

Task Force on Writing at SOU
DRAFT Final Report
April 23, 2010

Task Force Members

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At the request of Provost Jim Klein, the Task Force first met in Spring 2009, with the following charge:

To inventory current writing courses and programs and make recommendations about

1. How a program of writing across the curriculum could be implemented and assessed
2. What interdisciplinary programs concerning writing might be developed utilizing existing and new course topics
3. How the University can best support writing for individual and group tutoring
4. What type of infrastructure is needed to move these issues forward

The Task Force agreed that the best way to initiate our inquiry was by identifying where and how writing is currently being taught and assessed. Specific recommendations related to our charge could then be formulated after the data on current writing courses and infrastructure have been collected.

Data Collection: Faculty Surveys

Two surveys were conducted by the Task Force. In Spring 2009, a survey was sent to all departments requesting information on **the entry courses considered "writing intensive" in the major. Faculty were** asked to describe their writing procedures, assignments, and assessments, including the following:

- The kinds of writing assigned to students (proposals, reports, analysis, essays and arguments, field studies and lab reports, technical reports, professional writing, grant writing, etc.)
- The components required for writing assignments (bibliography, annotated bibliography, peer review, abstract, multiple drafts, etc.)
- The tools used to assess writing (guidelines, rubrics, checklists, etc.)
- The campus resources where they direct students (Library, writing labs, tutors, etc.) and the adequacy of those resources to meet student needs.

The response rate was excellent, with departments reporting on 22 courses considered as the entry writing intensive courses in the majors (see Appendix A). Highlights from the survey include:

- Three-quarters of the faculty responding to this survey refer their students to Hannon Library staff, while more than half (55%) refer students to the Writing Center for assistance.
- Nearly all of the respondents agreed that SOU provides the resources necessary for students to complete writing assignments, with 48% indicating that the University does so very well and the same number responding that we do an adequate job.
- All of the respondents provide guidelines to their students for writing assignments and at least half of them assess student work using a checklist (50%) or rubric (64%).
- Nearly two-thirds of the respondents (64%) use peer review in their courses and the same number provide examples of prior student work.

In addition to **learning about our faculty's specific practices, the survey also provided information on** their attitudes regarding the effectiveness of various teaching and assessment practices. Respondents also reported on the extent to which they focus on writing mechanics in their course and in what elements

of writing they feel their students need the most support. Although two-thirds of the respondents (67%) indicated that their students have a pretty good idea of what constitutes plagiarism, nearly as many (62%) reported having detected incidences of it in their classes. Interestingly, two-thirds of the respondents indicated that they would use technology to detect plagiarism if they had access to a campus-wide system.

In Fall 2009, the Task Force expanded the data collection to all faculty in order to compare practices in writing intensive courses to general coursework (see Appendix B). The original survey used for the writing intensive courses was modified for the broader audience. A total of 78 faculty members representing 27 departments completed the survey (Table 1).

Table 1. Faculty Respondents by Department

Department	Count	Department	Count
Anthropology	1	History and Political Science	1
Art	5	HPEL	4
Art and Art History	2	LLP	6
Biology	3	Math	8
Business	14	Music	1
CCJ	6	Physics	1
Chemistry	3	Political Science	1
Communication	3	Psychology	1
Economics	1	Sociology	2
Education	7	SSPC	1
English	2	Theatre Arts	1
Environmental Studies	5	USEM	7
Foreign Language	2	USEM, English and Writing	1
History	3		

Results from this survey were comparable to those returned by faculty teaching the writing intensive courses in the majors. Some of the highlights include:

