

**Faculty Survey on Student Writing**  
From Writing Assessment Group Convened by the Provost Office

**Department:** \_\_\_\_\_ **Name (optional)** \_\_\_\_\_

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

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

**B. How well prepared do you think Mason transfer students are for college writing?**

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

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

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

**D. Do you regularly teach undergraduate courses? YES \_\_\_\_\_ NO \_\_\_\_\_**

Please list the undergraduate courses you taught in spring/fall 2000 (choose 3), and indicate the number of writing assignments for each course and whether you allow/require revisions.

Course Prefix and Number	# of Writing Assignments	Revisions Required? (Check)		
		Yes	No	On some assignments
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**E. Identify (check) the 2-3 most important kinds of writing tasks you typically require (many will overlap).**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Research 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"/> Professional letters       |
- Other (Please list: \_\_\_\_\_)

**F. We are interested in teaching of writing practices and/or resources in your department that you have found valuable.**

- Faculty with expertise who consult with other faculty on writing issues  
Names \_\_\_\_\_
- Departmental writing tutors for students
- Support for faculty for writing in the classroom (e.g., grants, workshops, conferences, speakers, awards, consultants)  
Specify: \_\_\_\_\_
- Departmental supports to encourage writing (e.g., smaller classes, teaching assistants, release time for course development, etc.)
- Models of well-written assignments, criteria for good writing, grading rubrics, etc.
- Other practices or resources, 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 different audiences and purposes

Write appropriately for different audiences	1	2	3	4	5
Write appropriately for different purposes	1	2	3	4	5
Employ appropriate voice/tone/level of formality for purpose	1	2	3	4	5

**H. Please continue.... How satisfied are you with your seniors' ability to do the following:**

*1 = Very dissatisfied    2 = Somewhat dissatisfied    3 = Somewhat satisfied    4 = Very satisfied    5 = Don't know*

<u>Organize a paper</u>					
Identify a main idea (thesis)	1	2	3	4	5
Develop a main idea	1	2	3	4	5
Use paragraphs appropriately	1	2	3	4	5
<u>Use supporting evidence</u>					
Analyze data/ideas/arguments	1	2	3	4	5
Synthesize information from multiple sources	1	2	3	4	5
Integrate ideas from diverse perspectives	1	2	3	4	5
Separate fact from interpretation and/or opinion	1	2	3	4	5
<u>Appropriately use sources</u>					
Accurately cite and document sources	1	2	3	4	5
Paraphrase appropriately	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
Record data and/or use appropriate level of detail	1	2	3	4	5
<u>Mechanics</u>					
Use correct grammar and syntax	1	2	3	4	5
Employ correct mechanics (spelling, punctuation)	1	2	3	4	5
<u>Other important writing skills (Be specific) _____</u>					

**H. Identified below are a number of teaching strategies for improving student writing. To what extent is it a policy/practice for your department to use these strategies --- in general and for writing intensive (WI) 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 info. (Check)</u>
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	_____

**On the back of the page, please provide any additional ideas, concerns, or comments about student writing or supports for writing at Mason.**

**Thank you!!!**