

Detailed Assessment Report

As of: 5/08/2015 04:02 PM EDT

2012-2013 General Education

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The General Education curriculum is intended to contribute to the development of broad-based knowledge and intellectual skills that all college graduates should possess. This curriculum also ensures that, through the nine core competencies, all undergraduates at Indiana University Kokomo develop the essential skills of oral and written communication; quantitative reasoning; scientific, social and behavioral, and humanistic and artistic ways of knowing; and an understanding of diversity in the U.S. This curriculum also ensures that all IU Kokomo students are exposed to disciplines outside of their major, and have an opportunity to explore the vast wealth of learning opportunities and other enriching educational experiences on this campus, regardless of major area of study or concentration.

Goals

G 1:Communication Skills

Required 3 courses total of 9 hours

G 2:Information Literacy

Information Literacy: No incremental requirement

G 3:Quantitative Literacy

Requirement: Choose from one of three options (total of 4-8 hours)

G 4:Critical Thinking

Requirement- One course from the list (total of 3 hours)

G 5:Cultural Diversity

Requirement- One course from the list (total of 3 hours)

G 6:Ethics & Civic Engagement

Requirement- One course from the list. Courses are required to satisfy at least two of the three learning requirements (total of 3 hours)

G 7:Social & Behavioral Sciences

Requirement- Two 3 credit hour courses, each from a different area (total of 6 hours)

G 8:Humanities & Arts

Requirement- One 3 credit hour course from each of the two areas (total of 6 hours)

G 9:Physical & Life Sciences

Requirement - One 5 credit hour course with a lab and one 3 credit hour course from a different area (total of 8 hours)

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1:Goal 1: Outcome 1: Students Will Read Critically/ C1

Outcome 1: Students Will Read Critically/ C1: Students will understand texts

S 2:Goal 1: Outcome 1: Students Will Read Critically/ C2

Outcome 1: Students Will Read Critically/ C2: Students will analyze texts

S 3:Goal 1: Outcome 1: Students Will Read Critically/ C3

Outcome 1: Students Will Read Critically/ C3: Students will evaluate texts

S 4:Goal 1: Outcome 2: Students Will Write Effectively/C1

Outcome 2: Students Will Write Effectively/C1: Students will exhibit rhetorical choices based on audience and purpose in written material

S 5:Goal 1: Outcome 2: Students Will Write Effectively/C2

Outcome 2: Students Will Write Effectively/C2: Students will organize the introduction, body, and conclusion effectively based on audience and purpose

S 6:Goal 1: Outcome 2: Students Will Write Effectively/C3

Outcome 2: Students Will Write Effectively/C3: Students will use appropriate writing conventions (grammar, spelling, sentence structure, documentation, and punctuation) in written materials

S 7:Goal 1: Outcome 2: Students Will Write Effectively/C4

Outcome 2: Students Will Write Effectively/C4: Students will synthesize research material effectively and ethically into written work

S 8:Goal 1: Outcome 3: Students Will Listen Effectively/C1

Outcome 3: Students Will Listen Effectively/C1: Students will understand oral messages

S 9:Goal 1: Outcome 3: Students Will Listen Effectively/C2

Outcome 3: Students Will Listen Effectively/C2: Students will analyze oral messages

S 10:Goal 1: Outcome 4: Students Will Speak Effectively/C1

Outcome 4: Students Will Speak Effectively/C1: Students will write an effective speech

S 11:Goal 1: Outcome 4: Students Will Speak Effectively/C2

Outcome 4: Students Will Speak Effectively/C2: Students will deliver an effective speech

S 12:Goal 1: Outcome 5: Students Will Use Technology Appropriately to Support Communication/C1

Outcome 5: Students Will Use Technology Appropriately to Support Communication/C1: Student will use presentation aids effectively

S 13:Goal 1: Outcome 5: Students Will Use Technology Appropriately to Support Communication/C2

Outcome 5: Students Will Use Technology Appropriately to Support Communication/C2: Students will locate appropriate sources for papers and speeches

S 14:Goal 2: Outcome 1: Students Will Determine the Nature and Extent of Information Needed/C1

Outcome 1: Students Will Determine the Nature and Extent of Information Needed/C1: Students will choose appropriate types of information

S 15:Goal 2: Outcome 1: Students Will Determine the Nature and Extent of Information Needed/C2

Outcome 1: Students Will Determine the Nature and Extent of Information Needed/C2: Students will determine relevance of information

S 16:Goal 2: Outcome 1: Students Will Determine the Nature and Extent of Information Needed/C3

Outcome 1: Students Will Determine the Nature and Extent of Information Needed/C3: Students will determine the currency of information

S 17:Goal 2: Outcome 2: Students Will Access the Needed Information Effectively and Efficiently/C1

Goal 2: Students Will Access the Needed Information Effectively and Efficiently/C1: Students will use appropriate library and web-based search tools

S 18:Goal 2: Outcome 3: Students Will Evaluate Information and Its Sources Critically/C1

Goal 2: Outcome 3: Students Will Evaluate Information and Its Sources Critically/C1: Students will examine sources for bias

S 19:Goal 2: Outcome 3: Students Will Evaluate Information and Its Sources Critically/C2

Goal 2: Outcome 3: Students Will Evaluate Information and Its Sources Critically/C2: Students will examine sources for credibility

S 20:Goal 2: Outcome 4: Students Will Identify Ethical, Economic, Legal, Social Issues Surrounding Access and Use of Information/C1

Goal 2: Outcome 4: Students Will Identify Ethical, Economic, Legal, Social Issues Surrounding Access and Use of Information/C1: Students will practice ethical use of sources by avoiding plagiarism

S 21:Goal 2: Outcome 5: Students Will Use Information Effectively to Accomplish a Specific Purpose/C1

Goal 2: Outcome 5: Students Will Use Information Effectively to Accomplish a Specific Purpose/C1: Students will employ appropriate information to support a specific aspect of a paper or speech

S 22:Goal 3: Outcome 1: Students Will Translate a Verbal Problem into Mathematical Symbols/C1

Goal 3: Outcome 1: Students Will Translate a Verbal Problem into Mathematical Symbols/C1: Students will represent mathematical information symbolically

S 23:Goal 3: Outcome 1: Students Will Translate a Verbal Problem into Mathematical Symbols/C2

Goal 3: Outcome 1: Students Will Translate a Verbal Problem into Mathematical Symbols/C2: Students will represent mathematical information graphically

S 24:Goal 3: Outcome 2: Students Will Solve the Mathematical Problem that Models the Verbal Problem/C1

Goal 3: Outcome 2: Students Will Solve the Mathematical Problem that Models the Verbal Problem/C1: Students will use algebraic methods to solve problems, using technology when appropriate

S 25:Goal 3: Outcome 2: Students Will Solve the Mathematical Problem that Models the Verbal Problem/C2

Goal 3: Outcome 2: Students Will Solve the Mathematical Problem that Models the Verbal Problem/C2: Students will use graphical methods to solve problems, using technology when appropriate

S 26:Goal 3: Outcome 3: Students Will Use the Solution of the Mathematical Problem to Draw Valid Conclusions about Verbal Problem/C1

Goal 3: Outcome 3: Students Will Use the Solution of the Mathematical Problem to Draw Valid Conclusions about Verbal Problem/C1: Students will draw inferences from mathematical models

S 27:Goal 3: Outcome 3: Students Will Use the Solution of the Mathematical Problem to Draw Valid Conclusions about Verbal Problem/C2

Goal 3: Outcome 3: Students Will Use the Solution of the Mathematical Problem to Draw Valid Conclusions about Verbal Problem/C2: Students will interpret empirical results

S 28:Goal 3: Outcome 4: Students Will Use Fundamental Statistical Information/C1

Goal 3: Outcome 4: Students Will Use Fundamental Statistical Information/C1: Students will interpret data using tables and graphs (e.g., frequency tables, histograms)

S 29:Goal 3: Outcome 4: Students Will Use Fundamental Statistical Information/C2

Goal 3: Outcome 4: Students Will Use Fundamental Statistical Information/C2: Students will compute and interpret basic descriptive statistics (e.g., mean, weighted mean, median, mode, standard deviation, percentiles)

S 30:Goal 3: Outcome 4: Students Will Use Fundamental Statistical Information/C3

Goal 3: Outcome 4: Students Will Use Fundamental Statistical Information/C3: Students will understand basic concepts relating to sampling (populations/samples, random sampling)

S 31:Goal 3: Outcome 4: Students Will Use Fundamental Statistical Information/C4

Goal 3: Outcome 4: Students Will Use Fundamental Statistical Information/C4: Students will use basic probability distributions (e.g., normal distribution, binomial distribution)

S 32:Goal 3: Outcome 4: Students Will Use Fundamental Statistical Information/C5

Goal 3: Outcome 4: Students Will Use Fundamental Statistical Information/C5: Students will compute and interpret confidence intervals of a population parameter (e.g., population or mena)

S 33:Goal 4: Outcome 1: Students Will Recognize Issues that have Alternative Interpretations/C1

Goal 4: Outcome 1: Students Will Recognize Issues that have Alternative Interpretations/C1: Students will understand and respect the potential differences in the perspectives of others

S 34:Goal 4: Outcome 1: Students Will Recognize Issues that have Alternative Interpretations/C2

Goal 4: Outcome 1: Students Will Recognize Issues that have Alternative Interpretations/C2: Students will summarize the explicit and implicit aspects of an issue

S 35:Goal 4: Outcome 1: Students Will Recognize Issues that have Alternative Interpretations/C3

Goal 4: Outcome 1: Students Will Recognize Issues that have Alternative Interpretations/C3: Students will demonstrate an understanding of the influences of audience and context on an issue

S 36:Goal 4: Outcome 2: Students Will Compare the Perspectives of Others to Their Own/C1

Goal 4: Outcome 2: Students Will Compare the Perspectives of Others to Their Own/C1: Students will articulate their own perspectives and recognize potential personal bias

S 37:Goal 4: Outcome 2: Students Will Compare the Perspectives of Others to Their Own/C2

Goal 4: Outcome 2: Students Will Compare the Perspectives of Others to Their Own/C2: Students will question the underlying assumptions of self and others

S 38:Goal 4: Outcome 3: Students Will Assess the Quality of Supporting Evidence/C1

Goal 4: Outcome 3: Students Will Assess the Quality of Supporting Evidence/C1: Students will consider the literature and new research in the field

S 39:Goal 4: Outcome 3: Students Will Assess the Quality of Supporting Evidence/C2

Goal 4: Outcome 3: Students Will Assess the Quality of Supporting Evidence/C2: Students will assess the accuracy and relevance of supporting evidence

S 40:Goal 4: Outcome 3: Students Will Assess the Quality of Supporting Evidence/C3

Goal 4: Outcome 3: Students Will Assess the Quality of Supporting Evidence/C3: Students will use a variety of techniques to assess the quality of supporting evidence

S 41:Goal 4: Outcome 4: Students Will Assess Implications and Consequences that Result from Proposed Conclusions/C1

Goal 4: Outcome 4: Students Will Assess Implications and Consequences that Result from Proposed Conclusions/C1: Students will identify the pros and cons of different theoretical approaches

S 42:Goal 4: Outcome 4: Students Will Assess Implications and Consequences that Result from Proposed Conclusions/C2

Goal 4: Outcome 4: Students Will Assess Implications and Consequences that Result from Proposed Conclusions/C2: Students will articulate the implications and consequences of an argument

S 43:Goal 4: Outcome 4: Students Will Assess Implications and Consequences that Result from Proposed Conclusions/C3

Goal 4: Outcome 4: Students Will Assess Implications and Consequences that Result from Proposed Conclusions/C3: Students will compare recommendations resulting from applying different theoretical frameworks

S 44:Goal 5: Outcome 1: Students Will Demonstrate Knowledge about Diverse Cultures, Behaviors, Systems or Societies/C1

Goal 5: Outcome 1: Students Will Demonstrate Knowledge about Diverse Cultures, Behaviors, Systems or Societies/C1: Students will define culture and identify cultural characteristics

S 45:Goal 5: Outcome 1: Students Will Demonstrate Knowledge about Diverse Cultures, Behaviors, Systems or Societies/C2

Goal 5: Outcome 1: Students Will Demonstrate Knowledge about Diverse Cultures, Behaviors, Systems or Societies/C2: Students will identify cultural patterns in terms of folk customs, ethnicity, class, gender, age, religion, or other cultural components

S 46:Goal 5: Outcome 1: Students Will Demonstrate Knowledge about Diverse Cultures, Behaviors, Systems or Societies/C3

Goal 5: Outcome 1: Students Will Demonstrate Knowledge about Diverse Cultures, Behaviors, Systems or Societies/C3: Students will identify the beliefs, values and rights of others

S 47:Goal 5: Outcome 2: Students Will Analyze the Interconnectedness of Global and Local Concerns/C1

Goal 5: Outcome 2: Students Will Analyze the Interconnectedness of Global and Local Concerns/C1: Students will identify global trends related to politics, health, economics, or education

S 48:Goal 5: Outcome 2: Students Will Analyze the Interconnectedness of Global and Local Concerns/C2

Goal 5: Outcome 2: Students Will Analyze the Interconnectedness of Global and Local Concerns/C2: Students will articulate the connections, similarities, and dissimilarities between local practices, problems, and opportunities and global practices, problems, and opportunities

S 49:Goal 5: Outcome 2: Students Will Analyze the Interconnectedness of Global and Local Concerns/C3

Goal 5: Outcome 2: Students Will Analyze the Interconnectedness of Global and Local Concerns/C3: Students will articulate the benefits of accommodating, adapting to and/or incorporating cultural differences

S 50:Goal 6: Outcome 1: Students Will Identify the Key Elements and Approaches to Ethical Situations/C1

Goal 6: Outcome 1: Students Will Identify the Key Elements and Approaches to Ethical Situations/C1: Students will discuss ethical decision making processes with an emphasis on stakeholders

S 51:Goal 6: Outcome 1: Students Will Identify the Key Elements and Approaches to Ethical Situations/C2

Goal 6: Outcome 1: Students Will Identify the Key Elements and Approaches to Ethical Situations/C2: Students will analyze key components/factors of ethical issues in a structured fashion

S 52:Goal 6: Outcome 2: Students Will Identify the Benefits of Making Informed Judgments with Regard to Individual, Group Conflict/C1