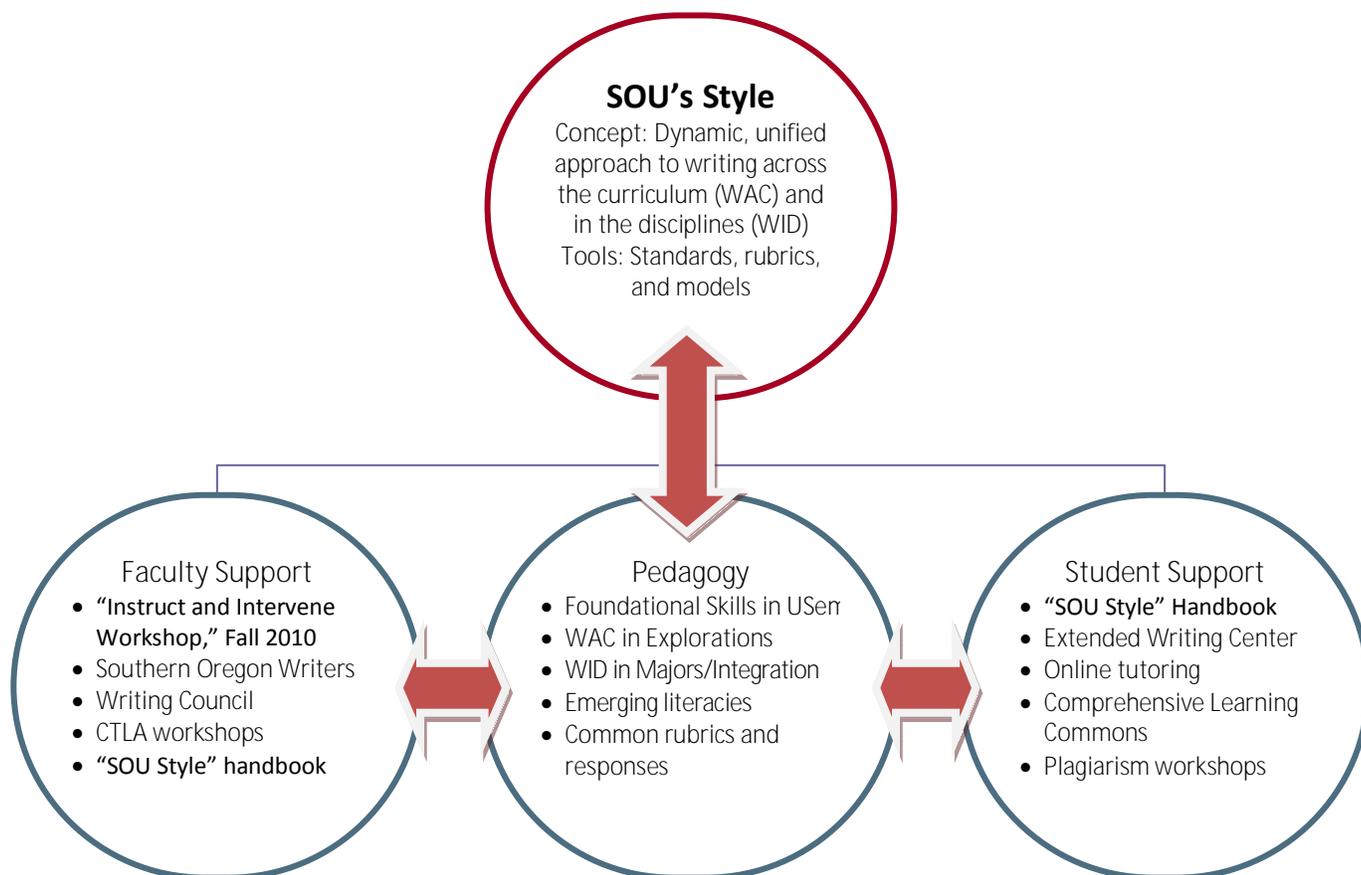
- Three-quarters of the general faculty also refer students to Hannon Library staff, but they refer students to the Writing Center at nearly the same rate (73%), which significantly exceeds the writing intensive faculty referral rate of 55%.
- **While the writing intensive instructors were nearly unanimous in their endorsement of SOU's writing resources for students, faculty in general were less favorably inclined.** Only 21% indicated that SOU provides these resources very well (as opposed to 48% of the writing intensive faculty), 63% responded that they were adequately provided, 11% said they were not provided very well, and 5% replied that they were poorly provided. Appendix C features verbatim comments regarding these resources.
- Faculty in general reported using the same tools as the intensive writing faculty, providing guidelines to students when they assign writing (94%), assessing writing with checklists (65%), and using rubrics (57%) for evaluating student work.
- Only 43% of the general faculty reported that their students seem to have a good understanding of what constitutes plagiarism (as opposed to two-thirds of their writing intensive counterparts), but they reported having seen plagiarism in their classrooms at the same rate as those faculty

members. Fewer of the general faculty endorsed the idea of using a campus-wide plagiarism solution, with just over half saying they would use it (54%) in contrast with the writing intensive faculty's two-thirds support for it. Faculty comments on this question included a commitment to **crafting assignments that don't lend themselves to generic essays sold online or requiring the submission of multiple drafts throughout a writing project.**

