writing instruction into class activity
- Designing effective, course-relevant writing assignments
- Providing useful feedback on drafts
- Organizing effective peer review activities
- Working with multilingual writers
- Grading writing in ways that are efficient and fair
- Addressing grammar, usage, and mechanics
- Teaching with writing in new media environments
- Supervising teaching assistants
- Avoiding and detecting plagiarism
- Other (please specify)

What other comments would you like to make about the role of importance of writing in this major or discipline?

Do Not Display

The last semester you taught an undergraduate course, how many cumulative pages of finished student writing did you assign? (If you taught more than one course in a level, combine for a total; if you do not teach at the undergraduate level, check "NA" for each level)

	NA	0 pages	1-5 pages(or 250 – 1250 words)	6-10 pages (or 1500 – 2500 words)	11-20 pages(or 2750 – 5000 words)	21-50 pages (or 5250 – 12,500 words)	51-100 pages (or 5250 – 12,500 words)
1000-level course(s)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
2000-level course(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3000-level course(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4000-level course(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5000-level course(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

In this academic unit or major, students are assigned at least 2500 words or 10 pages of finished writing in most courses, whether "Writing Intensive" or not.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Unsure

Comment

To which of the following resources do you refer undergraduate students? (Select all that apply)

- Face-to-face tutoring services through the Center for Writing's Student Writing Support (SWS)
- Online tutoring services through the Center for Writing's Student Writing Support online (SWS.online)
- Other face-to-face or online tutoring services
- Support from Graduate Teaching Assistants
- Web resources about writing

- Librarian help and support
- Office hours to discuss writing assignments
- Print materials such as handbooks or style guides
- Other: (please specify)

During the past academic year, how frequently did you do the following in courses you teach within this academic unit or major?

	Always	Often	Sometimes	Rarely	Never	Don't know
Provide in-class opportunities for students to brainstorm (list or map ideas, write informally) before they started drafting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with students as they developed ideas and/or provided opportunities for students to talk with classmates as they develop ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide feedback on project proposals that were turned in before students wrote a formal draft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide feedback on one or more drafts before writing was due	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask students to provide one another with feedback before finished writing was due	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask students to participate in online discussions or collaborative writing (discussion boards, blogs, or wikis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide in-class instruction on writing issues specific to the assignment or to writing in the discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey administered by:

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