



This is a non-interactive version of the online survey sent to undergraduate students enrolled in majors sponsored by units participating in the University of Minnesota's Writing-Enriched Curriculum Pilot Project (WEC). Resulting data is cleaned of identifiers and provided to unit faculty, instructors, and TAs during Phase #1 of the WEC process. Re-surveying takes place in Phase #3 of the WEC process.

1. 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)

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

- Yes
- No

3. What is your declared academic major?

Have you declared more than one major?

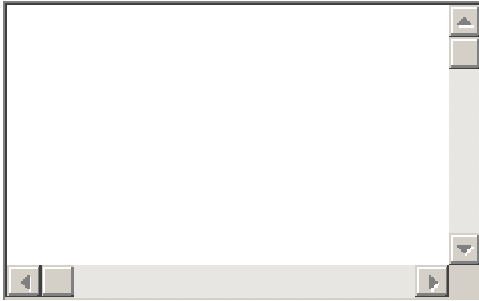
- Yes
- No

FROM THIS POINT ON please confine your answers to your experience with courses within the above designated major.

4. How important is writing 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

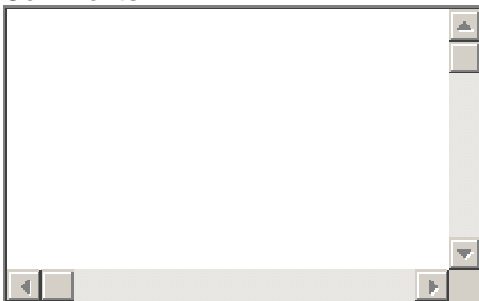
Comments



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

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

Comments



6. In your opinion, which of the following characteristics are particularly descriptive of writing in your major's discipline (select all that apply)

- Expressive:** emphasizing personal feelings and impressions
- Critical:** interpretive and evaluative of others' works and ideas
- Descriptive:** conveying processes, objects, data, environments, etc.
- Analytical:** emphasizing the logical examination of subject(s)
- Argumentative:** positioned to persuade readers
- Exploratory:** ideas that are developed and associated in a stream-of-consciousness pattern
- Scientific/Technical:** emphasizing accurate, complex, and relatively objective information, data, formulas, etc.
- Thesis-driven:** focused on evidencing one or more key argument(s)
- Visual:** emphasizing visual components such as graphic presentation, sketches, drawings, videos, etc.
- Explanatory:** translating complex content into comprehensible definitions and/or instructions
- Innovative:** approaching subject in fresh and possibly imaginative ways
- Collaboratively** authored
- Unsure
- Other (please specify)

7. In the previous question you indicated the following characteristics as particularly descriptive of writing in your major. In your opinion, which **three characteristics (listed below) are **most important** in describing writing in this major?**

8. Which writing abilities do you think your instructors (in this major) are hoping that you strengthen by completing writing assignments? (select all that apply)

- Appropriately using the field's terminology and formats
- Persuasively arguing a position using a central thesis or hypothesis and evidence
- Creating precise descriptions of processes, objects, findings, environments, etc.
- Creating concise summaries of ideas, texts, or events
- Analyzing and/or evaluating ideas, texts, or events
- Co-authoring texts with one or more writer(s)
- Reporting complex data or findings
- Using writing to develop and deepen thinking
- Explaining processes or data to non-academic audiences
- Expressing feelings or impressions
- Smoothly integrating and correctly citing information from well-chosen sources
- Using correct grammar, spelling, and mechanics (punctuation, etc.)
- Crafting literary works, such as fiction, memoir, essay, poetry
- Creating and incorporating visuals or presentation formats (drawings, tables, photos, posters, PowerPoint)
- Other: (please specify)

9. In the previous question you indicated the following abilities as particularly important to your instructors. In your opinion, which **three abilities (listed below) are **most important** in describing what your instructor would like you to learn?**

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

11. Self-rate the strength of the writing you do (for courses in your major) in terms of the following:

	Strong	Satisfactory	Weak	Don't know	NA
Using the field's terminology and formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arguing a position using a central thesis or hypothesis and evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describing processes, objects, findings, environments, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizing ideas, texts, or events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing and/or evaluating ideas, texts, or events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-authoring texts with one or more other writer(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting complex data or findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using writing to develop and deepen thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explaining processes or data to non-academic audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing feelings or impressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrating and citing information from sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using correct grammar, spelling, and mechanics (punctuation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crafting literary works, such as fiction, memoir, essay, poetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating and incorporating visuals or presentation formats (drawings, tables, photos, posters, PowerPoint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify your other response

12. 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 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)

13. 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk ideas over with classmates while you were developing them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receive instructor feedback (written or oral) on a project proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receive instructor feedback (written or oral) on a full draft before the project was due	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide classmates with feedback (written or oral) before a written project was due	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in online discussions or collaborative writing (discussion boards, blogs or wikis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receive in-class instruction on writing issues specific to the assignment or to writing in the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. How applicable is what you learned in a first-year writing or composition course to the writing assigned in this major? (select one)

- Extremely applicable
- Applicable
- Inapplicable
- Extremely Inapplicable
- Don't know
- Did not take first-year writing/composition course

Comments

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

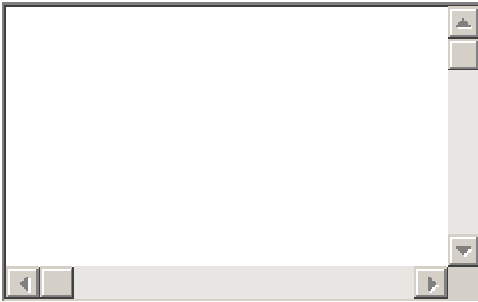
	Always	Often	Sometimes	Rarely	Never	Don't know
You received a letter or number grade without comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You received a letter or number grade with comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You received a grade (and comments) accompanied by a list of criteria, or a "grading rubric"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You received a grade on a portfolio of work you selected and assembled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your instructor asked you to evaluate your own writing as part of grading formula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You were provided with and discussed grading criteria before the assignment was due	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify your other response

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

- Yes
- No
- Unsure

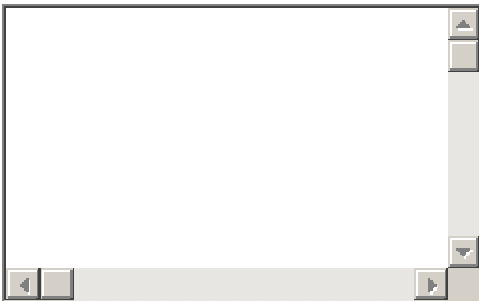
Comments



17. 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
- Neutral
- Dissatisfied
- Extremely dissatisfied

Comments



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

19. Would you be willing to participate in a 30-minute interview or focus group to discuss writing in your academic major program?

- Yes
- No