Goal 6: Outcome 2: Students Will Identify the Benefits of Making Informed Judgments with Regard to Individual, Group Conflict/C1: Students will articulate personal and group ethical responsibilities

S 53:Goal 6: Outcome 2: Students Will Identify the Benefits of Making Informed Judgments with Regard to Individual, Group Conflict/C2

Goal 6: Outcome 2: Students Will Identify the Benefits of Making Informed Judgments with Regard to Individual, Group Conflict/C2: Students will compare/contrast alternative responses to ethical situations

S 54:Goal 6: Outcome 2: Students Will Identify the Benefits of Making Informed Judgments with Regard to Individual, Group Conflict/C3

Goal 6: Outcome 2: Students Will Identify the Benefits of Making Informed Judgments with Regard to Individual, Group Conflict/C3: Students will discuss ways in which difficult ethical situations can be prevented or ameliorated

S 55:Goal 6: Outcome 3: Students Will Identify the Benefits of Civic Engagement/C1

Goal 6: Outcome 3: Students Will Identify the Benefits of Civic Engagement/C1: Students will apply the ethics of advocacy to individuals and/or groups and/or populations

S 56:Goal 6: Outcome 3: Students Will Identify the Benefits of Civic Engagement/C2

Goal 6: Outcome 3: Students Will Identify the Benefits of Civic Engagement/C2: Students will engage in the sociopolitical environment of a community via service learning or simulation

S 57:Goal 6: Outcome 3: Students Will Identify the Benefits of Civic Engagement/C3

Goal 6: Outcome 3: Students Will Identify the Benefits of Civic Engagement/C3: Students will analyze global perspectives and contrast with a local community

S 58:Goal 7: Outcome 1: Students Will Demonstrate Understanding of Methods of Inquiry Used by Social or Behavioral Scientists/C1

Goal 7: Outcome 1: Students Will Demonstrate Understanding of Methods of Inquiry Used by Social or Behavioral Scientists/C1: Students will demonstrate an understanding of the importance of systematic data collection

S 59:Goal 7: Outcome 1: Students Will Demonstrate Understanding of Methods of Inquiry Used by Social/Behavioral Scientists/C2

Goal 7: Outcome 1: Students Will Demonstrate Understanding of Methods of Inquiry Used by Social/Behavioral Scientists/C2: Students will demonstrate an understanding of the basic features of various research methods

S 60:Goal 7: Outcome 2: Students Will Demonstrate an Understanding of How Political, Social, Historical Processes Shape Societies/C1

Goal 7: Outcome 2: Students Will Demonstrate an Understanding of How Political, Social, Historical Processes Shape Societies/C1: Students will demonstrate an understanding of the functions and impact of societal (e.g., political, economic and/or cultural) institutions

S 60:Goal 7: Outcome 2: Students Will Demonstrate an Understanding of How Political, Social, Historical Processes Shape Societies/C1

Goal 7: Outcome 2: Students Will Demonstrate an Understanding of How Political, Social, Historical Processes Shape Societies/C1: Students will demonstrate an understanding of the functions and impact of societal (e.g., political, economic and/or cultural) institutions

S 61:Goal 7: Outcome 2: Students Will Demonstrate an Understanding of How Political, Social, Historical Processes Shape Societies/C2

Goal 7: Outcome 2: Students Will Demonstrate an Understanding of How Political, Social, Historical Processes Shape Societies/C2: Students will demonstrate an understanding of fundamental societal (e.g. political, economic and/or cultural) changes and the factors that contribute (or have contributed) to them

S 62:Goal 7: Outcome 3: Students Will Demonstrate Understanding of Behavior Using Social or Behavioral Science Concepts/C1

Goal 7: Outcome 3: Students Will Demonstrate Understanding of Behavior Using Social or Behavioral Science Concepts/C1: Students will demonstrate an understanding of important concepts, theories, and empirical patterns

S 63:Goal 7: Outcome 3: Students Will Demonstrate Understanding of Behavior Using Social or Behavioral Science Concepts/C2

Goal 7: Outcome 3: Students Will Demonstrate Understanding of Behavior Using Social or Behavioral Science Concepts/C2: Students will be able to apply concepts and theories to novel situations

S 64:Goal 8: Outcome 1: Students Will Articulate How Intellectual Traditions Have Helped Shape Present Cultures/C1

Goal 8: Outcome 1: Students Will Articulate How Intellectual Traditions Have Helped Shape Present Cultures/C1: Students will analyze the influence of tradition(s) on a present culture

S 65:Goal 8: Outcome 1: Students Will Articulate How Intellectual Traditions have Helped Shape Present Cultures/C2

Goal 8: Outcome 1: Students Will Articulate How Intellectual Traditions have Helped Shape Present Cultures/C2: Students will explain the inter-relationship of tradition and culture

S 66:Goal 8: Outcome 2: Students Will Evaluate Various Literary, Philosophical or Historical Works and Approaches/C1

Goal 8: Outcome 2: Students Will Evaluate Various Literary, Philosophical or Historical Works and Approaches/C1: Students will interpret various meaning of a work

S 67:Goal 8: Outcome 2: Students Will Evaluate Various Literary, Philosophical or Historical Works and Approaches/C2

Goal 8: Outcome 2: Students Will Evaluate Various Literary, Philosophical or Historical Works and Approaches/C2: Students will identify the approach inherent in a work

S 68:Goal 8: Outcome 2: Students Will Evaluate Various Literary, Philosophical or Historical Works and Approaches/C3

Goal 8: Outcome 2: Students Will Evaluate Various Literary, Philosophical or Historical Works and Approaches/C3: Students will explain contextual influences

S 69:Goal 8: Outcome 2: Students Will Evaluate Various Literary, Philosophical or Historical Works and Approaches/C4

Goal 8: Outcome 2: Students Will Evaluate Various Literary, Philosophical or Historical Works and Approaches/C4: Students will evaluate the impact of a work

S 70:Goal 8: Outcome 3: Students Will Demonstrate Aesthetic Appreciation Through the Experience of Fine or Performing Arts/C1

Goal 8: Outcome 3: Students Will Demonstrate Aesthetic Appreciation Through the Experience of Fine or Performing Arts/C1: Students will describe the personal emotional impact of a piece of fine art or performance

S 71:Goal 8: Outcome 3: Students Will Demonstrate Aesthetic Appreciation Through the Experience of Fine or Performing Arts/C2

Goal 8: Outcome 3: Students Will Demonstrate Aesthetic Appreciation Through the Experience of Fine or Performing Arts/C2: Students will describe the personal intellectual impact of a piece of fine art or a performance

S 72:Goal 8: Outcome 3: Students Will Demonstrate Aesthetic Appreciation Through the Experience of Fine or Performing Arts/C3

Goal 8: Outcome 3: Students Will Demonstrate Aesthetic Appreciation Through the Experience of Fine or Performing Arts/C3: Students will describe the importance of aesthetics

S 73:Goal 9: Outcome 1: Students Will Apply the Methods Natural Scientists Use to Explore Natural Phenomena/C1

Goal 9: Outcome 1: Students Will Apply the Methods Natural Scientists Use to Explore Natural Phenomena/C1: Students will analyze, process and/or interpret data

S 74:Goal 9: Outcome 1: Students Will Apply the Methods Natural Scientists Use to Explore Natural Phenomena/C2

Goal 9: Outcome 1: Students Will Apply the Methods Natural Scientists Use to Explore Natural Phenomena/C2: Students will evaluate the significance of the interpreted data

S 75:Goal 9: Outcome 2: Students Will Distinguish Between Scientific Facts and Other Information/C1

Goal 9: Outcome 2: Students Will Distinguish Between Scientific Facts and Other Information/C1: Students will distinguish between beliefs and opinion versus theory

S 76:Goal 9: Outcome 2: Students Will Distinguish Between Scientific Facts and Other Information/C2

Goal 9: Outcome 2: Students Will Distinguish Between Scientific Facts and Other Information/C2: Students will recognize what constitutes scientific evidence

S 77:Goal 9: Outcome 2: Students Will Distinguish Between Scientific Facts and Other Information/C3

Goal 9: Outcome 2: Students Will Distinguish Between Scientific Facts and Other Information/C3: Students will understand the requirement of objectivity in data collection and treatment

S 78:Goal 9: Outcome 2: Students Will Distinguish Between Scientific Facts and Other Information/C4

Goal 9: Outcome 2: Students Will Distinguish Between Scientific Facts and Other Information/C4: Students will recognize the self-correcting nature of science

S 79:Goal 9: Outcome 3: Students Will Demonstrate Understanding of Basic Scientific Principles in Biological or Physical Sciences/C1

Goal 9: Outcome 3: Students Will Demonstrate Understanding of Basic Scientific Principles in Biological or Physical Sciences/C1: Students will recognize the interrelation of principles and concepts within a branch of science

S 80:Goal 9: Outcome 3: Students Will Demonstrate Understanding of Basic Scientific Principles in Biological or Physical Sciences/C2

Goal 9: Outcome 3: Students Will Demonstrate Understanding of Basic Scientific Principles in Biological or Physical Sciences/C2: Students will recognize the complexity of the natural and/or physical world

S 81:Goal 9: Outcome 4: Students Will Recognize the Interaction of Humans and the Natural Environment/C1

Goal 9: Outcome 4: Students Will Recognize the Interaction of Humans and the Natural Environment/C1: Students will recognize the effect of the environment on biological and physical systems

S 82:Goal 9: Outcome 4: Students Will Recognize the Interaction of Humans and the Natural Environment/C2

Goal 9: Outcome 4: Students Will Recognize the Interaction of Humans and the Natural Environment/C2: Students will recognize the implications of human modification of the environment

S 83:Goal 9: Outcome 4: Students Will Recognize the Interaction of Humans and the Natural Environment/C3

Goal 9: Outcome 4: Students Will Recognize the Interaction of Humans and the Natural Environment/C3: Students will recognize the consequence of the modifications

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Assessment Schedule

2013 - 2014 Cultural Diversity (Goal 5)

2014 - 2015 Cultural Diversity, continued
Speech (Goal 1)
Physical & Life Sciences (Goal 9)

2015 - 2016 Speech, continued
Physical & Life Sciences, continued
Quantitative Literacy (Goal 3)
Social & Behavioral Sciences (Goal 7)

2016 - 2017 Quantitative Literacy, continued
Social & Behavioral Sciences, continued
Humanities & Arts (Goal 8)
Information Literacy (Goal 2)

2017 - 2018 Humanities & Arts, continued
Information Literacy, continued
Critical Thinking (Goal 4)
Ethics & Civic Engagement (Goal 6)

2018 - 2019 Critical Thinking, continued
Ethics & Civic Engagement, continued
Communication Skills/Writing (Goal 1) *Revisited*

2019 - 2020 Cultural Diversity (Goal 5) *Revisited*
Communication Skills/Speech (Goal 1) *Revisited*
Physical & Life Sciences (Goal 9) *Revisited*

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

INDIANA UNIVERSITY KOKOMO

WRITING SURVEY REPORT AND ANALYSIS

AN OVERVIEW OF STUDENT WRITING

Prepared by Ann Cameron, Department of English

APRIL 23, 2013

WRITING SURVEY REPORT AND ANALYSIS

BACKGROUND

In the Spring of 2011, faculty in the English department at Indiana University Kokomo were asked by the Office of Academic Affairs to conduct general education assessment for Category I Fundamental Skills (writing). The report describing that process and its results are posted on the Assessment portion of the Center for Teaching, Learning, and Assessment (CTLA) website. This 2011 assessment looked at a variety of papers from sophomore students registered in five different IU Kokomo courses from education, English, economics, political science, and psychology.

In addition to the results of that assessment, the report gave three recommendations:

1. Develop a CTLA workshop for faculty on how to construct effective writing assignments.

The workshop would discuss how to match the scope of the task with the length of the paper, how to describe and construct the specific tasks required in the paper, and how to evaluate the results. This workshop was given twice in Spring 2013 by Kristen Snoddy and Paul Cook of the English faculty.

2. Administer a survey of writing assignments given in all courses at IU Kokomo.

This survey would identify in which courses students are being asked to write, what types and lengths of assignments are being given, and how the freshman writing program can best prepare students for academic writing tasks. This survey was conducted in April 2012. The results will be used to inform curriculum revisions for the freshman composition program during Summer 2013. This survey will also be distributed to the Director of Assessment and the CTLA for their information and action.

3. Provide opportunities for faculty from all disciplines to consult with the Writing Center and with English faculty on how to incorporate writing into their courses.

This process has been ongoing since the initial general education assessment. In addition the CTLA provides regular workshops and faculty development options for all faculty on a regular and ongoing basis.

The following sections describe the results of the April 2012 Writing Survey.

SURVEY INSTRUMENT

The survey was created through the software program Qualtrics in conjunction with technical support staff in the Center for Teaching, Learning, and Assessment (CTLA). The survey questions were created by Ann Cameron in the English department, with assistance from Sharon Calhoun, currently Vice President of University Regional Planning & Policy, and with advice and suggestions from faculty in the English department.

All resident and adjunct faculty at IU Kokomo were invited to participate in the survey, which was available from March 12 to April 12, 2012. Faculty were asked to answer a set of core questions for each of three courses that they teach on a regular basis. (Appendix A provides the complete survey with comprehensive responses for all questions.) The survey generated completed responses from 71 faculty, representing 134 different courses from 27 of the disciplines represented in the course catalog. The results section contains a complete list of all of the courses identified in the survey.

A compilation of the key information was generated from the survey. Since the survey asked respondents to answer the same questions for each of three separate courses, those duplicate questions have been combined in the data below. Each question also provided an opportunity for each respondent to add textual comments. All of those comments have been transcribed below, with slight editing that eliminated details that would have identified one particular course or faculty member and for minor proofreading corrections. Several of the courses on the master list below were identified by multiple faculty members; on the master list in the results section below, the

course was only listed once. Statistical details such as mean or standard deviation have also been eliminated in the condensed results, but they are available for all questions in Appendix A.