In addition to providing valuable feedback about how our faculty approach writing, these surveys offer the opportunity to compare the extent to which faculty report using various tools and approaches to their perceived effectiveness. For instance, two-thirds of the general faculty described assessing student works with rubrics as “very effective” or “effective,” but nearly a quarter of them (24%) indicated that they either aren't familiar with rubrics or don't use them. This discrepancy may point to an area where workshops or study groups might be beneficial.

Recommendations: Overview

Improving both writing instruction and writing performance at SOU rests on a comprehensive, cohesive approach. We envision an organization similar to the following graphic, where common language and expectations around writing are fully integrated into the curriculum. One of our primary recommendations is for SOU to develop a campus style guide—a mixture of hard copy text and web resources—that designates what SOU faculty expect in written communication. This handbook will also serve as a focus for bringing faculty together to establish the standards and pedagogy and for relaying this information to students. “SOU's Style” represents both theory and practice; the following graphic attempts to show how the elements are interrelated and support the final goal:



Writing Initiatives

The Task Force has identified several initiatives focused on increasing awareness of the importance of writing across the curriculum and in improving the teaching and learning of writing at SOU, listed here chronologically by proposed start date:

1. Southern Oregon Writing Project: A Community of Writers
2. Writing Center/Learning Commons
3. SOU Style Guide
4. Instruct and Intervene Workshop
5. Promoting Writing in the Disciplines
6. Writing Council
7. Student Certification in Plagiarism/Academic Honesty
8. Course for Faculty in Emerging Technologies

In addition to a brief description of each initiative, we have also included specifics regarding leadership and estimated costs.

1. Southern Oregon Writing Project: A Community of Writers
Initiative led by Wilkins-O'Riley Zinn and Charlotte Hadella (Spring Term 2010 and ongoing; no initial cost)

The **“Southern Oregon Writing Project: A Community of Writers”** will be initiated Spring term 2010. Faculty will be invited to create a community of writers designed as a forum for sharing their writing and trying out new ideas for their writing. Our premise is that faculty may be interested in writing outside of their academic field (or in creative writing related to their field) including personal writing, investigation of popular culture, political or persuasive writing, blogging—all kinds of self-expression in prose or poetry. In addition, we expect that faculty will share writing assignments, assessment techniques, peer editing, and other effective practices that have emerged in their courses. We will encourage the notion that writing can be fun, useful, profound, therapeutic—and the more we practice writing ourselves, the better we can help our students become better writers.

This group will meet on the second Friday in April and May (April 9 and May 14, noon-1 p.m.). We intend **to generate interest in the initiative this academic year and then make it a regular “happening” throughout the academic year 2010-11.**

2. Writing Center/Learning Commons
Initiative led by Dee Perez (Spring 2010 and ongoing; cost includes \$5,000 for TutorTrac plus personnel—additional faculty release time, student salaries, Learning Specialists, etc.)

The faculty survey asked specifically about support services offered on campus for student writing. **Of the faculty who responded to the survey, less than half (47.6%) felt that SOU performed “very well” in providing the resources students need to complete writing assignments.** Some of the concerns from faculty included

- qualifications of the tutors in the Writing Center
- lack of assistance for online and Medford campus students
- lack of tutoring help in the evening and on weekends

- insufficient knowledge about discipline-specific substance, style, form, and citation conventions.

While the Writing Center is doing its best with very limited resources, there is a demonstrated need for more comprehensive writing help. Besides increasing the number of hours that the Writing Center operates, we need to identify online resources for students. Staffing the Writing Center with trained learning specialists is also recommended. (See Appendix D for details.)

3. “SOU Style”

Initiative led by Irving Lubliner and Laura Young (Initial work on common handbook in Summer 2010, ongoing through 2010-11; cost of handbook to students estimated at \$30)

“SOU Style” will serve as a common writing handbook for all students and faculty. Work on the style guide will begin in Spring 2010, when University Seminar faculty will work with Fountainhead Press to assemble a handbook designed specifically for SOU and USem students. Although some components (such as basic grammar rules, documentation conventions, and rhetorical principles) will be **incorporated from the publisher’s material**, we will be able to include our own work on expectations, common assignments, and rubrics for grading and assessment.

