Thank you for participating in the Writing-Enriched Curriculum Program (WEC). The information you and your colleagues provide using this survey will be aggregated and presented back to you in a series of discussions this year. Students in this major are taking a similar survey as are professional affiliates (where applicable).

Completing this survey will take approximately 15 minutes. The Office of Measurement Services (OMS) will remove any identifying information from all response data. If you experience any technical difficulties when taking this survey you may contact OMS at 612-626-9554 or dobra021@umn.edu.

Important Survey Directions:

- Use the Back and Next buttons (not browser buttons) to navigate the survey.
- A progress bar appears at the top of each page to indicate your progress in completing this survey.
- Qualtrics will automatically save your survey progress. If you do not complete the survey in one sitting, you may leave the web page and return to complete it by the survey close date.
- 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.
Q1 - 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 on record)
- Teaching Assistant (graduate student)
- Teaching Assistant (undergraduate student)
- Other: please specify

Q2 - Please identify the academic unit or major at the University of Minnesota where you do the majority of your undergraduate teaching. Select one.

- Information Technology Infrastructure
- Speech-Language-Hearing Sciences

IMPORTANT NOTES:

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

Q3 - Considering the broad definition of writing above, how important is writing to the scholarly and professional work done in this major's discipline?

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

Q4 - Comments:

Q5 - In your opinion, which of the following characteristics are particularly descriptive of writing in this major's broad field (academic and non-academic applications)? 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
- **Visual**: emphasizing visual components such as graphic presentation, sketches, drawings, videos, etc.
- **Explanatory and/or instructive**: translating complex content into audience-appropriate definitions and/or instructions
- **Innovative**: approaching subject in fresh and inventive ways
- **Collaboratively-authored**
- **Unsure**
- **Other** (please specify)

**Q6 - In the previous question, you indicated the following characteristics as particularly descriptive of writing in this major's broad field (academic and non-academic applications).**

**Which three characteristics seem the most important?**

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

**Q7 - In your opinion, which writing abilities should undergraduate students in this major be able to demonstrate by the time they graduate? Select all that apply.**

- Use field-specific terminology, organizational formats, and/or conventions
- Argue a position using a central thesis or hypothesis and evidence
Q8 - Of the writing abilities identified in the previous question, which three are the most important?

- Use field-specific terminology, organizational formats, and/or conventions
- Argue a position using a central thesis or hypothesis and evidence
- Represent data using figures, drawings, charts, and/or tables
- Describe processes, objects, findings, environments, etc.
- Express feelings or impressions
- Summarize ideas, texts, or events
- Synthesize disparate ideas, and/or perspectives
- Create multimodal presentations (slides, posters, sites)
- Analyze, interrogate, and/or evaluate ideas, texts, or events
- Use correct grammar, spelling, and mechanics (punctuation, etc.)
- Propose innovative ideas or perspectives
- Integrate and correctly cite information from well-chosen sources
- Report and explain complex data or findings
- Use writing to develop and deepen thinking
- Solve complex problems
- Reflect upon experience and/or assumptions
- Co-author texts with one or more writer(s)
- Other: (please specify)
Q9 - Which of the following writing assignments have you incorporated in any of the undergraduate courses that you have taught in the past year? Select all that apply.

- Logs, blogs, notebooks, or journals (paper or online)
- Essays (personal, critical, analytical, argumentative)
- Literature reviews or annotated bibliographies
- Summaries or abstracts
- Reports (lab, feasibility, progress, patient, etc., written by single authors or groups)
- Research assignments (literature reviews, evidenced arguments, analysis, evaluations, etc.)
- 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, slides, scientific poster, etc.)
- Problem sets and equations
- Informational brochures or newsletters, etc.
- Drawings, illustrations, technical specifications, etc.
- Web pages
- Other: (please specify)

Q10 - Briefly describe one writing assignment that has been particularly useful in your teaching and explain why it has been useful.

Q11 - Considering the writing students do for courses in this major, what is your impression of their ability to do the following?

| Use field-specific terminology, organizational formats, and/or conventions | Strong | Satisfactory | Weak | Don’t know | NA |
| Argue a position using a central thesis or hypothesis and evidence | | | | | |
| Represent data using figures, drawings, charts, and/or tables | | | | | |
| Describe processes, objects, findings, environments, etc. | | | | | |
| Express feelings or impressions | | | | | |
| Summarize ideas, texts, or events | | | | | |
| Synthesize disparate ideas, and/or perspectives | | | | | |
| Create multimodal presentations (slides, posters, sites) | | | | | |
Analyze, interrogate, and/or evaluate ideas, texts, or events
Use correct grammar, spelling, and mechanics (punctuation, etc.)
Propose innovative ideas or perspectives
Integrate and correctly cite information from well-chosen sources
Report and explain complex data or findings
Use writing to develop and deepen thinking
Solve complex problems
Reflect upon experience and/or assumptions
Co-author texts with one or more writer(s)

Q12 - In the undergraduate courses that you have recently taught, how often have you graded student writing using the following methods?

<table>
<thead>
<tr>
<th>Method</th>
<th>Very often</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>
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<tr>
<td>Assigned letter or number grades with comments</td>
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<td>Assigned grade (and made comments) using a list of criteria or grading rubric</td>
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<td>Assigned grades to a portfolio of student selected work</td>
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<td>Incorporated students' self-assessment or reflection into grading formula</td>
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<tr>
<td>Provided and discussed grading criteria before assignment is due</td>
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<tr>
<td>Provided TAs with criteria with which to grade student writing</td>
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<tr>
<td>Held &quot;norming sessions&quot; with TAs as they prepared to grade student writing</td>
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</tbody>
</table>

Q13 - To what degree are you satisfied with the overall quality of student writing in the undergraduate courses you teach in this major?

- Very satisfied: Student performance regularly exceeds expectations for students at this level
- Satisfied: Student performance meets expectations for students at this level
- Dissatisfied: Student performance does not consistently meet expectations for students at this level
- Very dissatisfied: Student performance regularly fails to meet expectations for students at this level
- Unable to generalize

Q14 - Comments:

Q15 - How confident are you in your ability to help undergraduate students to meet the writing expectations of this major?

- Extremely confident
- Moderately confident
- Slightly confident
- Not at all confident

Q16 - Comments:

Q17 - How confident are you in your ability to design and deliver meaningful writing tasks and effective writing instruction in this major?

<table>
<thead>
<tr>
<th>Comment</th>
<th>Extremely confident</th>
<th>Moderately confident</th>
<th>Slightly confident</th>
<th>Not at all confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commenting on drafts that promote revision</td>
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<td>Communicating expectations about the qualities and features of writing in your field</td>
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<td>Designing effective, course-relevant writing assignments</td>
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<td>Grading in ways that are fair and efficient</td>
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<td>Incorporating brief in class writing instruction</td>
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<td>Organizing effective peer response activities</td>
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<td>Promoting academic integrity in writing</td>
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<td>Supervising teaching assistants who offer instruction in or grade writing</td>
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<td>Using discipline-specific writing criteria to assess student writing</td>
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<tr>
<td>Working with multilingual writers</td>
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</table>
Q18 - 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)

Q19 - What other comments would you like to make about the importance of writing in this major?