RESULTS

This section provides a condensed version of the results generated by the survey. The complete survey with comprehensive results is provided in Appendix A. In the original survey, each respondent was asked to answer a series of 24 questions for each of three courses (for a total of 72 questions on the survey). Faculty were given the option of answering only a portion of the survey if they did not regularly teach three different courses or if they did not assign writing for their courses. Twelve of the responses to question 4 and its counterparts (15%) indicated that no formal writing assignment was required. At that point in the survey, respondents were automatically directed to the responses for the next course, without being required to answer the remaining questions.

An error in survey design affected approximately 8 responses. Those first respondents were unable to answer some of the multiple-response questions with more than one response. Most of those respondents used the comments section to provide their multiple responses. Those questions have been identified with an asterisk. The error was corrected quickly on the first day that the survey was available and did not affect later responses.


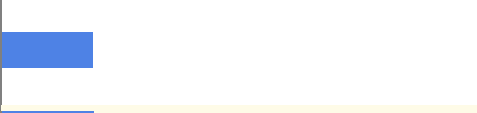

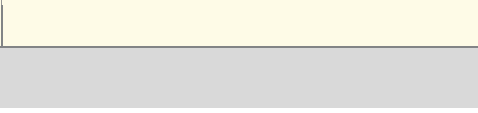
The results section combines the three repetitive sections to form one overall response to the question. For example, Questions 6, 30, and 54 ask the same question about what types of writing are required for the selected course. All of the responses to all three of these questions have been combined below. Full statistical details and total numbers of responses to the comments questions are contained in Appendix A.

1. This list represents all of the courses (by prefix and number) that were identified by faculty in the survey. Although some courses were listed more than once, they are only cited once here.

| | |
|------|---|
| AST | A110 |
| BIOL | L100, L211, L231, L403 |
| BUS | A201, A202, A422, F301, F302, K201, L201, L303, L406, M405, M415, M450, W100 |
| CHEM | C342, C343, C344, C390 |
| CMLT | C190, C390 |
| COAS | E103, E104, E105, I100, S200, S400 |
| CSCI | C106, C175 |
| ECON | E201, E202 |
| EDUC | E325, E335, E336, K205, M440, M446, M457, M464, P251, P255, P341, Q200, W200 |
| ENG | E310, E303, E304, L202, L352, L380, L390, W131, W132, W231/W321 |
| FINA | F100, F230, F280 |
| FOLK | F101 |
| GER | G111, G112, G204 |
| HIST | A382, B361, H105, H113, H425 |
| HON | H399 |
| INFO | I101, I300, I303, I310 |
| MATH | M003, M007, M117, M118, M125, M126, M134, M215, M216, M313 |
| MICR | M310 |
| NMCM | N201, N250, N261, N345, N372, N411, T260 |

| | |
|------|---|
| NURS | B232, B233, B244, B248, B249, H351, H352, H364, S470, S473, S481, S482, S484, S485 |
| PHIL | P100, P140, P342 |
| PHY | P100, P201 |
| PSY | P103, P211, P216, P319, P324, P326, P335, P381, P459 |
| REL | R212 |
| SPCH | C300, C321, S121, S122, S205, S228, S229, S233 |
| SPEA | J101, J301, J321 |
| SOC | S100 |

2. Is this course primarily

| # | Answer | | Response | % |
|---|------------------------------------|--|----------|------|
| 1 | a. A required course in the major |  | 92 | 51% |
| 2 | b. A general education requirement |  | 32 | 18% |
| 3 | c. An elective |  | 33 | 18% |
| 4 | d. Other (describe) |  | 23 | 13% |
| | Total | | 180 | 100% |

Comments:

both a. and b. equally.

Course for Returning Adult Students

course for at risk freshman

prerequisite for general education math

This is a corequisite to Math-M007 and to Math-M117. It is really just a registration device for getting students assigned to a required time in the IU Kokomo Math Lab so they can complete their assignments for their math class (M007 or M117). I do not make any additional assignments.

This is the "IUK Radio" course.

This course is required as part of a public relations concentration in the Communication Arts degree

100% Online Course

(a) A required course in THE major. What major? A major in ethics? We don't have one. A major in nursing? I don't know. I don't know how to answer this question.

prerequisite for a general education requirement.

a required prerequisite for admission to the teacher ed program

Remedial

Elementary algebra for students not ready for the next level of algebra.

needed for entry to medical or dental school, or pharmacy

It is also a required course for other majors (especially Nursing).
 It is required for Accounting majors and an elective for everyone else.
 Prerequisite for courses in major
 second sem at risk learning community
 Also attracts nonmajors.
 Introduction to Film
 Although this course is a gateway course to the international studies minor
 What major? "The" major is ambiguous.
 Senior Seminar ("capstone" for History/Political Science majors)
 a prerequisite for admission to the teacher ed program
 Entry level/remedial
 required for majors other than physics
 mostly for entry to dental & medical school, and pharmacy also for chemistry major
 It is both a required course for psychology majors and for nursing students; for others it is an elective.

satisfies the ethics requirement, but often taken as elective or for philosophy minor
 Remedial
 Film Genre - Science Fiction
 This is a clinical course
 It is both a required course for psychology and many other majors (e.g., nursing) and an elective for many other students.
 Can also be counted as B above for some other majors I believe
 I have taught W200 and Q200 multiple times each. However, the other courses I have taught here have been just once each.
 needed for entry to medical and dental school, and pharmacy also for chemistry majors
 Psychology majors are required to take two from among the cluster of: Psy-P335 Cognitive, Psy-P325 Learning, Psy-P326 Neuroscience

3. Are students in this course

| # | Answer | | Response | % |
|---|---|--|----------|------|
| 1 | a. Primarily freshmen and sophomores? | | 80 | 45% |
| 2 | b. Primarily juniors and seniors? | | 65 | 36% |
| 3 | c. Distributed across all class levels? | | 34 | 19% |
| | Total | | 179 | 100% |

Comments:

| |
|---|
| Sometimes more freshman/sophomores but typically mixed group of all levels. |
| This is a freshman learning community class. |
| I have primarily sophomores and juniors. No freshmen. |
| Sophomores only. |
| first sem. freshman |
| senior level research course |
| It's designed as a course for freshmen and sophomores, but as it's a fairly new class, there are some juniors and seniors taking it since they couldn't before. |
| They should be at this level, the reality is that we still have sophomores and sometimes freshmen attempt to take this course (no prerequisites are in place). |
| sophomores, juniors, seniors |
| Sophomores |

| | |
|--|--|
| | |
| Most of the students are Purdue students as it is a requirement for them. IUK students take it as an elective. | |
| Mostly sophomores and juniors. | |
| 2nd sem freshman | |
| Only Seniors | |
| students tend to take across the class levels | |
| Senior level course | |
| All enrolled are simultaneously completing their student teaching semester. | |
| However, some are juniors and seniors and post-bacs | |
| Should be a freshman / sophomore class but many students put it off until senior or junior year. | |
| They should be at this level, the reality is that we still have sophomores and sometimes freshmen attempt to take this course (no prerequisites are in place). | |
| sophomores, juniors, seniors | |

| | |
|--|--|
| | |
| N/A | |
| not often freshman but commonly sophomore, junior and senior | |
| These student are first semester seniors | |
| Senior only class conducted as a seminar during their student teaching | |
| They should be at this level, the reality is that we still have sophomores and sometimes freshmen attempt to take this course (no prerequisites are in place). | |
| sophomores, juniors, seniors | |

4. What type(s) of writing do you require in this course (choose all that are relevant)?

| # | Answer | | Response | % |
|----|--|--|----------|-----|
| 1 | a. Summary (of a book or an article, for example) | | 16 | 18% |
| 2 | b. Report (primarily conveying information) | | 24 | 30% |
| 3 | c. Analysis | | 30 | 36% |
| 4 | d. Review (e.g., of a book, film, or speaker) | | 9 | 10% |
| 5 | e. Argument/persuasion | | 21 | 25% |
| 6 | f. Reflective/personal | | 24 | 28% |
| 7 | g. Research paper | | 23 | 30% |
| 8 | h. Memo/letter | | 1 | 2% |
| 9 | i. Essay questions for in-class examinations | | 21 | 29% |
| 10 | j. Responses to discussion questions | | 28 | 33% |
| 11 | k. Take-home essay examination | | 7 | 9% |
| 12 | l. Other (Explain) | | 11 | 13% |
| 13 | m. No formal writing assignments required (If you choose this option, you will automatically be sent to your second course.) | | 12 | 15% |

Comments:

This is a hybrid course. Students write answers to questions which ask them to summarize or apply information covered in the online portion of the class. Usually they write about a page per chapter (total of about 12 pages in the semester). They also write a response to an in-class question, usually a paragraph or so, each week, so I can gauge their understanding.

Students write a grant.

I assign a weekly question about the chapter presented. The students are to support their answer with information from the text, and then support it with real world examples.

5-6 groups are formed and a topic is picked for a potential class service project. Each group member must research their topic and contribute to the info for the group presentation. Each group (and each member must present) prepares a 10-15 min presentation and attempt to convince the class that their topic is the best. Major details on how we can pull off the project must also be included in the presentations. Each group must include acceptable sources as well

Students in this course write video scripts.

Our primary focus for writing in this W131 class is to teach the MLA citation format and help the students understand how to write a summary, paraphrase, and a quote. We want them to learn to analyze the writings of others, how to conduct research, and how to write a persuasive paper.

Case studies and problem-based learning scenarios.

I also have a dialogue assignment, where students must create a dialogue among famous psychologists that demonstrates relations among their ideas on the appropriate subject matter and methods of psychology.

PowerPoint Presentations

Descriptions of teaching strategies; i.e., lesson plans.

I require a 3-page review of one of the semester's course readings of their choice. In this they are required to explain not only the main and lesser themes/arguments, but also its style and organization and develop a critical opinion of the work.

they interview a homebound client and find out about their health problems, medications and identify safety issues in the home.

Case brief for criminal law

I assign an analytical paper in ECON-E202. It is designed to apply course theory to current events. It is focused on analysis and application of theory to answer specific questions, rather than on new research.

Grant proposal.

Students are required to write simple sentences in a foreign language.

Curriculum Unit (including rational, lesson plans, reflections, etc.)

lab reports, and assigned questions

The research paper is actually a group project and presentation.

This is an accelerated hybrid course. Students write responses to questions posed in the online portion of the class. They also write in-class responses to a question I pose (to help me gauge their understanding of the material).

Care plans

No scholarly writing in Nursing Labs.

In speech class, the students give 5 speeches. For each speech, they are required to prepare a formal outline written in complete sentences and then on speech day, they prepare speaking notes for themselves on 3 X 5 cards. They are also required to turn in one written paper which is a speech critique of another speaker.

Students write a journal in the course and as part of it must analyze a media source about a relevant topic and a website

Students complete a portfolio for employment which requires a letter and resume

Since this is a speech class, the final product is an oral presentation. They are required to turn in a prep and speaking outlines.

Just noticed there was an option for in-class essays. I assign these in my first class H114 also.

Students also prepare recommended advertising and promotion strategies for firm to use as well as a detailed plan for implementing these strategies

Students are required to write simple sentences, translate sentences, a give simple answers to simple questions.

Weekly lab reports.

lab reports & assigned post-lab questions

I have several homework assignments that require about a page-worth of writing each; they are a series of short responses to a series of questions. I otherwise do not require writing in this course anymore because it caps at 45 students and typically the classes are full.

care plans

Students complete preparation outlines for each speech--there are four altogether in complete sentences--which are completed before speeches. They also do a speech critique of peers and of a professional or outside speaker

This class requires discussion forums and reflective journaling on clinical experiences. Students also create careplans and write a grant proposal.

Descriptions of instructional strategies; i.e. lesson plans.

Students also prepare recommended marketing strategies for firm to adopt as well as develop a detailed plan for implementing these strategies. They also develop a detailed media plan/schedule.

Students complete a research project and presentation of their findings.

Students also hold in-class debates in which teams are formed; they are allowed to submit to me preliminary notes to illustrate their preparation for the debate, and students who have an excused absence may submit a paper in lieu of participating orally.

This is a computer class that has assignments focused on formatting letters, memos, research papers, etc.

Students are required to write a simple summary in a foreign language of a story or a film. Students are required to write a simple reflection essay in the foreign language about some event in their lives.

I include a mix of writing assignments to balance out the homework assignments for those that are mathematically challenged. For example, write a travel guide entry for the place in the solar system (beyond Earth) that they would most like to visit.

5. How many assignments in the course require responses of the following lengths (answer all that are relevant)? (A page is usually about 250 words.)

| # | Answer | Responses |
|---|-----------------------|-----------|
| 1 | a. Less than a page | 86 |
| 2 | b. 1-2 pages | 88 |
| 3 | c. 3-5 pages | 72 |
| 4 | d. 6-10 pages | 47 |
| 5 | e. 11-15 pages | 21 |
| 6 | f. More than 15 pages | 12 |

Comments:

The number indicated is an average. Scripts may be longer or shorter depending on type.

The course requires a 2-5 page summary of all chapters read in the course, as well as a reflective paper at the end of the course.

This is not including essay exams.

1 essay of 3-5 pages, 3 exams with short answer writing.

In this course the weekly responses are 2-3 pages. The students also have a midterm exam (essay questions ~4-5 pages) and a research paper 10-15 pages. They also present a PowerPoint with a handout.

Homework and a research report in APA format

No formal written assignment is assigned to the students.

Students write a journal with approximately 15 entries that may be about 11-15 pages in length or more. Students also complete about 5 discussion questions in class--to consider and reflect on a quote or particular question over the readings.

Final project is a research report in the form of an e-Poster (power point slides).

Again, not including in class essays that don't have an assigned length.

3-4 exams require short answer writing and/or discussion question writing

Page size is more typically set by the number of plots.

In this course the weekly responses are 2-3 pages. The students also have a midterm exam (essay questions ~4-5 pages) and a research paper 10-15 pages. They also present a PowerPoint with a handout.

final exam

5 outlines; one final exam

In this course the weekly responses are 2-3 pages. The students also have a midterm exam (essay questions ~4-5 pages) and a research paper 10-15 pages. They also present a PowerPoint with a handout.

