

Thank you for agreeing to participate in this survey for our SIIP project. This survey includes three kinds of questions (check boxes, short answers, and 1 request to upload course documents). We anticipate that completing the whole survey will take about an hour. The information you share will be considered carefully, compared with responses from other faculty, and used to improve writing instruction in the College of Engineering. However, if there are any questions you are uncertain about or simply don't have the time to complete now, please feel free to skip them. At the end of the survey, you will have the opportunity to identify specific questions for which you wish your responses to be treated anonymously with respect to your identity and that of your department. We appreciate your time and whatever information you can share.

Name: _____

Department: _____

Section 1: Writing and Expectations in your Discipline

1. How important is undergraduate students' facility with written communication to success in your department?

Unimportant 1 2 3 4 5 Important

2. How important is facility with written communication to success in your field after graduation?

Unimportant 1 2 3 4 5 Important

3. Please check the kinds of writing you expect your students are most likely to use as they move on to work in industry, business or academia in your field. Add other important genres in the space below. [check all that apply]

Publications such as...

Trade journal articles Journal articles for specialized audiences News articles Press releases
 Research highlights for the web Professional uses of social media Blogs

Scholarly communication of research such as...

Lectures Conference presentations Posters Conference proceedings Abstracts Referee reports

Internal documents such as...

Email Project reports Training manuals Progress reports Recommendations Lab pages
 Documentation of protocols Technical memoranda Lab reports

External communications to specialized audiences such as...

Government documents Reports to regulatory agencies Grant proposals Executive summaries Planning reports
 Patent white paper/invention disclosure Instruction manual

Others: _____

4. *In terms of technical writing, professionals in your field value...*

5. *Professionals in your field use writing to...*

Section 2: Current Curricula

6. *Have you participated in professional development related to teaching with writing?*

Yes

No

If yes, please note:

7. *Do you have TAs who respond to/grade student writing?*

Yes

No

If yes, explain how you guide TAs in their duties:

8. *In your class, students write _____ pages. _____ of those pages undergo revision.*

9. *Student writing in your class is...*

always sometimes never **individual.**

always sometimes never **collaborative.**

always sometimes never **strictly in words. (i.e. no figures, equations etc.)**

always sometimes never **multimodal. (meaning aside from text, the piece might include images like schematics or equations, or might be designed to script an oral presentation etc.)**

always sometimes never **collected and graded.**

always sometimes never **used only by student/group. (not seen by instructor, like journaling, internal group documents)**

always sometimes never **given feedback from instructor without grade.**

always sometimes never **peer reviewed.**

10. In this course, students write for the purposes of... [check all that apply]

- Practicing composing skills
 - Planning
 - Giving and receiving feedback
 - Revising
 - Improving writing mechanics
- Learning course concepts
 - Displaying knowledge of course concepts
 - Gaining perspective on course concepts
 - Improving critical thinking
- Learning how to think like someone in your field
 - Thinking through problems
 - Practicing visualizing data
 - Interacting with current literature in the field
- Communicating
 - Informing/reporting
 - Arguing/persuading
 - Documenting
 - Planning

11. Audiences (actual, stated, or implied) for student writing in this course include...

- Instructor
 - Peers
 - Funding entities
 - Clients
 - Government groups/regulatory agencies
 - General audience of novices (teaching)
 - General scientific/technical
 - General public/non-technical
 - General online public
 - Specialists in your field
 - Specialists across disciplines
 - Boss/superiors
 - Potential employer
 - Team mates with different backgrounds/expertise (e.g. John in marketing)
 - Other:
-

12. In their writing for this course, students are sometimes asked (whether explicitly or implicitly) to take on the role of... [check all that apply]

- Reporter
 - Popular press writer/reporter
 - Blogger
 - Expert
 - Presenting engineer
 - Researcher
 - Scientist/expert recommending to government
 - Educator
 - Pre/Professional
 - Inventor
 - Entrepreneur
 - Grant applicant
 - Colleague
 - Referee/reviewer
 - Project team member
 - Project leader
 - Other:
-

13. *Expectations for student writing are communicated to students via:* [check all that apply]

- Assignment sheets
 - Manuals
 - Rubrics,
 - Teacher-to-student written/oral feedback,
 - TA-to-student written/oral feedback,
 - Whole-class discussion,
 - Peer response
 - Writing workshops
 - Other:
-

14. *How do students receive feedback?* [check all that apply]

Students receive formative (in-progress) feedback on writing in process that can be applied to upcoming drafts of the same assignment...