As faculty from the disciplines and the Writing Council draft additional material, we can incorporate this material by providing links to posted material on our writing website. Some materials, such as shared rubrics and comment sheets, can also be published separately (either in hard copy or electronically). The intent is to have as much transparency and commonality as possible as faculty assign and respond to writing so that students understand the importance of writing in all their classes and are **aware of SOU’s** expectations of their writing. Materials have already been gathered to create a common response sheet, and a cadre of faculty will continue to develop these materials. Input from faculty across campus will be essential—the September workshop, the Southern Oregon Writing Project, and ongoing faculty workshops hosted by the CTLA will be important components of this initiative.

4. Instruct and Intervene Workshop

Initiative led by Mada Morgan and Laura Young (September 14-15, 2010; \$7,000 – proposed funding through Pepsi Grant)

While writing is regularly assigned in many courses throughout the curriculum, faculty have expressed a need for **best practices that will help them move from “grading” writing to “teaching” writing. This day and a half workshop will focus on the knowledge and tools faculty need to help them “instruct and intervene” to strengthen student writing in their courses.**

The proposed dates are September 14 and 15, the two days before contracts begin. Through an application process, 20 faculty members representing each academic unit will be offered a stipend of \$250 to participate with workshop facilitators and writing experts from the SOU faculty. Participants will be required to

- design actual writing assignments for their course that include scaffolding exercises, strategic intervention techniques to assist students, and effective evaluation and assessment tools;
- report on the workshop during the Faculty Institutes the following week; and
- monitor the successful incorporation of these writing strategies through regularly scheduled discussions with the CTLA, with an eye to presenting at SOAR in Spring 2011.

5. Promoting Writing in the Disciplines

Initiative led by Steve Petrovic and Mada Morgan (Fall Workshop 2010 and ongoing; costs include stipends to faculty for developing templates and manuals)

Promoting writing in the disciplines would allow us to reinforce good pedagogy by creating and using examples and models. One approach is to create collaboration between experts in content and good writing by pairing departmental faculty members from the disciplines with faculty trained in writing and rhetoric.

These teams would then identify and develop exemplars of quality writing in the discipline which would be shared with students. For example, an excellent model of a chemistry lab report with good content, effective organization, and language that reflects the expectations of the discipline would be paired with a **“good writing” template that identifies and names the rhetorical moves, shows good transitions, and explains the sentence structure.** The connection between the **discipline’s content** and the requisite writing skills would then be clear to students. By making the expectations and skills apparent, students can adjust more easily to disciplinary genres and transfer the skills they have developed in their lower division courses more effectively.

SOU should begin by providing modest stipends for faculty to work together, creating templates and mini style manuals. We would host or contribute to a website where these teaching tools would be posted.

6. Writing Council

Initiative led by Provost Klein (Fall 2010; no initial cost)

An ongoing Writing Council will provide leadership to efforts designed to promote and enhance writing across the curriculum, especially the initiatives outlined in this report. This Council would direct related workshops for WAC and for WID. Maintaining a core of committed faculty from each academic unit to oversee various writing initiatives will be essential. Invitations for membership on the Council would initially be extended to members of the Writing Task Force and to faculty previously associated with WAC. An ideal recruitment opportunity for expanding the Council will be the Fall 2010 **“Instruct and Intervene”** Workshop.

7. Student **“Certification” for Plagiarism/Academic Honesty**

Initiative leader TBA (Winter 2011; small stipend or release time for instructors)

Issues of plagiarism continue to plague faculty; more than half of the survey respondents (54%) indicated that they would use plagiarism detection software if it was available. Student Affairs has intensified the reporting of plagiarism and academic dishonesty, but SOU needs to be proactive on many fronts. We propose that each new student (first year and transfer) be required to attend a short workshop, presented by the Learning Commons or Writing Center, on plagiarism and academic honesty. This simple **requirement would eliminate the common excuse of “I didn’t know.”** Verification of attendance would be necessary, and the simple step of adding a box to the appropriate advising plan (Sophomore, Junior, Senior) could accomplish this.