6. Considering all of the writing assignments in your course, what do you estimate is the percentage of the grade in the course based upon writing?

| # | Answer | | Response | % |
|---|------------|--|----------|------|
| 1 | a. 0-5% | | 9 | 6% |
| 2 | b. 6-10% | | 12 | 8% |
| 3 | c. 11-25% | | 48 | 31% |
| 4 | d. 26-50% | | 32 | 20% |
| 5 | e. 51-75% | | 24 | 16% |
| 6 | f. 76-100% | | 29 | 19% |
| | Total | | 154 | 100% |

Comments:

14%

weekly response papers/ group project/ job shadow paper (but I do not grade them as English papers)

about 1/3 or so of the assignments are writing based--but tend to also have a number of powerpoint presentations students must complete

The paper is usually 13-15%

This course qualifies as writing intensive course.

But students also complete a podcast assignment that requires a fair bit of writing in stages before final completion

The other 25% usually consists of class participation.

7. How many of the writing assignments in your course are graded on each student's individual work?

| # | Answer | | Response | % |
|---|---------|--|----------|------|
| 1 | a. All | | 107 | 70% |
| 2 | b. Most | | 34 | 23% |
| 3 | c. Some | | 8 | 5% |
| 4 | d. Few | | 1 | 1% |
| 5 | e. None | | 1 | 1% |
| | Total | | 64 | 100% |

Comments:

except their job shadowing paper

Students are not given writing assignments.

8. How many of the writing assignments in your course are graded primarily on group work?

| # | Answer | | Response | % |
|---|---------|--|----------|------|
| 1 | a. All | | 1 | 1% |
| 2 | b. Most | | 5 | 3% |
| 3 | c. Some | | 11 | 7% |
| 4 | d. Few | | 31 | 20% |
| 5 | e. None | | 105 | 69% |
| | Total | | 153 | 100% |

Comments:

They must participate in a group online forum discussion, but they are graded on their individual posts only.

Participation in group online discussion forum is required, but only individual postings are graded.

Only one is -- and even with the group project the student controls most of his or her own grade.

They do the lab in groups but each student does their own report.

a group reading summary/presentation is the only typical group grade

Only one -- the students read aloud to a group of children in the childcare center and summarize and reflect on the experience.

9. Do your writing assignments require documentation (i.e., citations, in-text references, a bibliography or works cited page)?

| # | Answer | | Response | % |
|---|---|--|----------|------|
| 1 | a. No documentation required | | 38 | 25% |
| 2 | b. Documentation in MLA format | | 27 | 18% |
| 3 | c. Documentation in APA format | | 45 | 29% |
| 4 | d. Documentation in another format (describe) | | 14 | 9% |
| 5 | e. Any accepted format for documentation | | 29 | 19% |
| | Total | | 153 | 100% |

Comments:

Informal documentation--students need to tell me where they got the information. If they use direct quotes, they need to use quotation marks and tell me the source and page number. I also accept something like, "In the video about memory, I learned that..."

service project paper

Either MLA or APA is fine

Documentation in both MLA and APA

Some writing assignments require appropriate references from the text by providing page numbers.

Nursing care plan formats

Both MLA and APA

All citations come from the assigned reading so none are required other than the page number.

I use a simplified parenthetical citation format so that it does not prejudice one citation style over another in survey courses. While citation of sources is required, no student can claim that lack of familiarity with a citation format is a reason for doing poorly on the assignment.

We use documentation from a specific scientific journal .

Informal documentation

Students are not given writing assignments which require documentation. Students are taught how to create bibliographies within the Word application using a standard assignment template.

except on their project

Students are required to purchase and use the ASA Style Manual (sociology)

Not all assignments require citations. Work is cited only if the student uses it in a discussion forum. Citations are optional in that assignment.

The last paper is a research paper which introduces the students to MLA to prepare them for W132.

Chicago Manual of Style/Turabian

One paper is in MLA and two are in APA.

Chicago/Turabian format is used in upper division History courses.

Harvard style.

Grant proposal and discussion forums require citations.

Chicago Manual of Style/Turabian

History courses require the Chicago/Turabian format

Harvard style.

10. If you assign students to do research as part of their writing, what forms of evidence are acceptable (choose all that apply)?*

*Early respondents were not able to choose multiple responses. See the comments for more information.

| # | Answer | | Response | % |
|----|--|--|----------|-----|
| 1 | a. I do not require research | | 42 | 29% |
| 2 | b. Books | | 73 | 50% |
| 3 | c. Articles in scholarly sources | | 86 | 59% |
| 4 | d. Articles in popular sources | | 31 | 21% |
| 5 | e. Statistics | | 44 | 30% |
| 6 | f. Interviews | | 50 | 34% |
| 7 | g. Internet websites from educational, museum, or government sources | | 67 | 46% |
| 8 | h. Internet websites from corporate sources | | 34 | 23% |
| 9 | i. General Internet websites | | 29 | 20% |
| 10 | j. Wikipedia and other popular reference sources | | 16 | 11% |
| 11 | k. Other (describe) | | 9 | 6% |

Comments:

It wouldn't let me choose all that apply. B., C., D., F., G., I.

Not able to choose more than one site. Books, Interviews,

They don't have to go find sources--I give them online work to do, and then ask them questions about it. They have to write out answers to those questions, integrating information from their readings and online activities.

It would not let me select more than one. I also accept: C,D,E,F,G,H,I as long as it is cited.

Every time I chose more than one, it erased the previous response. All areas can be used in my classes.

This question would not let me choose all that apply

Form would only let me choose one - a, b, c, f, g all apply

most of their research is case law

It partly depends on what type of claim they are presenting evidence to support.

A variety of sources for support, including both primary and secondary sources.

I have had papers that include the citations of music and movies as well.

Not in this class.

I have students select and read about a top crime from a website I give them. Then they must find scholarly peer reviewed article on that topic and write their paper. The purpose is to encourage students to understand that non-scholarly sources often contradict, or at a minimum are not supported by the research.

One-on-one tutoring or teaching of a student with exceptional needs

All except J.

Books, Interviews, Internet from educational sources

Form would only let me choose one - a, b, c, f, g all apply

My students do have to conduct research for their speeches, and they are required to document their sources, but these aren't typical written papers - the documentation appears in their outlines and in their power point presentations.

C is mandatory, G is supplementary

Wall Street Journal, Business Week, Fortune, Forbes, etc.as well as trade publications relating to topic of paper

Field Experience

Records available in historical archives.

All except j.

Form would only let me choose one - b, c, f, g all apply

None are required.

I allow more popular sources in this classes research paper because it can be hard to find more formal academic ones on sports.



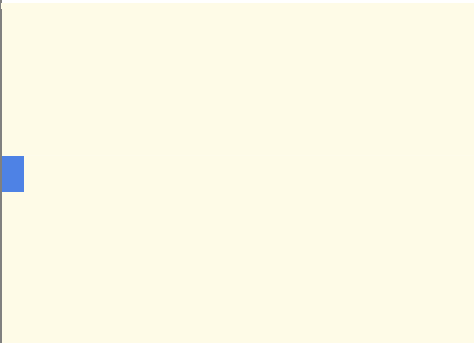
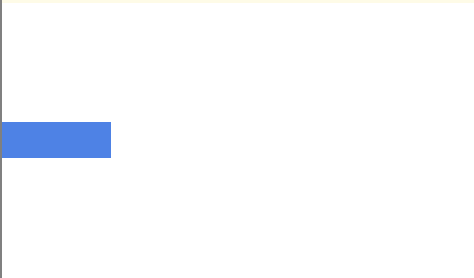
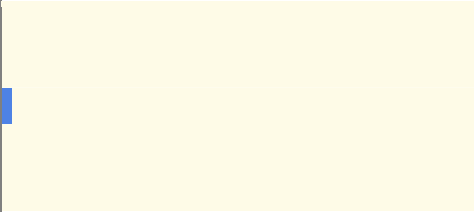

Students find any criminal justice news article on the internet and find a scholarly peer reviewed article, then compare the two.

The assignments are chiefly book analyses and summaries completed using guidelines from the class text.

They also employ their own data collection instruments

The focus in the assignments is not on research, but on proper application of APA format and proper citations.

11. Which statement best describes your policy for allowing students to revise?

| # | Answer | | Response | % |
|---|---|--|----------|------|
| 1 | a. No revisions are accepted after the paper is submitted. |  | 83 | 55% |
| 2 | b. Revisions are accepted if a student has misunderstood an assignment. |  | 16 | 11% |
| 3 | c. Revisions are allowed or required after the paper is submitted to correct errors or improve the paper (with no grade improvement). |  | 6 | 4% |
| 4 | d. Revisions are allowed or required after submission to correct errors or improve the paper (for grade improvement). |  | 35 | 23% |
| 5 | e. Revisions are allowed for a student to correct plagiarism errors. |  | 5 | 3% |
| 6 | f. Other (explain) |  | 6 | 4% |
| | Total | | 151 | 100% |

Comments:

I never allow revision for plagiarism - it is an automatic failure of the assignment.

Revisions are allowed if the student truly shows that they want to take the instructor's comments into consideration, in order to further their learning.

Do allow students to revise if they misunderstand assignment. Also can sometimes revise to improve grades--but not always--other factors may be involved--like whether handed in prior to deadline, the nature and type of errors in the paper, etc.

This will change, however, beginning in Fall 2012 as we move to this course serving as our upper-level writing requirement.

There is an opportunity for students to seek revision help during a class workshop and also submit specific questions about both their writing and citing their sources before submitting their papers for grading.

Additionally, revisions are allowed if the student turns the paper in before the assignment is due, as a pre-grading review.

I take class time and make appointments to assist students so that revisions should not be necessary.

In W131 I have moved away from revisions after a grade has been placed on a paper, unless the student has received below passing work. . . then I allow a revision to get them to a passing grade if I feel the circumstances are warranted (effort is evident).

These courses require long essays, but typically I teach 90 students per semester-- revisions are desirable, but simply not possible given the enrollment demands in this course.

Though paper revised for this reason cannot earn above half-credit

N/A - Students are not required to write papers.

Students go through a peer review/revision process. Students also may turn in drafts (although few do).

Revisions are allowed if the student turns the paper in before the assignment is due for me to review.

I use class time and individual appointments to assist students, therefore no revisions accepted

I assign what I refer to as a graded draft. If the student is satisfied with the grade, he or she can be done with it; however, most students need the revision to fully understand the requirements for content and citations.

In the senior seminar, students submit partial drafts of a bibliography and a portion of their final paper (I request half to 3/4 of their proposed paper outline). I provide comments on each to ensure that they correct errors before they submit a more polished final draft. Revisions are thus required, though typically students do not submit a complete draft of their paper for evaluation.

A thesis/abstract, draft and final paper are all required for the course research paper.

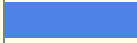

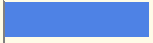

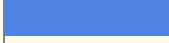





I use time in 3 classes in addition to individualized help so that work is acceptable without revision.

Revisions and rough drafts are employed across the entire class. Each section receives a full review - though the final project is not submitted as a draft.

Because I provide a sheet that describes "what counts" as far as the use of evidence; a clear list of what content I expect to see on a paper; AND I provide a resource that models correct Turabian citations (plus I hold out-of-class "Turabian nights" to help proofread students' citations), I have never encountered a student who claimed that they did not understand what was expected.

12. Do you require any of the following assignments (choose all that apply)? These assignments would generally be preliminary to a longer paper.*

***Early respondents were not able to choose multiple responses. See the comments for more information.**

| # | Answer | | Response | % |
|----|--|---|----------|-----|
| 1 | a. Proposal (detailing plans for a longer paper later in the course) |  | 21 | 28% |
| 2 | b. Progress report |  | 8 | 11% |
| 3 | c. Rough draft |  | 24 | 32% |
| 4 | d. Outline |  | 28 | 38% |
| 5 | e. Research question/thesis statement |  | 26 | 35% |
| 6 | f. Bibliography without annotations |  | 17 | 23% |
| 7 | g. Annotated bibliography |  | 14 | 19% |
| 8 | h. Journal |  | 13 | 18% |
| 9 | i. Blog |  | 4 | 5% |
| 10 | j. Other (Explain) |  | 11 | 15% |

Comments:

Not able to select more than one item. Progress report, Annotated bibliography, Journal

Rough draft and research question/thesis statement

Again, this question would not let me choose all that apply

Form would only let me choose one - c, e, i all apply

None are required.

Since the individual scripts become part of a longer production, group discussions determine the types of styles and scripts required.

Students have two annotated bib assignments. One assignment is a stand alone. The other is part of a larger assignment with a paper and poster.

None, though I do strongly recommend rough drafts and about 1/3 to 1/2 of most classes take me up on this.

No additional assignments

Must cite sources for information/images used in projects, not separate assignments

some data and information relevant to the experiment being performed

Again, could not choose all that apply. All excluding g, h, and i.

Progress report, Annotated bibliography, Journal

Reference Page

Form would only let me choose one - c, e, i all apply

None are required.

N/A - Students are not required to complete these type of assignments.

Optional rough draft that I will review up to one week before due date.

Students are scaffolded with many assignments from #1 What is your topic? #2 What is your Research Question, etc..

Have to have topic approved, but no formal proposal.

Research log

oral presentations about progress to compare notes on difficulties of research and writing.

none

looking up information and data prior to conducting the experiment

A, B, D., E, F.

Form would only let me choose one - a, c, d, f, g, h all apply

None.

grant proposal, forums, careplans

Class Powerpoint presentation

Oral debates in teams help to prepare students with skills at argumentation.

Used to require students to do a typical literature review paper (8-10 pages) on a topic in this course. When I did, they had to do either an outline or a concept map, then an annotated bibliography, then a rough draft, and then a final draft. However, current literature in the field is so specialized that students find this too difficult for most topics. In addition, it is difficult to do with 35 students. I now require a 6-7 page paper on a specific topic I select and for which I provide the sources. Their goal is to integrate and synthesize the sources, choose appropriate ideas from the sources to use in their papers, and do in-text citations and references in APA format. I've tried this once; they hated it, but it accomplished the goal of finding out who can and can't integrate and synthesize sources...I received so many complaints about this type of assignment that I will probably never do it again, even though I think it was an important way to stretch their thinking and writing skills.

13. Please add any further comments that will help us understand the nature of the writing you assign for this course.

I assign a weekly question about some main content in the chapter presented that week. The students are to respond to the question... using the text to support their answer. Then re-state what the text means by using real world examples to support their answer.

My course is a production practicum so students are primarily working on equipment.

