

Default Question Block

Thank you for participating in the pioneering Writing-Enriched Curriculum Program. Completing this online survey should require no more than 20 minutes, and the information you provide will be used by University of Minnesota faculty members as they endeavor to ensure that students are graduating from major programs able to demonstrate relevant writing abilities.

The Office of Measurement Services (OMS) will remove any identifying information from all response data. All participants who complete the survey will be entered to win a \$25.00 gift certificate to the University of Minnesota Bookstore. Twenty winners will be randomly selected for this prize.

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 current year at the University of Minnesota? (Select one)

- First year
- Second year

- Third year
- Fourth year
- Fifth year
- Other (please specify)

Did you transfer to the University of Minnesota Twin Cities from an institution either inside or outside the U of M system?

- Yes
- No

What is your academic major? If you have declared more than one major, please select the one you consider primary. If your primary major is not listed below, you do not need to complete this survey.

- Chemistry
- Communication Studies
- Environmental Science, Policy, & Management
- Mortuary Science
- Business & Marketing Education
- Human Resource Development

Have you declared more than one major?

- Yes
- No

What is your primary language?

- Mandarin
- Spanish

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

FROM THIS POINT ON please confine your answers to your experience with courses in your primary major.

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

Comments

In this major, students are assigned at least 2500 words or 10 pages of finished writing in most courses, regardless of whether the courses are designated "Writing Intensive."

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

Comments

Which of the following characteristics seem particularly descriptive of writing in your 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)

In the previous question, you indicated the following characteristics as particularly descriptive of writing in your major. **Which three characteristics seem most important** in describing writing in this major?

- » **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)

- Argue a position using a central thesis or hypothesis and evidence
- Integrate and correctly cite information from well-chosen sources
- Synthesize disparate ideas, and/or perspectives
- Express feelings or impressions
- Report and explain complex data or findings
- Use correct grammar, spelling, and mechanics (punctuation, etc.)
- Propose solutions to problems
- Create and incorporate visuals or presentation formats (figures, drawings, tables, photos, posters, PowerPoint)
- Summarize ideas, texts, or events concisely
- Use writing to develop and deepen thinking
- Analyze, interrogate, and/or evaluate ideas, texts, or events
- Co-author texts with one or more writer(s)
- Reflect upon experience and/or assumptions
- Describe processes, objects, findings, environments, etc. precisely
- Use field-specific terminology, formats, and conventions
- Other: (please specify)

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

- » Use field-specific terminology, formats, and conventions
- » Argue a position using a central thesis or hypothesis and evidence
- » Create and incorporate visuals or presentation formats (figures, drawings, tables, photos, posters, PowerPoint)
- » Describe processes, objects, findings, environments, etc. precisely
- » Summarize ideas, texts, or events concisely
- » Analyze, interrogate, and/or evaluate ideas, texts, or events

- » Use correct grammar, spelling, and mechanics (punctuation, etc.)
- » Co-author texts with one or more writer(s)
- » Report and explain complex data or findings
- » Use writing to develop and deepen thinking
- » Synthesize disparate ideas, and/or perspectives
- » Express feelings or impressions
- » Reflect upon experience and/or assumptions
- » Propose solutions to problems
- » Integrate and correctly cite information from well-chosen sources
- » Other: (please specify)

Considering the writing you do for courses in your major, rate your ability to do the following:

	Strong	Satisfactory	Weak	Don't know	N/A
Use field-specific terminology, 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	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 target 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 experience and/or assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strong	Satisfactory	Weak	Don't know	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"/>

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

What out-of-class writing assistance and resources have you found useful? (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 Teaching Assistants (TAs)
- Web resources about writing
- Librarian help and support
- Office hours with instructor
- 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 within this major?

	Always	Often	Sometimes	Rarely	Never	Don't know
Spend class time brainstorming (listing or mapping ideas, writing informally) before you started drafting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk ideas over with classmates while you were developing them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive instructor feedback (written or oral) on a project proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive instructor feedback (written or oral) on a full draft before the project was due	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide classmates with feedback (written or oral) before a written project was due	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Receive 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"/>

Did you take a first-year writing course at the University of Minnesota (WRIT 1201, 1301, or 1401)?

Yes

No

Did you take a first-year writing course or equivalent at another post-secondary institution or in high-school?

Yes

No

Which of the following interdisciplinary writing abilities were addressed in the first-year writing course or its equivalent?

Audience address: communicating ideas to specific audiences (e.g. instructor, peers, individuals outside academia, etc.)

Purpose: focusing on a specific writing purposes (persuading, informing, expressing, etc.)

Thesis: Articulating a central idea or position

Organization: Sequencing content logically

Evidence: using evidence to support an idea or position

Counterarguments: addressing opposing perspectives

Paragraphing: constructing cohesive, structured, and focused paragraphs

Drafting and revising: writing multiple drafts

Peer response: responding constructively to peers' drafts

Research: locating, evaluating, and using research material

Citation: citing sources using a consistent format

Grammar and usage: controlling such features as mechanics, sentence structure, and spelling

Other: (please specify)

Comments

How relevant was the writing you did and the writing instruction you received in this class to the writing you are doing in the major?

- Extremely relevant
- Relevant
- Irrelevant
- Extremely Irrelevant
- Don't know

Comments:

During the past academic year, how frequently has your writing (in this discipline) been graded in the following ways:

	Always	Often	Sometimes	Rarely	Never	Don't know
You received a letter or number grade <u>without</u> comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You received a letter or number grade <u>with</u> comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You received a grade (and comments) accompanied by a list of criteria, or a “grading rubric”

You received a grade on a portfolio of work you selected and assembled

Your instructor asked you to evaluate your own writing as part of grading formula

You were provided with and discussed grading criteria before the assignment was due

Do you have concerns about the methods used to respond to and/or evaluate your writing within your academic major?

- Yes
- No
- Unsure

Comments

To what degree are you satisfied with the overall quality of writing instruction you receive in courses within your academic major? (Select one)

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

Comments

How consistent is the approach to writing and writing instruction across courses in your major?

- Very consistent
- Somewhat consistent
- Somewhat inconsistent
- Very inconsistent
- Don't know

Comments

Block 2

How confident are you in your ability to write in ways that meet the expectations of courses in your major?

- Extremely confident

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

Comments

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

do not display

The following three questions are voluntary. For the purposes of our study, we would appreciate responses to the following questions.

What is your primary language?

Would you be willing to participate in a 60-minute interview or focus group to discuss writing in your academic major program?

Yes

No

Please provide your contact information:

First Name

Last Name

Email address

What is your sex?

Male

Female

Other

What is your race?

American Indian or Alaska Native

Asian

Black or African American

- Hispanic, Latino, Spanish
- Native Hawaiian or Pacific Islander
- White
- Other, please specify

Survey administered by:

Powered by Qualtrics