8. Course for Faculty in Emerging Technologies

Initiative led by Dennis Dunleavy (Spring 2011; \$4,000 cost includes \$250 stipend for up to 20 faculty from diverse departments to participate as teachers and learners)

SOU needs to develop a course for faculty on technology literacy. The focus of the course will not be only on how to use the technologies available to students and faculty, but also on how they affect teaching and learning. Our culture has changed **because of these “gadgets,”** and we need work with a larger perspective. Faculty who work through this course would not only be using the technologies, but also exploring and researching best practices for students as they negotiate a different world from the hardcopy text.

Writing Intensive Course Survey

1. What is the course name and number?		Response Percent	Response Count
Name	<input type="text"/>	100.0%	23
Number (i.e., BA 324)	<input type="text"/>	95.7%	22
answered question			23
skipped question			1

Name		
1	University Seminar 226	Apr 6, 2009 6:38 PM
2	History of Western Music	Apr 7, 2009 11:11 PM
3	Advanced General Geology	Apr 8, 2009 6:17 AM
4	Environmental Data Analysis	Apr 8, 2009 1:32 PM
5	Environmental Studies I, II	Apr 8, 2009 4:12 PM
6	Sociological Practice	Apr 8, 2009 5:59 PM
7	Introduction to Literary Theory	Apr 8, 2009 8:06 PM
8	La Civilisation française	Apr 8, 2009 11:52 PM
9	Spanish Composition, Culture and Conversation	Apr 9, 2009 12:12 AM
10	Cell Biology	Apr 9, 2009 7:34 PM
11	Introduction to the International Economy	Apr 9, 2009 11:41 PM
12	Business Planning	Apr 10, 2009 12:58 PM
13	essentials of criminal justice research & writing	Apr 15, 2009 11:22 PM
14	Methods, Statistics, & Applications I & II	Apr 16, 2009 2:45 AM
15	Genetics	Apr 16, 2009 8:44 PM
16	Chemical Research Communication I/II/III	Apr 16, 2009 10:33 PM
17	Art History Survey, Critical Theory in Art, Activist Art	Apr 17, 2009 8:32 PM
18	Writing and Research about Art	Apr 20, 2009 3:45 PM
19	Practicing Anthropology	Apr 20, 2009 8:05 PM
20	Management Information Systems	Apr 24, 2009 9:19 PM
21	Media History	Apr 27, 2009 9:25 PM
22	Communication Research Strategies	Apr 27, 2009 10:08 PM
23	Business Communication	May 2, 2009 3:56 AM

Number (i.e., BA 324)		
1		Apr 6, 2009 6:38 PM
2	MUS360, 61, 62	Apr 7, 2009 11:11 PM
3	G 310	Apr 8, 2009 6:17 AM
4	ES-Geog 386	Apr 8, 2009 1:32 PM
5	ES 210, 211 (soon to be ES 310)	Apr 8, 2009 4:12 PM

Number (i.e., BA 324)		
6	SOC301	Apr 8, 2009 5:59 PM
7	English 300	Apr 8, 2009 8:06 PM
8	FR 315	Apr 8, 2009 11:52 PM
9	SPAN 312	Apr 9, 2009 12:12 AM
10	Bi 342	Apr 9, 2009 7:34 PM
11	EC 320	Apr 9, 2009 11:41 PM
12	BA 499	Apr 10, 2009 12:58 PM
13	CCJ 300	Apr 15, 2009 11:22 PM
14	Psy 228 & Psy 229	Apr 16, 2009 2:45 AM
15	Bi341	Apr 16, 2009 8:44 PM
16	CH 314/315/316	Apr 16, 2009 10:33 PM
17	ArtH 204, 205, 206 - ArtH 260 - ArtH 345	Apr 17, 2009 8:32 PM
18	ArtH 301	Apr 20, 2009 3:45 PM
19	Anth 301	Apr 20, 2009 8:05 PM
20	BA 382	Apr 24, 2009 9:19 PM
21	Communication 471	Apr 27, 2009 9:25 PM
22	Comm 300	Apr 27, 2009 10:08 PM
23	BA 324	May 2, 2009 3:56 AM