Since I am teaching the writing process, students are required to turn in a thesis statement and outline, then a rough draft, and finally a final draft. And even then, if some students do not understand how to do the assignment requirements, I will encourage them to revise their papers for an improved grade.

students write two blogs over important questions in the course--for example: which step of the 4-step process is most important for PR. They write an outline in advance of the blog

I use discussion forums which may or may not have citations, annotated bibliographies and a 3-5 page paper that is then translated to a poster presentation.

I'd love to assign more, but in 45 student classes there is a limited amount I can handle.

Course project is divided into 3 separate papers that are collected/evaluated during the course of the term.

I provide students with a rubric that models a "good approach" for organizing essays, and I provide models of papers that received good grades to aid in student success.

This course's writing assignments are generally lesson plans, unit plans, and reflections.

writing in lab reports includes introduction, procedure, discussion, conclusion, and written answers to some questions

This course requires discussion forums and personal reflective journaling. Citations are required only for the teaching presentation and there is no written assignment to be handed in with this assignment.

APA -- group paper designed to help students locate and understand how to summarize a scholarly journal article (article must be in their major area of study) APA -- review of literature of limited scope (topic of their choosing) MLA -- literary criticism over the literary work we have been reading

Project is broken down into 3 separate papers that I collect/evaluate during course of semester

Students complete a blog entry for each day they are at their field experience. These entries are one piece of evidence or support in their final write-up

writing in lab reports includes introduction, procedure, discussion, conclusion, and written answers to some questions

Project is broken down into 3 individual papers that student prepares & turns into me for evaluation over the course of the term

This course is a class to help students understand how to analyze standards, write objectives, write lesson plans, and write unit plans.

Consider what is in the text about a famous computing person. Find other materials that you think should have been included. Let others comment on your find in the forum.

COMMENTS ON SURVEY RESPONSES

WHO RESPONDED?

Of the 80 faculty members who completed the survey, 71 completed it. The respondents came from all resident and adjunct faculty members teaching at IU Kokomo in Spring semester 2012. These faculty members represented 27 different disciplines and 134 courses.

WHO WERE THE STUDENTS?

A majority of the courses (51%) were required in the students' majors although some respondents were confused by how to determine what major was being referenced. Several of the courses were developmental courses required for students to advance to the introductory level. Courses meeting general education requirements and those serving as electives each received 18% of responses.

The class level of students was fairly well divided among primarily underclassmen (45%), primarily upperclassmen (36%) and distributed across all levels (19%). Occasional comments suggested that some lower-level students were misplaced in upper-level courses. Some upper-level classes suggested that the students were completing a capstone experience, probably as a cohort.

WHAT ARE STUDENTS WRITING?

One conclusion of the survey is that students are writing a wide variety of assignments. Although 15% of respondents indicated that their students were doing no formal writing in their classes, significant responses to types of assignments included reports (30%), analysis (36%), argument/persuasion (25%), reflective/personal (28%), research papers (30%), essay examination questions (29%), and responses to discussion questions (33%). The discussion questions often coincided with hybrid or online courses. Many other types of writing were also mentioned, including lab reports, PowerPoint presentations, summaries of interviews, grant writing, formal outlines, and scriptwriting.

Most assignments fell in the category of shorter assignments of 5 pages or less, with a significant decrease in responses for papers longer than 10 pages.

HOW ARE ASSIGNMENTS WEIGHTED?

The majority of respondents assigned from 11-50 % of the entire course grade to writing, with 16% citing 51-75% of the grade and 19% citing 76-100%. A clear majority of faculty graded students on their individual writing efforts (as opposed to group assignments). Even when faculty assigned group assignments, comments indicate that these assignments contain an individual component. Fully 93% of faculty answered that either all or most of the writing assignments were graded on individual effort and only 4% indicated that all or most of the writing assignments were graded primarily on group work.

WHAT EVIDENCE/DOCUMENTATION ARE STUDENTS USING?

Responses regarding required documentation formats varied, with 25% of respondents requiring no formal documentation, 18% requiring MLA format, and 29% requiring APA format. Some faculty (19%) reported accepting any recognized format. A handful of faculty reported using other documentation systems such as Turabian, ASA, Harvard, and Chicago. Several faculty reported that their assignments only required page citations to assigned reading.

Faculty were widely accepting of sources of evidence from a variety of scholarly sources (books, journals, statistics, interviews, and well-regarded websites). Of all respondents to this question, 29% of all courses required no research. Faculty were less accepting of sources such as general Internet websites (20%), Wikipedia (11%), and articles in popular sources. Several faculty pointed out that the type of assignment dictates whether more popular sources would be accepted.

WHAT PREWRITING AND REVISION PRACTICES DO STUDENTS EMPLOY?

A majority of faculty (55%) allow no revision after papers are submitted. Some faculty (23%) allowed students to revise with some grade improvement after submission. Faculty were less willing to allow revision for students committing plagiarism, for students who misunderstood assignments, and for revisions with no grade improvement. Faculty cited large class sizes and lack of time as reasons for infrequent revision opportunities for students. A number of faculty commented that students were welcome to submit drafts ahead of the due date for faculty comments.

In regards to preliminary assignments leading up to a final draft, faculty reported requiring such assignments as proposals (28%), rough drafts (32%), outlines (38%), research question/thesis statement (35%), and bibliographies (42%). Some faculty mentioned that they required students to get approval for topics, even if no other preliminary work was required.

FOR MORE INFORMATION

Appendix A includes all of the original faculty responses with statistical data. Both forms of the report will be distributed to the English faculty, to Dean Scott Jones (HSS), to Joann Kaiser, Director of Assessment, and to Kathy Ross, for posting on the CTLA Assessment website.

Initial Report

Last Modified: 03/19/2012

1. Please answer the following questions regarding the first of the three courses you have chosen. You may leave a question unanswered if it does not apply to your courses. You will then answer the same questions for Courses #2 and #3. Course #1 (please give the full course number with prefix, such as ENG-L202):

Text Response

SPCH S122

FINA-F100

EDUC E335 Introduction to Early Childhood Education

NURS B-244

B232

PSY P103 General Psychology

COAS-S 200

S473

PHIL P100

CSCI C106

COAS-E 105

Bus-L201

BUS-A201

NURS-B232

MATH-M126

BUS-K201

EDUC - E336

COAS -S104 Freshman Sem

INFO-300 Human Computer Interaction

C321

ENG-W132

Math M-117

testing

W131

NURS H-351

E335

T260 31551

ENG W131

| |
|--|
| CIS C-175 |
| ENG-W131 |
| Math-M3 |
| S100 |
| PSY-P103 |
| Speech C300 |
| PSY-P103 |
| W132 |
| SPCH- S233, Introduction to Public Relations |
| BUS-A202 |
| Nurs S484 |
| NURS - B249 |
| PSY-P459 |
| ENG-W132 |
| ENG-W231/321 |
| w131 |
| M464 Methods of Teaching Reading |
| MAT 118 |
| HIST H113 |
| PHIL P100 |
| Nurs B248 |
| Ger 112 |
| PHIL-P140 |
| EDUC P251 |
| S485 |
| SPEA-J301 |
| Eng W131 |
| MKTG 405:Consumer Behavior |
| EDUC-K205 |
| HIST- H105 |
| M117 |
| M446 |
| NURS-B233 |
| NMCM N201 |
| ECON-E202 |
| NMCN N261 |

| |
|---|
| BIOL-L 403 |
| Ger 111 |
| EDUC W200 |
| M007 |
| E325 |
| ENG-L 301 |
| Physics P100 |
| M007 |
| BIO-L211 |
| E303: Literatures in English: 1800-1900 |
| CHEM C343 |
| P211 |
| Info-I 101 |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 77 |

2. Is this course primarily

| # | Answer | Response | % |
|---|------------------------------------|----------|------|
| 1 | a. A required course in the major | 41 | 51% |
| 2 | b. A general education requirement | 18 | 23% |
| 3 | c. An elective | 10 | 13% |
| 4 | d. Other (describe) | 11 | 14% |
| | Total | 80 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 4 |
| Mean | 1.89 |
| Variance | 1.19 |
| Standard Deviation | 1.09 |
| Total Responses | 80 |

3. Comment:

| Text Response |
|---|
| both a. and b. equally. |
| Course for Returning Adult Students |
| course for at risk freshman |
| prerequisite for general education math |
| This is a corequisite to Math-M7 and to Math-M117. It is really just a registration device for getting students assigned to a required time in the IU Kokomo Math Lab so they can complete their assignments for their math class (M7 or M117). I do not make any additional assignments. |
| This is the "IUK Radio" course. |
| This course is required as part of a public relations concentration in the Communication Arts degree |
| 100% Online Course |
| (a) A required course in THE major. What major? A major in ethics? We don't have one. A major in nursing? I don't know. I don't know how to answer this question. |
| prerequisite for a general education requirement. |
| a required prerequisite for admission to the teacher ed program |
| Remedial |
| Elementary algebra for students not ready for the next level of algebra. |
| needed for entry to medical or dental school, or pharmacy |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 14 |

4. Are students in this course

| # | Answer | Response | % |
|---|---|----------|------|
| 1 | a. Primarily freshmen and sophomores? | 47 | 59% |
| 2 | b. Primarily juniors and seniors? | 21 | 27% |
| 3 | c. Distributed across all class levels? | 11 | 14% |
| | Total | 79 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.54 |
| Variance | 0.53 |
| Standard Deviation | 0.73 |
| Total Responses | 79 |

5. Comment:

Text Response

Sometimes more freshman/sophomores but typically mixed group of all levels.

This is a freshman learning community class.

I have primarily soph and juniors. No freshman.

Sophomores only.

first sem. freshman

senior level research course

It's designed as a course for freshmen and sophomores, but as it's a fairly new class, there are some juniors and seniors taking it since they couldn't before.

They should be at this level, the reality is that we still have sophomores and sometimes freshmen attempt to take this course (no prerequisites are in place).

sophomores, juniors, seniors

Sophomores

| Statistic | Value |
|-----------------|-------|
| Total Responses | 10 |

6. What type(s) of writing do you require in this course (choose all that are relevant)?

| # | Answer | Response | % |
|----|--|----------|-----|
| 1 | a. Summary (of a book or an article, for example) | 16 | 20% |
| 2 | b. Report (primarily conveying information) | 24 | 30% |
| 3 | c. Analysis | 30 | 38% |
| 4 | d. Review (e.g., of a book, film, or speaker) | 9 | 11% |
| 5 | e. Argument/persuasion | 21 | 27% |
| 6 | f. Reflective/personal | 24 | 30% |
| 7 | g. Research paper | 23 | 29% |
| 8 | h. Memo/letter | 1 | 1% |
| 9 | i. Essay questions for in-class examinations | 21 | 27% |
| 10 | j. Responses to discussion questions | 28 | 35% |
| 11 | k. Take-home essay examination | 7 | 9% |
| 12 | l. Other (Explain) | 11 | 14% |
| 13 | m. No formal writing assignments required (If you choose this option, you will automatically be sent to your second course.) | 12 | 15% |

| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 13 |
| Total Responses | 79 |

7. Comment:

Text Response

This is a hybrid course. Students write answers to questions which ask them to summarize or apply information covered in the online portion of the class. Usually they write about a page per chapter (total of about 12 pages in the semester). They also write a response to an in-class question, usually a paragraph or so, each week, so I can gauge their understanding.

Students write a grant.

I assign a weekly question about the chapter presented. The students are to support their answer with information from the text, and then support it with real world examples.

5-6 groups are formed and a topic is picked for a potential class service project. Each group member must research their topic and contribute to the info for the group presentation. Each group (and each member must present) prepares a 10-15 min presentation and attempts to convince the class that their topic is the best. Major details on how we can pull off the project must also be included in the presentations. Each group must include acceptable sources as well

Students in this course write video scripts.

Our primary focus for writing in this W131 class is to teach the MLA citation format and help the students understand how to write a summary, paraphrase, and a quote. We want them to learn to analyze the writings of others, how to conduct research, and how to write a persuasive paper.

Case studies and problem based learning scenarios.

I also have a dialogue assignment, where students must create a dialogue among famous psychologists that demonstrates relations among their ideas on the appropriate subject matter and methods of psychology.

PowerPoint Presentations

Descriptions of teaching strategies; i.e., lesson plans.

I require a 3 page review of one of the semester's course readings of their choice. In this they are required to explain not only the main and lesser themes/arguments, but also its style and organization and develop a critical opinion of the work.

they interview a homebound client and find out about their health problems, medications and identify safety issues in the home.

Case brief for criminal law

I assign an analytical paper in ECON-E202. It is designed to apply course theory to current events. It is focused on analysis and application of theory to answer specific questions, rather than on new research.

Grant proposal.

Students are required to write simple sentences in German.

Curriculum Unit (including rationale, lesson plans, reflections, etc.)

lab reports, and assigned questions

| Statistic | Value |
|-----------------|-------|
| Total Responses | 18 |

8. How many assignments in the course require responses of the following lengths (answer all that are relevant)? (A page is usually about 250 words.)

| # | Answer | Min Value | Max Value | Average Value | Standard Deviation | Responses |
|---|-----------------------|-----------|-----------|---------------|--------------------|-----------|
| 1 | a. Less than a page | 0.00 | 20.00 | 7.62 | 6.46 | 37 |
| 2 | b. 1-2 pages | 0.00 | 20.00 | 4.62 | 4.44 | 42 |
| 3 | c. 3-5 pages | 0.00 | 12.00 | 2.66 | 2.66 | 38 |
| 4 | d. 6-10 pages | 0.00 | 3.00 | 1.48 | 0.87 | 21 |
| 5 | e. 11-15 pages | 0.00 | 3.00 | 1.20 | 1.03 | 10 |
| 6 | f. More than 15 pages | 0.00 | 1.00 | 0.50 | 0.58 | 4 |

9. Comment:

Text Response

The number indicated is an average. Scripts may be longer or shorter depending on type.

The course requires a 2-5 page summary of all chapters read in the course, as well as a reflective paper at the end of the course.

This is not including essay exams.

1 essay of 3-5 pages, 3 exams with short answer writing.

In this course the weekly responses are 2-3 pages. The students also have a midterm exam (essay questions ~4-5 pages) and a research paper 10-15 pages. They also present a PowerPoint with a handout.

