

Faculty Survey on Writing in the Disciplines

Thank you for taking the time to help with this effort.

Department: _____ Name (optional) _____

A. *How well prepared do you think entering Mason students are for college writing?*

1. Well prepared 2. Adequately prepared 3. Poorly prepared 4. Don't know

B. *How important do you think it is that graduating seniors in your department write well?*

1. Very unimportant 2. Somewhat unimportant 3=Somewhat important 4=Important

C. *Please list the undergraduate courses you teach, and indicate the number of writing assignments for each course and whether you allow/require revisions.*

<u>Course Prefix and #</u>	<u># of Writing Assignments</u>	<u>Revisions Required? (yes/no)</u>		
		Yes	No	On some assignments
_____	_____	___	___	___
_____	_____	___	___	___
_____	_____	___	___	___

D. *Place a check next to the 2-3 most important kinds of writing tasks you typically require (many will overlap).*

- | | |
|---|--|
| <input type="checkbox"/> Researched paper | <input type="checkbox"/> Journals and/or other reflection papers |
| <input type="checkbox"/> Collaborative project | <input type="checkbox"/> Lab reports |
| <input type="checkbox"/> Case studies and/or narratives | <input type="checkbox"/> Impromptu in-class writing |
| <input type="checkbox"/> Critiques and or reviews | <input type="checkbox"/> Position/issue paper |
| <input type="checkbox"/> Summaries and/or abstracts | <input type="checkbox"/> Reaction paper |
| <input type="checkbox"/> Outline writing | <input type="checkbox"/> Other (Please list: _____) |
| <input type="checkbox"/> Professional letters | _____ |

E. *How well prepared do you think your department's graduating seniors are for writing on the job?*

1. Well prepared 2. Adequately prepared 3. Poorly prepared 4. Don't know

F. *We are interested in identifying exemplary or innovative writing efforts (programs, resources, practices) in your department that you think valuable and that you would recommend to others. Please check any that currently exist and/or provide a description for others that are not already listed.*

- Faculty with expertise who consult with other faculty on writing issues
Names _____
- Tutors for students
- Support for faculty for writing in the classroom (e.g., mini-grants, workshops, conferences, speakers, teaching awards, consultants)
Specify: _____
- Departmental supports (e.g., small classes, teaching assistants, release time for course development, etc.)
- Model writing assignments
- Other, please describe _____

G. Use the scale below to indicate how satisfied you are with your seniors ability to do the following:

1 = Very dissatisfied	2 = Somewhat dissatisfied	3 = Somewhat satisfied	4 = Very satisfied	5 = Don't know	
Understand/address different audiences			1	2	3 4 5
Understand/address different purposes			1	2	3 4 5
Identify and develop a main idea (thesis)			1	2	3 4 5
Organize a paper			1	2	3 4 5
Use paragraphs appropriately			1	2	3 4 5
Use evidence to support a point			1	2	3 4 5
Analyze data/ideas/arguments			1	2	3 4 5
Synthesize information from multiple sources			1	2	3 4 5
Integrate ideas from multiple perspectives			1	2	3 4 5
Accurately cite and document sources			1	2	3 4 5
Use appropriate vocabulary			1	2	3 4 5
Employ different voice/tone/level of formality			1	2	3 4 5
Use correct grammar and syntax			1	2	3 4 5
Employ correct mechanics (spelling, punctuation)			1	2	3 4 5
Separate fact from interpretation and/or opinion			1	2	3 4 5
Paraphrase			1	2	3 4 5
Quote appropriately			1	2	3 4 5
Record data and/or use appropriate level of detail			1	2	3 4 5
Other important writing skills (Be specific)					

H. Writing research identifies successful strategies for promoting student development in writing. To what extent do you think your department uses these strategies --- in general and for writing intensive courses? Finally please indicate if you would like to know more about these practices.

1 = Never use 2 = Sometimes use 3 = Always use 4 = Don't know

	<u>In general</u>	<u>WI courses</u>	<u>Want more info.</u> (Check)
Require multiple drafts on writing assignments	1 2 3 4	1 2 3 4	_____
Provide written feedback on early drafts	1 2 3 4	1 2 3 4	_____
Have student conferences on papers in progress	1 2 3 4	1 2 3 4	_____
Have students read/respond to other students' writing	1 2 3 4	1 2 3 4	_____
Provide written descriptions for writing assignments	1 2 3 4	1 2 3 4	_____
Provide criteria for grades on writing assignments	1 2 3 4	1 2 3 4	_____
Provide opportunities for informal, exploratory writing	1 2 3 4	1 2 3 4	_____
Discuss examples of models of good writing in class	1 2 3 4	1 2 3 4	_____
Discuss writing with your class	1 2 3 4	1 2 3 4	_____
Provide handouts/checklists/examples	1 2 3 4	1 2 3 4	_____
Provide students with references/handbooks/websites	1 2 3 4	1 2 3 4	_____
Have students' reflect on and evaluate their own writing	1 2 3 4	1 2 3 4	_____
Direct students to university support services for writing (writing center - workshops and help with papers; electronic websites)	1 2 3 4	1 2 3 4	_____

Thank you!!!