Writing Intensive Course Survey

1. What kinds of writing do you assign to your students in this course? (Please indicate all that apply.)

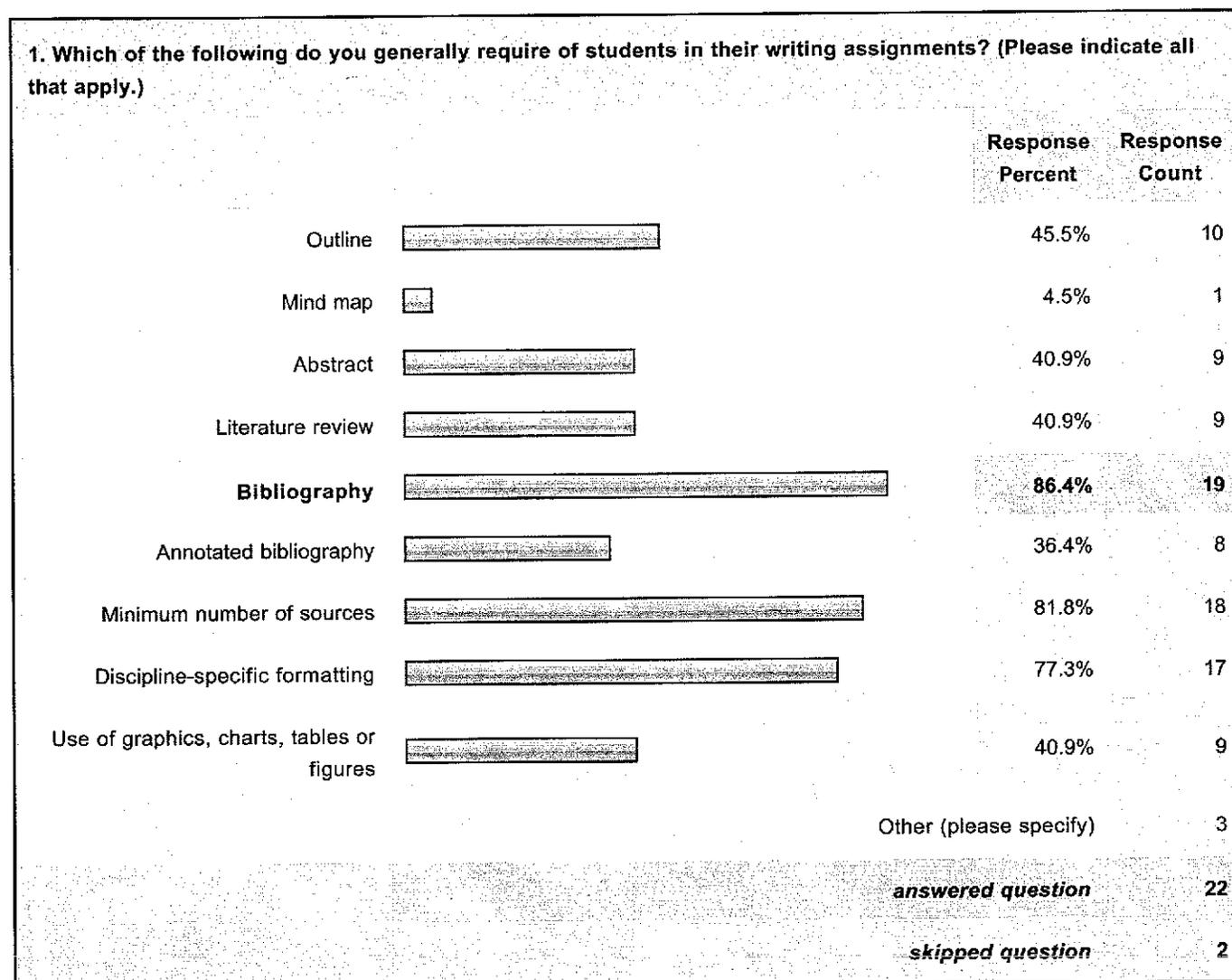
		Response Percent	Response Count
Grant proposals		4.5%	1
Research or project proposals		68.2%	15
Field notes		9.1%	2
Lab reports		9.1%	2
Technical reports		13.6%	3
Research reports		63.6%	14
Literature reviews		54.5%	12
Case analysis		9.1%	2
Essays and arguments		50.0%	11
Critical thinking responses		36.4%	8
Journals		22.7%	5
In-class reflections		13.6%	3
Online reflections (discussion boards, wikis, blogs)		0.0%	0
Comic books		0.0%	0
Oral histories		4.5%	1
Discipline-specific professional writing (business formats, creative writing, etc.)		40.9%	9
	Other (please specify)		3
	answered question		22
	skipped question		2