Homeworks and a research report inAPA format

| Statistic | Value |
|-----------------|-------|
| Total Responses | 6 |

10. Considering all of the writing assignments in your course, what do you estimate is the percentage of the grade in the course based upon writing?

| # | Answer | | Response | % |
|---|------------|--|----------|------|
| 1 | a. 0-5% | | 2 | 3% |
| 2 | b. 6-10% | | 6 | 9% |
| 3 | c. 11-25% | | 20 | 30% |
| 4 | d. 26-50% | | 16 | 24% |
| 5 | e. 51-75% | | 8 | 12% |
| 6 | f. 76-100% | | 14 | 21% |
| | Total | | 66 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 6 |
| Mean | 3.97 |
| Variance | 1.94 |
| Standard Deviation | 1.39 |
| Total Responses | 66 |

11. Comment:

| Text Response |
|---|
| 14% |
| weekly response papers/ group project/ job shadow paper (but I do not grade them as English papers) |
| about 1/3 or so of the assignments are writing based--but tend to also have a number of powerpoint presentations students must complete |
| The paper is usually 13-15% |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 4 |

12. How many of the writing assignments in your course are graded on each student's individual work?

| # | Answer | Response | % |
|---|---------|----------|------|
| 1 | a. All | 52 | 81% |
| 2 | b. Most | 9 | 14% |
| 3 | c. Some | 3 | 5% |
| 4 | d. Few | 0 | 0% |
| 5 | e. None | 0 | 0% |
| | Total | 64 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.23 |
| Variance | 0.28 |
| Standard Deviation | 0.53 |
| Total Responses | 64 |

13. Comment:

Text Response

except their job shadowing paper

| Statistic | Value |
|-----------------|-------|
| Total Responses | 1 |

14. How many of the writing assignments in your course are graded primarily on group work?

| # | Answer | Response | % |
|---|---------|----------|------|
| 1 | a. All | 1 | 2% |
| 2 | b. Most | 2 | 3% |
| 3 | c. Some | 3 | 5% |
| 4 | d. Few | 11 | 17% |
| 5 | e. None | 48 | 74% |
| | Total | 65 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 5 |
| Mean | 4.58 |
| Variance | 0.72 |
| Standard Deviation | 0.85 |
| Total Responses | 65 |

15. Comment:

Text Response

They must participate in a group online forum discussion, but they are graded on their individual posts only.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 1 |

16. Do your writing assignments require documentation (i.e., citations, in-text references, a bibliography or works cited page)?

| # | Answer | | Response | % |
|---|---|--|----------|------|
| 1 | a. No documentation required | | 14 | 22% |
| 2 | b. Documentation in MLA format | | 14 | 22% |
| 3 | c. Documentation in APA format | | 20 | 31% |
| 4 | d. Documentation in another format (describe) | | 6 | 9% |
| 5 | e. Any accepted format for documentation | | 11 | 17% |
| | Total | | 65 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 5 |
| Mean | 2.78 |
| Variance | 1.83 |
| Standard Deviation | 1.35 |
| Total Responses | 65 |

17. Comment:

Text Response

Informal documentation--students need to tell me where they got the information. If they use direct quotes, they need to use quotation marks and tell me the source and page number. I also accept something like, "In the video about memory, I learned that..."

service project paper

Either MLA or APA is fine

Documentation in both MLA and APA

Some writing assignments require appropriate references from the text by providing page numbers.

Nursing care plan formats

Both MLA and APA

All citations come from the assigned reading so none are required other than the page number.

I use a simplified parenthetical citation format so that it does not prejudice one citation style over another in survey courses. While citation of sources is required, no student can claim that lack of familiarity with a citation format is a reason for doing poorly on the assignment.

We use documentation from a specific scientific journal (Genetics).

| Statistic | Value |
|-----------------|-------|
| Total Responses | 10 |

18. If you assign students to do research as part of their writing, what forms of evidence are acceptable (choose all that apply)?

| # | Answer | | Response | % |
|----|--|--|----------|-----|
| 1 | a. I do not require research | | 18 | 27% |
| 2 | b. Books | | 31 | 47% |
| 3 | c. Articles in scholarly sources | | 38 | 58% |
| 4 | d. Articles in popular sources | | 15 | 23% |
| 5 | e. Statistics | | 17 | 26% |
| 6 | f. Interviews | | 22 | 33% |
| 7 | g. Internet websites from educational, museum, or government sources | | 34 | 52% |
| 8 | h. Internet websites from corporate sources | | 15 | 23% |
| 9 | i. General Internet websites | | 12 | 18% |
| 10 | j. Wikipedia and other popular reference sources | | 8 | 12% |
| 11 | k. Other (describe) | | 4 | 6% |

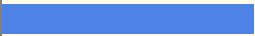





| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 11 |
| Total Responses | 66 |

19. Comment:

| Text Response |
|--|
| It wouldn't let me choose all that apply. B., C., D., F., G., I. |
| Not able to choose more than one site. Books, Interviews, |
| They don't have to go find sources--I give them online work to do, and then ask them questions about it. They have to write out answers to those questions, integrating information from their readings and online activities. |
| It would not let me select more than one. I also accept: C,D,E,F,G,H,I as long as it is cited. |
| Every time I chose more than one, it erased the previous response. All areas can be used in my classes. |
| This question would not let me choose all that apply |
| Form would only let me choose one - a, b, c, f, g all apply |
| most of their research is case law |
| It partly depends on what type of claim they are presenting evidence to support. |
| A variety of sources for support, including both primary and secondary sources. |
| I have had papers that include the citations of music and movies as well. |
| Not in this class. |
| I have students select and read about a top crime from a website I give them. Then they must find scholarly peer reviewed article on that topic and write their paper. The purpose is to encourage students to understand that non-scholarly sources often contradict , or at a minimum are not supported by the research. |
| One-on-one tutoring or teaching of a student with exceptional needs |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 14 |

20. Which statement best describes your policy for allowing students to revise?

| # | Answer | | Response | % |
|---|---|---|----------|------|
| 1 | a. No revisions are accepted after the paper is submitted. |  | 35 | 53% |
| 2 | b. Revisions are accepted if a student has misunderstood an assignment. |  | 8 | 12% |
| 3 | c. Revisions are allowed or required after the paper is submitted to correct errors or improve the paper (with no grade improvement). |  | 2 | 3% |
| 4 | d. Revisions are allowed or required after submission to correct errors or improve the paper (for grade improvement). |  | 15 | 23% |
| 5 | e. Revisions are allowed for a student to correct plagiarism errors. |  | 4 | 6% |
| 6 | f. Other (explain) |  | 2 | 3% |
| | Total | | 66 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 6 |
| Mean | 2.26 |
| Variance | 2.47 |
| Standard Deviation | 1.57 |
| Total Responses | 66 |

21. Comment:

Text Response

I never allow revision for plagerism - it is an automatic failure of the assignment.

Revisions are allowed if the student truly shows that they want to take the instructor,s comments into consideration, in order to further their learning.

Do allow students to revise if they misunderstand assignment. Also can sometimes revise to improve grades--but not always--other factors may be involved--like whether handed in prior to deadline, the nature and type of errors in the paper, etc.

This will change, however, beginning in Fall 2012 as we move to this course serving as our upper-level writing requirement.

There is an opportunity for students to seek revision help during a class workshop and also submit specific questions about both their writing and citing their sources before submitting their papers for grading.

Additionally, revisions are allowed if the student turns the paper in before the assignment is due, as a pre-grading review.

I take class time and make appointments to assist students so that revisions should not be necessary.



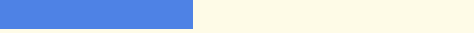

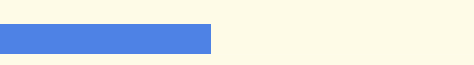



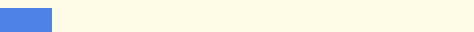

In W131 I have moved away from revisions after a grade has been placed on a paper, unless the student has received below passing work. . . then I allow a revision to get them to a passing grade if I feel the circumstances are warranted (effort is evident).

These courses require long essays, but typically I teach 90 students per semester-- revisions are desirable, but simply not possible given the enrollment demands in this course.

Though paper revised for this reason cannot earn above half-credit

| Statistic | Value |
|-----------------|-------|
| Total Responses | 10 |

22. Do you require any of the following assignments (choose all that apply)? These assignments would generally be preliminary to a longer paper.

| # | Answer | | Response | % |
|----|--|--|----------|-----|
| 1 | a. Proposal (detailing plans for a longer paper later in the course) |  | 9 | 33% |
| 2 | b. Progress report |  | 1 | 4% |
| 3 | c. Rough draft |  | 11 | 41% |
| 4 | d. Outline |  | 13 | 48% |
| 5 | e. Research question/thesis statement |  | 12 | 44% |
| 6 | f. Bibliography without annotations |  | 8 | 30% |
| 7 | g. Annotated bibliography |  | 8 | 30% |
| 8 | h. Journal |  | 5 | 19% |
| 9 | i. Blog |  | 3 | 11% |
| 10 | j. Other (Explain) |  | 1 | 4% |

| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 10 |
| Total Responses | 27 |

23. Comment:

Text Response

Not able to select more than one item. Progress report, Annotated bibliography, Journal

Rough draft and research question/thesis statement

Again, this question would not let me choose all that apply

Form would only let me choose one - c, e, i all apply

None are required.

Since the individual scripts become part of a longer production, group discussions determine the types of styles and scripts required.

Students have two annotated bib assignments. One assignment is a stand alone. The other is part of a larger assignment with a paper and poster.

None, though I do strongly recommend rough drafts and about 1/3 to 1/2 of most classes take me up on this.

No additional assignments

Must cite sources for information/images used in projects, not separate assignments

some data and information relevant to the experiment being performed

| Statistic | Value |
|-----------------|-------|
| Total Responses | 11 |

24. Please add any further comments that will help us understand the nature of the writing you assign for this course.

Text Response

I assign a weekly question about some main content in the chapter presented that week. The students are to respond to the question... using the text to support their answer. Then re-state what the text means by using real world examples to support their answer.

My course is a production practicum so students are primarily working on equipment.

Since I am teaching the writing process, students are required to turn in a thesis statement and outline, then a rough draft, and finally a final draft. And even then, if some students do not understand how to do the assignment requirements, I will encourage them to revise their papers for an improved grade.

students write two blogs over important questions in the course--for example: which step of the 4-step process is most important for PR. They write an outline in advance of the blog

I use discussion forums which may or may not have citations, annotated bibliographies and a 3-5 page paper that is then translated to a poster presentation.

I'd love to assign more, but in 45 student classes there is a limited amount I can handle.

Course project is divided into 3 separate papers that are collected/evaluated during the course of the term.

I provide students with a rubric that models a "good approach" for organizing essays, and I provide models of papers that received good grades to aid in student success.

This course's writing assignments are generally lesson plans, unit plans, and reflections.

writing in lab reports includes introduction, procedure, discussion, conclusion, and written answers to some questions

| Statistic | Value |
|-----------------|-------|
| Total Responses | 10 |

25. Please answer the following questions regarding the second of the three courses you have chosen. You may leave a question unanswered if it does not apply to your courses. You will then answer the same questions for Course #3. Course #2 (please give the full course number with prefix, such as ENG-L202):

Text Response

SPCH S229

FINA-S280

EDUC E336 Play as Development

NURS S-470

PSY P216 Lifespan Developmental Psychology

B248

PHIL P140

CHEM-C 390 Sustainability

Bus-L303

BUS F301

N.A. My other classes are labs and clinicals.

MATH-M125

COAS E103

NMCM-201

SPCH-S228

ENG-L202

NURS H-352

Speech - S121

same as first

S470

P324

PSY P211

CMLT C-190

COAS-I100, Introduction to International Studies

BUS-A422

Nurs S485





PSY-P326

ENG-W131

| |
|--|
| spch - S121 |
| M440 Student Teaching Seminar |
| M215 |
| HIST B361 |
| PHIL P140 |
| PHIL P100 |
| EDUC P255 |
| S481 |
| SPEA-J321 |
| Eng W132 |
| MKTG 415: Advertising and Promotion |
| EDUC-E335 |
| COAS S400 |
| Math M134 |
| M457 |
| NMCM N411 |
| ECON-E201 |
| NMCN N250 |
| MICR-M 310 |
| Ger 112 |
| EDUC Q200 |
| M117 |
| Physics P201 |
| M117 |
| BIO-L213 |
| E304 Literatures in English from 1900 to Present |
| CHEM C344 |
| P216 |
| Info-I 303 |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 57 |

26. Is this course primarily

| # | Answer | | Response | % |
|---|------------------------------------|---|----------|------|
| 1 | a. A required course in the major |  | 34 | 60% |
| 2 | b. A general education requirement |  | 7 | 12% |
| 3 | c. An elective |  | 8 | 14% |
| 4 | d. Other (describe) |  | 8 | 14% |
| | Total | | 57 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 4 |
| Mean | 1.82 |
| Variance | 1.29 |
| Standard Deviation | 1.14 |
| Total Responses | 57 |

27. Comment:

Text Response

It is also a required course for other majors (especially Nursing).

Do not teach any other classes.

It is required for Accounting majors and an elective for everyone else.

Prerequisite for courses in major

I do not teach any other courses.

second sem at risk learning community

Also attracts nonmajors.

same as first

Introduction to Film

Although this course is a gateway course to the international studies minor

What major? "The" major is ambiguous.

Senior Seminar ("capstone" for History/Political Science majors)

a prerequisite for admission to the teacher ed program

Entry level/remedial




required for majors other than physics

mostly for entry to dental & medical school, and pharmacy also for chemistry major

It is both a required course for psychology majors and for nursing students; for others it is an elective.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 18 |

28. Are students in this course

| # | Answer | | Response | % |
|---|---|---|----------|------|
| 1 | a. Primarily freshmen and sophomores? |  | 21 | 37% |
| 2 | b. Primarily juniors and seniors? |  | 24 | 42% |
| 3 | c. Distributed across all class levels? |  | 12 | 21% |
| | Total | | 57 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.84 |
| Variance | 0.56 |
| Standard Deviation | 0.75 |
| Total Responses | 57 |

29. Comment:

Text Response

Most of the students are Purdue students as it is a requirement for them. IUK students take it as an elective.