- from instructor
- from TA
- from peers
- in writing
- orally
- during informal interactions

Students receive summative (final) feedback with their grade that they are expected to apply to upcoming assignments...

- from instructor
 - from TA
 - Other:
-
-

15. *In what ways would you say the writing your students do helps them to think like a professional in your field?*

16. *How do you factor writing process into overall assignment or course grades? (Do students receive credit for intermediate drafts or prewriting or are grades based on final products?)*

17. *Along with your completed survey, please submit course syllabus, writing assignments, grading rubrics and any course materials you feel are relevant to your writing instruction to this Box folder. (Leave any necessary clarifying notes below)*

18. *If you provide students with any manuals or guides to help with writing in your class, what do you find most helpful about those materials?*

19. *Are there particular ways you believe you convey or motivate disciplinary writing values not explicit in printed course materials? Explain.*

20. *How do you feel writing in your course connects to your students' coursework in the major or previous experiences with college writing?*

Section 3: Perceptions of Challenges

21. *On a scale of 1-5, rate the importance of each feature to successful student writing, and indicate to what degree you feel B average students in your department have mastered this feature upon leaving your class. Add any features you believe to be important that were not listed below. Feel free to indicate subcategories you find particularly important (by highlighting, underlining etc.). If a category is not applicable to your course, leave blank.*

Feature	Importance to student writing (1low←----- → 5high)	Level of student mastery (1low←-----→ 5high)
Reading: -reading/understanding of assignment directions/writing prompts -reading/understanding of relevant research -finding relevant research/materials	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5

Laboratory work: -designing experiments -running experiments -recording data	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5
Analysis: -analyzing data -developing models -making clear figures -drawing valid conclusions -supporting ideas and claims with evidence	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5
Content presentation: -logically organized presentation of ideas -logical connections between sentences, paragraphs, sections, chapters -clear statement of problem -making valid generalizations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5
Readability: -clarity of grammar/sentence structure -appropriate word choices -mechanical and spelling correctness	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5
Clear understanding of audience, and student writer's purpose and/or role: -making a persuasive case for research findings/conclusions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5
Feature	Importance to student writing (1low-5high)	Level of student mastery (1low-5high)
Writing process: -outlining, planning, coming up with ideas -ability and willingness to restructure and reorganize beyond sentence level -ability and willingness to revise ideas and concepts -group authoring -ability and willingness to proofread and edit	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Citation practices -clearly/appropriately attributing others' intellectual contributions -assessing relevance and quality of cited sources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5

<p>Extratextual presentation/communication</p> <p>-ability to discuss research or writing verbally</p> <p>-coherence of prepared verbal presentations</p> <p>-facility with preparation of presentation graphics/materials (and tools used for doing so)</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1 2 3 4 5</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1 2 3 4 5</p>
<p>Other:</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1 2 3 4 5</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1 2 3 4 5</p>

22. *Which of your writing assignments do you feel students have the most difficulty with?*

23. *What kinds of student attitudes about writing (whether their own ability, or writing's value to the work of the field) have you encountered?*

24. *What do you feel are your biggest challenges in teaching and assigning writing? (Please rank top 4 with 1 being your biggest challenge)*

- Difficulty balancing writing instruction with content delivery
- Time constraints of grading/responding to student writing
- Balancing final grade proportions for drafts vs final submissions
- Designing/revising writing assignments
- Sequencing writing assignments to scaffold skills and include revisions
- Designing/revising lessons for writing instruction
- Designing/revising/locating materials and resources for student writers
- Training/supervising TAs to work with student writing/writers
- Facilitating group projects
- Facilitating class discussions (of writing itself, or of course content)
- Differences in student needs
- Working with second language writers
- Having a shared language with which to discuss writing with students
- Getting students engaged
- Communicating expectations for student writing, such as developing rubrics
- Other:

25. What kind of support (from your department, fellow teachers, or the Center for Writing Studies, for instance) would be most helpful for you?

26. Do you ask for feedback specific to writing instruction on your ICES forms?

Yes

No

Section 4: Current Best Strategies

27. What are some useful strategies for teaching disciplinary writing that address any of the outcomes and challenges you've identified in this survey?

28. Are there any helpful resources you would recommend to others teaching writing in your field?

29. Please identify here any specific questions for which you wish your responses to be treated anonymously with respect to your identity and that of your department.

30. May we contact you for a follow-up interview?
