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

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

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

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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)

- **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
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)

- 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.
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?

<table>
<thead>
<tr>
<th>Use field-specific terminology and formats, and conventions</th>
<th>Strong</th>
<th>Satisfactory</th>
<th>Weak</th>
<th>Don't know/unable to generalize</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argue a position using a central thesis or hypothesis and evidence</td>
<td></td>
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<tr>
<td>Create precise descriptions of processes, objects, findings, environments, etc.</td>
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<td>Analyze, interrogate, and/or evaluate ideas, texts, or events</td>
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<tr>
<td>Co-author texts with one or more writer(s)</td>
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<td></td>
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<tr>
<td>Method</td>
<td>Strong</td>
<td>Satisfactory</td>
<td>Weak</td>
<td>Don't know/unable to generalize</td>
<td>N/A</td>
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<td>-----------------------------------------------------------------------</td>
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<tr>
<td>Report complex data or findings</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Use writing to develop and deepen thinking</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Explain processes or data to non-academic audiences</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Synthesize disparate ideas and/or perspectives</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Express feelings or impressions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Reflect upon experiences and/or assumptions</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Propose critical and/or creative solutions to problems</td>
<td>0</td>
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</tr>
<tr>
<td>Integrate and correctly cite information from well-chosen sources</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Use correct grammar, spelling, and mechanics (punctuation, etc.)</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Create and incorporate visuals or presentation formats (drawings, tables, photos, posters, PowerPoint)</td>
<td>0</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Method</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned letter or number grades without comments</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Assigned letter or number grades with comments</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Assigned grade (and made comments) using a list of criteria or grading rubric</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Course Level</th>
<th>NA</th>
<th>0 pages</th>
<th>1-5 pages (or 250 – 1250 words)</th>
<th>6-10 pages (or 1500 – 2500 words)</th>
<th>11-20 pages (or 2750 – 5000 words)</th>
<th>21-50 pages (or 5250 – 12,500 words)</th>
<th>51-100 pages (or 5250 – 12,500 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-level course(s)</td>
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<td>2000-level course(s)</td>
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<tr>
<td>3000-level course(s)</td>
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<td>4000-level course(s)</td>
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<tr>
<td>5000-level course(s)</td>
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</tbody>
</table>

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

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

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

Survey administered by:

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