Mostly sophomores and juniors.

2nd sem freshman

Only Seniors

students tend to take across the class levels

Senior level course in Professional Growth and Development

All enrolled are simultaneously completing their student teaching semester.

However, some are juniors and seniors and post-bacs



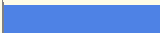

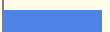








Should be a freshman / sophomore class but many students put it off until senior or junior year.

They should be at this level, the reality is that we still have sophomores and sometimes freshmen attempt to take this course (no prerequisites are in place).

sophomores, juniors, seniors

| Statistic | Value |
|-----------------|-------|
| Total Responses | 11 |

30. What type(s) of writing do you require in this course (choose all that are relevant)?

| # | Answer | | Response | % |
|----|---|---|----------|-----|
| 1 | a. Summary (of a book or an article, for example) |  | 7 | 12% |
| 2 | b. Report (primarily conveying information) |  | 17 | 29% |
| 3 | c. Analysis |  | 20 | 34% |
| 4 | d. Review (e.g., of a book, film, or speaker) |  | 6 | 10% |
| 5 | e. Argument/persuasion |  | 12 | 21% |
| 6 | f. Reflective/personal |  | 15 | 26% |
| 7 | g. Research paper |  | 18 | 31% |
| 8 | h. Memo/letter |  | 1 | 2% |
| 9 | i. Essay questions for in-class examinations |  | 18 | 31% |
| 10 | j. Responses to discussion questions |  | 23 | 40% |
| 11 | k. Take-home essay examination |  | 6 | 10% |
| 12 | l. Other (Explain) |  | 6 | 10% |
| 13 | m. No formal writing assignments required (If you choose this option, you will automatically be sent to your third course.) |  | 8 | 14% |

| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 13 |
| Total Responses | 58 |

31. Comment:

Text Response

The research paper is actually a group project and presentation.

This is an accelerated hybrid course. Students write responses to questions posed in the online portion of the class. They also write in-class responses to a question I pose (to help me gauge their understanding of the material).

Care plans

No scholarly writing in Nursing Labs.

I only instruct the MW 5:30 to 6:45pm BUS-K201 Course.

In speech class, the students give 5 speeches. For each speech, they are required to prepare a formal outline written in complete sentences and then on speech day, they prepare speaking notes for themselves on 3 X 5 cards. They are also required to turn in one written paper which is a speech critique of another speaker.

Students write a journal in the course and as part of it must analyze a media source about a relevant topic and a website

Students complete a portfolio for employment which requires a letter and resume

Since this is a speech class, the final product is an oral presentation. They are required to turn in a prep and speaking outlines.

Just noticed there was an option for in-class essays. I assign these in my first class H114 also.

Students also prepare recommended advertising and promotion strategies for firm to use as well as a detailed plan for implementing these strategies

Students are required to write simple sentences, translate sentences, a give simple answers to simple questions.

Weekly lab reports.

lab reports & assigned post-lab questions

I have several homework assignments that require about a page-worth of writing each; they are a series of short responses to a series of questions. I otherwise do not require writing in this course anymore because it caps at 45 students and typically the classes are full.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 15 |

32. How many assignments in the course require responses of the following lengths (answer all that are relevant)? (A page is usually about 250 words.)

| # | Answer | Min Value | Max Value | Average Value | Standard Deviation | Responses |
|---|-----------------------|-----------|-----------|---------------|--------------------|-----------|
| 1 | a. Less than a page | 0.00 | 20.00 | 6.10 | 5.33 | 29 |
| 2 | b. 1-2 pages | 1.00 | 14.00 | 4.00 | 3.21 | 25 |
| 3 | c. 3-5 pages | 1.00 | 8.00 | 2.71 | 2.12 | 21 |
| 4 | d. 6-10 pages | 1.00 | 15.00 | 2.54 | 3.99 | 13 |
| 5 | e. 11-15 pages | 0.00 | 3.00 | 1.43 | 1.13 | 7 |
| 6 | f. More than 15 pages | 0.00 | 1.00 | 0.50 | 0.55 | 6 |

33. Comment:

Text Response

No formal written assignment is assigned to the BUS-K201 students.

Students write a journal with approximately 15 entries that may be about 11-15 pages in length or more. Students also complete about 5 discussion questions in class--to consider and reflect on a quote or particular question over the readings.

Final project is a research report in the form of an e-Poster (power point slides).

Again, not including in class essays that don't have an assigned length.

3-4 exams require short answer writing and/or discussion question writing

Page size is more typically set by the number of plots.

In this course the weekly responses are 2-3 pages. The students also have a midterm exam (essay questions ~4-5 pages) and a research paper 10-15 pages. They also present a PowerPoint with a handout.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 7 |

34. Considering all of the writing assignments in your course, what do you estimate is the percentage of the grade in the course based upon writing?

| # | Answer | | Response | % |
|---|------------|--|----------|------|
| 1 | a. 0-5% | | 4 | 8% |
| 2 | b. 6-10% | | 4 | 8% |
| 3 | c. 11-25% | | 17 | 33% |
| 4 | d. 26-50% | | 9 | 18% |
| 5 | e. 51-75% | | 9 | 18% |
| 6 | f. 76-100% | | 8 | 16% |
| | Total | | 51 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 6 |
| Mean | 3.76 |
| Variance | 2.14 |
| Standard Deviation | 1.46 |
| Total Responses | 51 |

35. Comment:

Text Response

This course qualifies as writing intensive course.

But students also complete a podcast assignment that requires a fair bit of writing in stages before final completion

The other 25% usually consists of class participation.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 3 |

36. How many of the writing assignments in your course are graded on each student's individual work?

| # | Answer | Response | % |
|---|---------|----------|------|
| 1 | a. All | 31 | 62% |
| 2 | b. Most | 15 | 30% |
| 3 | c. Some | 2 | 4% |
| 4 | d. Few | 1 | 2% |
| 5 | e. None | 1 | 2% |
| | Total | 50 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 5 |
| Mean | 1.52 |
| Variance | 0.70 |
| Standard Deviation | 0.84 |
| Total Responses | 50 |

37. Comment:

Text Response

Students are not given writing assignments.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 1 |

38. How many of the writing assignments in your course are graded primarily on group work?

| # | Answer | Response | % |
|---|---------|----------|------|
| 1 | a. All | 0 | 0% |
| 2 | b. Most | 2 | 4% |
| 3 | c. Some | 4 | 8% |
| 4 | d. Few | 11 | 22% |
| 5 | e. None | 33 | 66% |
| | Total | 50 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 2 |
| Max Value | 5 |
| Mean | 4.50 |
| Variance | 0.66 |
| Standard Deviation | 0.81 |
| Total Responses | 50 |

39. Comment:

Text Response

Participation in group online discussion forum is required, but only individual postings are graded.

Only one is -- and even with the group project the student controls most of his or her own grade.

They do the lab in groups but each student does their own report.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 3 |

40. Do your writing assignments require documentation (i.e., citations, in-text references, a bibliography or works cited page)?

| # | Answer | | Response | % |
|---|---|--|----------|------|
| 1 | a. No documentation required | | 15 | 30% |
| 2 | b. Documentation in MLA format | | 7 | 14% |
| 3 | c. Documentation in APA format | | 14 | 28% |
| 4 | d. Documentation in another format (describe) | | 5 | 10% |
| 5 | e. Any accepted format for documentation | | 9 | 18% |
| | Total | | 50 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 5 |
| Mean | 2.72 |
| Variance | 2.12 |
| Standard Deviation | 1.46 |
| Total Responses | 50 |

41. Comment:

Text Response

Informal documentation (see description of my P103 accelerated hybrid course).

Students are not given writing assignments which require documentation. Students are taught how to create bibliographies within the Word application using a standard assignment template.

except on their project

Students are required to purchase and use the ASA Style Manual (sociology)

Not all assignments require citations. Work is cited only if the student uses it in a discussion forum. Citations are optional in that assignment.

The last paper is a research paper which introduces the students to MLA to prepare them for W132.

Chicago Manual of Style/Turabian

One paper is in MLA and two are in APA.

Chicago/Turabian format is used in upper division History courses.

Harvard style.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 10 |

42. If you assign students to do research as part of their writing, what forms of evidence are acceptable (choose all that apply)?

| # | Answer | | Response | % |
|----|--|--|----------|-----|
| 1 | a. I do not require research | | 16 | 34% |
| 2 | b. Books | | 22 | 47% |
| 3 | c. Articles in scholarly sources | | 26 | 55% |
| 4 | d. Articles in popular sources | | 8 | 17% |
| 5 | e. Statistics | | 17 | 36% |
| 6 | f. Interviews | | 15 | 32% |
| 7 | g. Internet websites from educational, museum, or government sources | | 20 | 43% |
| 8 | h. Internet websites from corporate sources | | 11 | 23% |
| 9 | i. General Internet websites | | 8 | 17% |
| 10 | j. Wikipedia and other popular reference sources | | 5 | 11% |
| 11 | k. Other (describe) | | 5 | 11% |

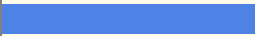





| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 11 |
| Total Responses | 47 |

43. Comment:

| |
|--|
| Text Response |
| All except J. |
| Books, Interviews, Internet from educational sources |
| Form would only let me choose one - a, b, c, f, g all apply |
| My students do have to conduct research for their speeches, and they are required to document their sources, but these aren't typical written papers - the documentation appears in their outlines and in their power point presentations. |
| C is mandatory, G is supplementary |
| Wall Street Journal, Business Week, Fortune, Forbes, etc.as well as trade publications relating to topic of paper |
| Field Experience |
| Records available in historical archives. |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 8 |

44. Which statement best describes your policy for allowing students to revise?

| # | Answer | | Response | % |
|---|---|---|----------|------|
| 1 | a. No revisions are accepted after the paper is submitted. |  | 26 | 53% |
| 2 | b. Revisions are accepted if a student has misunderstood an assignment. |  | 5 | 10% |
| 3 | c. Revisions are allowed or required after the paper is submitted to correct errors or improve the paper (with no grade improvement). |  | 2 | 4% |
| 4 | d. Revisions are allowed or required after submission to correct errors or improve the paper (for grade improvement). |  | 12 | 24% |
| 5 | e. Revisions are allowed for a student to correct plagiarism errors. |  | 1 | 2% |
| 6 | f. Other (explain) |  | 3 | 6% |
| | Total | | 49 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 6 |
| Mean | 2.31 |
| Variance | 2.68 |
| Standard Deviation | 1.64 |
| Total Responses | 49 |

45. Comment:

Text Response

N/A - Students are not required to write papers.

Students go through a peer review/revision process. Students also may turn in drafts (although few do).

Revisions are allowed if the student turns the paper in before the assignment is due for me to review.



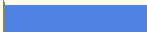

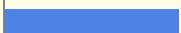





I use classtime and individual appointments to assist students, therefore no revisions accepted

I assign what I refer to as a graded draft. If the student is satisfied with the grade, he or she can be done with it; however, most students need the revision to fully understand the requirements for content and citations.

In the senior seminar, students submit partial drafts of a bibliography and a portion of their final paper (I request half to 3/4 of their proposed paper outline). I provide comments on each to ensure that they correct errors before they submit a more polished final draft. Revisions are thus required, though typically students do not submit a complete draft of their paper for evaluation.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 6 |

46. Do you require any of the following assignments (choose all that apply)? These assignments would generally be preliminary to a longer paper.

| # | Answer | | Response | % |
|----|--|---|----------|-----|
| 1 | a. Proposal (detailing plans for a longer paper later in the course) |  | 6 | 20% |
| 2 | b. Progress report |  | 5 | 17% |
| 3 | c. Rough draft |  | 9 | 30% |
| 4 | d. Outline |  | 11 | 37% |
| 5 | e. Research question/thesis statement |  | 11 | 37% |
| 6 | f. Bibliography without annotations |  | 4 | 13% |
| 7 | g. Annotated bibliography |  | 5 | 17% |
| 8 | h. Journal |  | 7 | 23% |
| 9 | i. Blog |  | 1 | 3% |
| 10 | j. Other (Explain) |  | 6 | 20% |

| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 10 |
| Total Responses | 30 |

47. Comment:

| Text Response |
|--|
| Again, could not choose all that apply. All excluding g, h, and i. |
| Progress report, Annotated bibliography, Journal |
| Reference Page |
| Form would only let me choose one - c, e, i all apply |
| None are required. |
| N/A - Students are not required to complete these type of assignments. |
| Optional rough draft that I will review up to one week before due date. |
| Students are scaffolded with many assignments from #1 What is your topic? #2 What is your Research Question, etc.. |
| Have to have topic approved, but no formal proposal. |
| Research log |
| oral presentations about progress to compare notes on difficulties of research and writing. |
| none |
| looking up information and data prior to conducting the experiment |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 13 |

48. Please add any further comments that will help us understand the nature of the writing you assign for this course.

| Text Response |
|---|
| This course requires discussion forums and personal reflective journaling. Citations are required only for the teaching presentation and there is no written assignment to be handed in with this assignment. |
| APA -- group paper designed to help students locate and understand how to summarize a scholarly journal article (article must be in their major area of study) APA -- review of literature of limited scope (topic of their choosing) MLA -- literary criticism over the literary work we have been reading (Les Miserables, Twain's short stories, etc.) |
| Project is broken down into 3 separate papers that I collect/evaluate during course of semester |
| Students complete a blog entry for each day they are at their field experience. These entries are one piece of evidence or support in their final writeup |
| writing in lab reports includes introduction, procedure, discussion, conclusion, and written answers to some questions |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 5 |

49. Please answer the following questions regarding the third of the three courses you have chosen. You may leave a question unanswered if it does not apply to your courses. Course #3 (please give the full course number with prefix, such as ENG-L202):

Text Response

SPCH 205

FINA-S230

None--I teach only 2 classes regularly.

