

Fall 2018 WEC Instructor Survey

Q1 Thank you for participating in the pioneering Writing-Enriched Curriculum program. 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 in all majors are graduating with relevant writing abilities. Students in your major and minor are taking a similar survey. 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.

Q2 What is your instructor title? (Select one)

- Assistant Professor (1)
- Associate Professor (2)
- Professor (3)
- Affiliate/Visiting Professor (4)
- Contract or Adjunct Professor/Teaching Specialist/Lecturer (5)
- Graduate Instructor (graduate student as instructor of record) (6)
- Teaching Assistant (graduate student) (8)
- Teaching Assistant (undergraduate student) (7)
- Other (please specify) (9) _____

Q3 Please identify the academic unit or major at the University of Minnesota where you do the majority of your undergraduate teaching. (Select one)

- German, Nordic, Slavic & Dutch

Q4 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.).



Q5 How important is writing (as it is defined above) to the scholarly and professional work done in this major's discipline?

- Extremely important (6)
- Very important (5)
- Somewhat important (4)
- Not important (3)
- Not at all important (2)
- Unsure (1)

Q6 Comment

Q7 In your opinion, 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 (1)
- Interpretive and/or evaluative of others' works and ideas (2)
- Descriptive: conveying processes, objects, data, environments, etc. (3)
- Analytical: emphasizing the logical examination of subject(s) (4)
- Persuasive: presenting and evidencing positions or claims (5)
- Exploratory: investigating and developing ideas using discovery-based writing (6)
- Visual: emphasizing visual components such as graphic presentation, sketches, drawings, videos, etc. (7)
- Explanatory: translating complex content into generally comprehensible definitions and/or instructions (8)
- Innovative: approaching subject in fresh and inventive ways (9)
- Collaboratively-authored (10)
- Unsure (11)
- Other (please specify) (12) _____

Q8 Of the writing characteristics identified in the previous question, **which three are most important** in describing writing in this major? (Select three)



Q9 In your opinion, which of the following writing abilities should 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 (58)
- Argue a position using a central thesis or hypothesis and evidence (59)
- Create and incorporate visuals or presentation formats (figures, drawings, tables, photos, posters, PowerPoint) (60)
- Describe processes, objects, findings, environments, etc. (61)
- Summarize ideas, texts, or events (62)
- Analyze, interrogate, and/or evaluate ideas, texts, or events (63)
- Use correct grammar, spelling, and mechanics (punctuation, etc.) (64)
- Propose innovative ideas or perspectives (65)
- Co-author texts with one or more writer(s) (66)
- Report and explain complex data or findings (67)
- Use writing to develop and deepen thinking (68)
- Synthesize disparate ideas, and/or perspectives (69)
- Express feelings or impressions (70)
- Reflect upon experience and/or assumptions (71)
- Solve complex problems (72)
- Integrate and correctly cite information from well-chosen sources (73)
- Other: (please specify) (57) _____

Q10 Of the writing abilities identified in the previous question, **which three are the most critical** for students graduating in this major? (Select three)

Q11 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) (1)
- Essays (personal, critical, analytical, argumentative) (2)
- Literature reviews or annotated bibliographies (3)
- Summaries or abstracts (4)
- Reports (lab, feasibility, progress, patient, etc., written by single authors or groups) (5)
- Research papers (6)
- Professional communication (memos, correspondence, resumes, grant or conference proposals) (7)
- Literary work (poetry, fiction, drama, etc.) (8)
- Brief, informal responses (written in or out of class) (9)
- Presentations (oral, PowerPoint, scientific poster, etc.) (10)
- Problem sets and equations (11)
- Informational brochures or newsletters, etc. (12)
- Drawings, illustrations, technical specifications, etc. (13)
- Web pages (14)
- Other (please specify) (15) _____

Q12 Briefly describe one writing assignment that has been particularly useful in your teaching and explain why it has been useful.



Q13 Considering the writing students do for courses in your major, what is your impression of most students' abilities?

	Strong (5)	Satisfactory (4)	Weak (3)	Don't know/Unable to generalize (2)	N/A (1)
Use field-specific terminology, organizational formats, and/or conventions (1)	<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 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and incorporate visuals or presentation formats (figures, drawings, tables, photos, posters, PowerPoint) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe processes, objects, findings, environments, etc. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize ideas, texts, or events (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze, interrogate, and/or evaluate ideas, texts, or events (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use correct grammar,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



spelling, and mechanics (punctuation, etc.) (7)					
Propose innovative ideas or perspectives (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-author texts with one or more writer(s) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report and explain complex data or findings (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use writing to develop and deepen thinking (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesize disparate ideas, and/or perspectives (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express feelings or impressions (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect upon experience and/or assumptions (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve complex problems (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate and correctly cite information from well-chosen sources (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q14 During the past academic year, how frequently have you graded undergraduate student writing using the following methods?

	Always (6)	Often (5)	Sometimes (4)	Rarely (3)	Never (2)
Assigned letter or number grades without comments (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned letter or number grades with comments (2)	<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 (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned grades to a portfolio of student selected work (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporated students' self-assessment or reflection into grading formula (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided and discussed grading criteria before assignment is due (6)	<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 (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Held "norming sessions" with TAs as	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



they prepared to grade student writing (8)					
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Q15 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 (5)
- Satisfied (4)
- Dissatisfied (3)
- Extremely dissatisfied (2)
- Unable to generalize (1)

Q16 Comment

Q17 How confident are you in your ability to help undergraduate students to meet the writing expectations of this major?

- Extremely confident (5)
- Confident (4)
- Not very confident (3)
- Not confident (2)
- Don't know (1)

Q18 Comment:

Q19 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 (13)
- Designing effective, course-relevant writing assignments (14)
- Providing useful feedback on drafts (15)
- Organizing effective peer review activities (16)
- Working with multilingual writers (17)
- Grading writing in ways that are efficient and fair (18)
- Addressing grammar, usage, and mechanics (19)
- Teaching with writing in new media environments (20)
- Supervising teaching assistants (21)
- Avoiding and detecting plagiarism (22)
- Other (please specify) (23) _____

Q20 What other comments would you like to make about the role of importance of writing in this major or discipline?