H364

PHIL P342

CHEM_C 390 - Environmental Science

Bus L-406

BUS-F302

NA

MATH-M117

COAS F101 Folklore

NMCM 345

SPCH-S121

ENG-L352

same again

PSY-P381

PSY-P319

CMLT 390 - C390

S121

BUS-W100

Nurs S473

PSY-P216

E341 Methods of Teaching Reading in the Elementary School II

M216

HIST H425 Global History of Modern Sport

REL R212

HON 399

S482

SPEA-J101

| |
|---|
| Eng L390 |
| MKTG 450: Marketing Strategy & Policy |
| EDUC-M440 |
| HIST A382 |
| M313 |
| none |
| BUS-K201 |
| NMCN N372 |
| BIOL-L 211 |
| Ger 204 |
| Astronomy A110 |
| BIO-L100 |
| ENGL –L381 Recent Writing: 21st-century Authors |
| CHEM C342 |
| Psy - P335 |
| Info-I 310 |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 45 |

50. Is this course primarily

| # | Answer | Response | % |
|---|------------------------------------|----------|------|
| 1 | a. A required course in the major | 17 | 40% |
| 2 | b. A general education requirement | 7 | 16% |
| 3 | c. An elective | 15 | 35% |
| 4 | d. Other (describe) | 4 | 9% |
| | Total | 43 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 4 |
| Mean | 2.14 |
| Variance | 1.12 |
| Standard Deviation | 1.06 |
| Total Responses | 43 |

51. Comment:

Text Response

satisfies the ethics requirement, but often taken as elective or for philosophy minor

Remedial

I have only taught 2 courses.

same again

Film Genre - Science Fiction

This is a clinical course

It is both a required course for psychology and many other majors (e.g., nursing) and an elective for many other students.

I'm only teaching the one course.

I HAVE ONLY TAUGHT THESE TWO COURSES

Can also be counted as B above for some other majors I believe

Ann, right now I am only teaching two classes regularly.

I have taught W200 and Q200 multiple times each. However, the other courses I have taught here have been just once each.

I am an adjunct and have only taught two courses so far.

needed for entry to medical and dental school, and pharmacy also for chemistry majors

Psychology majors are required to take two from among the cluster of : Psy-P335 Cognitive, Psy-P325 Learning, Psy-P326 Neuroscience

| Statistic | Value |
|-----------------|-------|
| Total Responses | 15 |

52. Are students in this course

| # | Answer | Response | % |
|---|---|----------|------|
| 1 | a. Primarily freshmen and sophomores? | 12 | 28% |
| 2 | b. Primarily juniors and seniors? | 20 | 47% |
| 3 | c. Distributed across all class levels? | 11 | 26% |
| | Total | 43 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.98 |
| Variance | 0.55 |
| Standard Deviation | 0.74 |
| Total Responses | 43 |

53. Comment:

Text Response

N/A

not often freshman but commonly sophomore, junior and senior

These student are first semester seniors



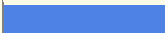

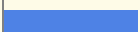








Senior only class conducted as a seminar during their student teaching

They should be at this level, the reality is that we still have sophomores and sometimes freshmen attempt to take this course (no prerequisites are in place).

sophomores, juniors, seniors

| Statistic | Value |
|-----------------|-------|
| Total Responses | 6 |

54. What type(s) of writing do you require in this course (choose all that are relevant)?

| # | Answer | | Response | % |
|----|---|---|----------|-----|
| 1 | a. Summary (of a book or an article, for example) |  | 10 | 22% |
| 2 | b. Report (primarily conveying information) |  | 14 | 30% |
| 3 | c. Analysis |  | 16 | 35% |
| 4 | d. Review (e.g., of a book, film, or speaker) |  | 3 | 7% |
| 5 | e. Argument/persuasion |  | 13 | 28% |
| 6 | f. Reflective/personal |  | 12 | 26% |
| 7 | g. Research paper |  | 13 | 28% |
| 8 | h. Memo/letter |  | 1 | 2% |
| 9 | i. Essay questions for in-class examinations |  | 14 | 30% |
| 10 | j. Responses to discussion questions |  | 10 | 22% |
| 11 | k. Take-home essay examination |  | 4 | 9% |
| 12 | l. Other (Explain) |  | 6 | 13% |
| 13 | m. No formal writing assignments required (If you choose this option, you will automatically be sent to the end of the survey.) |  | 8 | 17% |

| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 13 |
| Total Responses | 46 |

55. Comment:

Text Response

care plans

Students complete preparation outlines for each speech--there are four altogether in complete sentences--which are completed before speeches. They also do a speech critique of peers and of a professional or outside speaker

This class requires discussion forums and reflective journaling on clinical experiences. Students also create careplans and write a grant proposal.

Descriptions of instructional strategies; i.e. lesson plans.

Students also prepare recommended marketing strategies for firm to adopt as well as develop a detailed plan for implementing these strategies. They also develop a detailed media plan/schedule.

Students complete a research project and presentation of their findings.

Students also hold in-class debates in which teams are formed; they are allowed to submit to me preliminary notes to illustrate their preparation for the debate, and students who have an excused absence may submit a paper in lieu of participating orally.

This is a computer class that has assignments focused on formatting letters, memos, research papers, etc.

Students are required to write a simple summary in German of a story or a film. Students are required to write a simple reflection essay in German about some event in their lives.

I include a mix of writing assignments to balance out the homework assignments for those that are mathematically challenged. For example, write a travel guide entry for the place in the solar system (beyond Earth) that they would most like to visit.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 10 |

56. How many assignments in the course require responses of the following lengths (answer all that are relevant)? (A page is usually about 250 words.)

| # | Answer | Min Value | Max Value | Average Value | Standard Deviation | Responses |
|---|-----------------------|-----------|-----------|---------------|--------------------|-----------|
| 1 | a. Less than a page | 0.00 | 12.00 | 5.40 | 4.03 | 20 |
| 2 | b. 1-2 pages | 0.00 | 14.00 | 4.95 | 3.73 | 21 |
| 3 | c. 3-5 pages | 0.00 | 5.00 | 1.92 | 1.55 | 13 |
| 4 | d. 6-10 pages | 1.00 | 3.00 | 1.46 | 0.66 | 13 |
| 5 | e. 11-15 pages | 1.00 | 3.00 | 1.75 | 0.96 | 4 |
| 6 | f. More than 15 pages | 0.00 | 1.00 | 0.50 | 0.71 | 2 |

57. Comment:

Text Response

final exam

5 outlines; one final exam

In this course the weekly responses are 2-3 pages. The students also have a midterm exam (essay questions ~4-5 pages) and a research paper 10-15 pages. They also present a PowerPoint with a handout.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 3 |

58. Considering all of the writing assignments in your course, what do you estimate is the percentage of the grade in the course based upon writing?

| # | Answer | | Response | % |
|---|------------|--|----------|------|
| 1 | a. 0-5% | | 3 | 8% |
| 2 | b. 6-10% | | 2 | 5% |
| 3 | c. 11-25% | | 11 | 30% |
| 4 | d. 26-50% | | 7 | 19% |
| 5 | e. 51-75% | | 7 | 19% |
| 6 | f. 76-100% | | 7 | 19% |
| | Total | | 37 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 6 |
| Mean | 3.92 |
| Variance | 2.24 |
| Standard Deviation | 1.50 |
| Total Responses | 37 |

59. Comment:

Text Response

| Statistic | Value |
|-----------------|-------|
| Total Responses | 0 |

60. How many of the writing assignments in your course are graded on each student's individual work?

| # | Answer | | Response | % |
|---|---------|--|----------|------|
| 1 | a. All | | 24 | 65% |
| 2 | b. Most | | 10 | 27% |
| 3 | c. Some | | 3 | 8% |
| 4 | d. Few | | 0 | 0% |
| 5 | e. None | | 0 | 0% |
| | Total | | 37 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.43 |
| Variance | 0.42 |
| Standard Deviation | 0.65 |
| Total Responses | 37 |

61. Comment:

Text Response

| Statistic | Value |
|-----------------|-------|
| Total Responses | 0 |

62. How many of the writing assignments in your course are graded primarily on group work?

| # | Answer | Response | % |
|---|---------|----------|------|
| 1 | a. All | 0 | 0% |
| 2 | b. Most | 1 | 3% |
| 3 | c. Some | 4 | 11% |
| 4 | d. Few | 9 | 24% |
| 5 | e. None | 24 | 63% |
| | Total | 38 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 2 |
| Max Value | 5 |
| Mean | 4.47 |
| Variance | 0.63 |
| Standard Deviation | 0.80 |
| Total Responses | 38 |

63. Comment:

Text Response

a group reading summary/presentation is the only typical group grade

Only one -- the students read aloud to a group of children in the childcare center and summarize and reflect on the experience.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 2 |

64. Do your writing assignments require documentation (i.e., citations, in-text references, a bibliography or works cited page)?

| # | Answer | | Response | % |
|---|---|--|----------|------|
| 1 | a. No documentation required | | 9 | 24% |
| 2 | b. Documentation in MLA format | | 6 | 16% |
| 3 | c. Documentation in APA format | | 11 | 29% |
| 4 | d. Documentation in another format (describe) | | 3 | 8% |
| 5 | e. Any accepted format for documentation | | 9 | 24% |
| | Total | | 38 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 5 |
| Mean | 2.92 |
| Variance | 2.18 |
| Standard Deviation | 1.48 |
| Total Responses | 38 |

65. Comment:

| Text Response |
|---|
| Grant proposal and discussion forums require citations. |
| Chicago Manual of Style/Turabian |
| History courses require the Chicago/Turabian format |
| Harvard style. |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 4 |

66. If you assign students to do research as part of their writing, what forms of evidence are acceptable (choose all that apply)?

| # | Answer | Response | % |
|----|--|----------|-----|
| 1 | a. I do not require research | 8 | 24% |
| 2 | b. Books | 20 | 59% |
| 3 | c. Articles in scholarly sources | 22 | 65% |
| 4 | d. Articles in popular sources | 8 | 24% |
| 5 | e. Statistics | 10 | 29% |
| 6 | f. Interviews | 13 | 38% |
| 7 | g. Internet websites from educational, museum, or government sources | 13 | 38% |
| 8 | h. Internet websites from corporate sources | 8 | 24% |
| 9 | i. General Internet websites | 9 | 26% |
| 10 | j. Wikipedia and other popular reference sources | 3 | 9% |
| 11 | k. Other (describe) | 0 | 0% |






| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 10 |
| Total Responses | 34 |

67. Comment:

| Text Response |
|---|
| All except j. |
| Form would only let me choose one - b, c, f, g all apply |
| None are required. |
| I allow more popular sources in this classes research paper because it can be hard to find more formal academic ones on sports. |
| Students find any criminal justice news article on the internet and find a scholarly peer reviewed article, then compare the two. |
| The assignments are chiefly book analyses and summaries completed using guidelines from the class text. |
| They also employ their own data collection instruments |
| The focus in the assignments is not on research, but on proper application of APA format and proper citations. |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 8 |

68. Which statement best describes your policy for allowing students to revise?

| # | Answer | | Response | % |
|---|---|---|----------|------|
| 1 | a. No revisions are accepted after the paper is submitted. |  | 22 | 61% |
| 2 | b. Revisions are accepted if a student has misunderstood an assignment. |  | 3 | 8% |
| 3 | c. Revisions are allowed or required after the paper is submitted to correct errors or improve the paper (with no grade improvement). |  | 2 | 6% |
| 4 | d. Revisions are allowed or required after submission to correct errors or improve the paper (for grade improvement). |  | 8 | 22% |
| 5 | e. Revisions are allowed for a student to correct plagiarism errors. | | 0 | 0% |
| 6 | f. Other (explain) |  | 1 | 3% |
| | Total | | 36 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 6 |
| Mean | 2.00 |
| Variance | 2.06 |
| Standard Deviation | 1.43 |
| Total Responses | 36 |

69. Comment:

Text Response

A thesis/abstract, draft and final paper are all required for the course research paper.

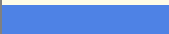

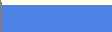






I use time in 3 classes in addition to individualized help so that work is acceptable without revision.

Revisions and rough drafts are employed across the entire class. Each section receives a full review - though the final project is not submitted as a draft.

Because I provide a sheet that describes "what counts" as far as the use of evidence; a clear list of what content I expect to see on a paper; AND I provide a resource that models correct Turabian citations (plus I hold out-of-class "Turabian nights" to help proofread students' citations), I have never encountered a student who claimed that they did not understand what was expected.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 4 |

70. Do you require any of the following assignments (choose all that apply)? These assignments would generally be preliminary to a longer paper.

| # | Answer | | Response | % |
|----|--|---|----------|-----|
| 1 | a. Proposal (detailing plans for a longer paper later in the course) |  | 6 | 35% |
| 2 | b. Progress report |  | 2 | 12% |
| 3 | c. Rough draft |  | 4 | 24% |
| 4 | d. Outline |  | 4 | 24% |
| 5 | e. Research question/thesis statement |  | 3 | 18% |
| 6 | f. Bibliography without annotations |  | 5 | 29% |
| 7 | g. Annotated bibliography |  | 1 | 6% |
| 8 | h. Journal |  | 1 | 6% |
| 9 | i. Blog | | 0 | 0% |
| 10 | j. Other (Explain) |  | 4 | 24% |

| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 10 |
| Total Responses | 17 |

71. Comment:

Text Response

A, B, D., E, F.

Form would only let me choose one - a, c, d, f, g, h all apply

None.

grant proposal, forums, careplans

Class Powerpoint presentation

Oral debates in teams help to prepare students with skills at argumentation.

Used to require students to do a typical literature review paper (8-10 pages) on a topic in this course. When I did, they had to do either an outline or a concept map, then an annotated bibliography, then a rough draft, and then a final draft. However, current literature in the field is so specialized that students find this too difficult for most topics. In addition, it is difficult to do with 35 students. I now require a 6-7 page paper on a specific topic I select and for which I provide the sources. Their goal is to integrate and synthesize the sources, choose appropriate ideas from the sources to use in their papers, and do in-text citations and references in APA format. I've tried this once; they hated it, but it accomplished the goal of finding out who can and can't integrate and synthesize sources...I received so many complaints about this type of assignment that I will probably never do it again, even though I think it was an important way to stretch their thinking and writing skills.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 7 |

72. Please add any further comments that will help us understand the nature of the writing you assign for this course.

Text Response

Project is broken down into 3 individual papers that student prepares & turns into me for evaluation over the course of the term

This course is a class to help students understand how to analyze standards, write objectives, write lesson plans, and write unit plans.

Consider what is in the text about a famous computing person. Find other materials that you think should have been included. Let others comment on your find in the forum.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 3 |