Other (please specify)

1	In this class, students are taught to take literary theory and apply it to literary texts in order to create a reading of the text. In addition, the course, as I teach it, demands students to accomplish the aforementioned task while at the same time, situating their reading to what literary critics are saying about the given text.	Apr 8, 2009 8:06 PM
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Other (please specify)		
2	Analyzing anth articles to specify the key arguments and supporting points, followed by assessment of effectiveness	Apr 20, 2009 8:05 PM
3	Audience analysis	May 2, 2009 3:56 AM

Writing Intensive Course Survey



Other (please specify)		
1	peer review	Apr 10, 2009 12:58 PM
2	Students also make an oral presentation of research in this class, for which relevant visual supporting materials are required	Apr 20, 2009 8:05 PM
3	Prospectus	Apr 27, 2009 9:25 PM

Writing Intensive Course Survey

1. Which of the following resources are used by your students to fulfill the writing assignments for this course?
(Please indicate all that apply.)

	Response Percent	Response Count
Personal journals	18.2%	4
Online reflections (discussion boards, wikis, blogs)	22.7%	5
Online databases	63.6%	14
Web sites	81.8%	18
Books	81.8%	18
Academic journals	100.0%	22
Literature reviews	50.0%	11
Discipline-specific print references	63.6%	14
Popular press	36.4%	8
Personal interviews	31.8%	7
Style guides	50.0%	11
Other (please specify)		3
	answered question	22
	skipped question	2

Other (please specify)		
1	Laboratory notebook	Apr 9, 2009 7:35 PM
2	legal cases	Apr 15, 2009 11:23 PM
3	appropriate resources vary a lot and depend on the topic selected. I talk with individual students about what constitutes appropriate resources for their topic, and why.	Apr 20, 2009 8:05 PM

Writing Intensive Course Survey

1. To which of the following campus resources do you refer students for assistance in completing the assignments for this course?

	Response Percent	Response Count
Writing Center	55.0%	11
Hannon Library staff	75.0%	15
Department-sponsored tutors	15.0%	3
Private tutors	0.0%	0
ACCESS Center	20.0%	4
Disability Services	15.0%	3
Other (please specify)		5
answered question		20
skipped question		4

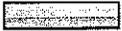
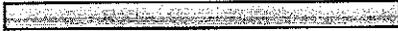
Other (please specify)		
1	I also work with my students closely, one on one, particularly if in their critical writing responses they exhibit writing or thinking problems.	Apr 8, 2009 8:07 PM
2	peer review	Apr 10, 2009 1:01 PM
3	A student is expected to consult with their instructor and capstone research mentor for project-specific questions/approaches to writing assignments. In order to improve discipline-specific writing skills, this course also provides students with the opportunity to engage in peer review of literature summaries.	Apr 16, 2009 10:39 PM
4	If a student encounters problems, I might also refer to the other sources listed-- but do thi on an as-needed basis. As much as possible, I encourage students to strive to develop their skills through the course assignments, with a practice-makes-perfect approach.	Apr 20, 2009 8:05 PM
5	Professors with expertise in a particular topic area	Apr 27, 2009 10:10 PM

Writing Intensive Course Survey

1. To what extent does SOU provide the resources that your students need to complete the assignments for this course?		Response Percent	Response Count
Very well		47.6%	10
Adequately		47.6%	10
Not very well		0.0%	0
Poorly		4.8%	1
If you replied not very well or poorly, what do you feel is missing?			3
answered question			21
skipped question			3

if you replied not very well or poorly, what do you feel is missing?		
1	I now know where the Writing Center is, located in a much more visible place. But I have no knowledge of the qualifications of the people who work there, whether or not they are competent to work with sociology students using a Chicago Style-based citation & reference format, or if the services are available to students who need weekend/evening appointments. As a result, I haven't referred any students there. I am concerned that Writing Student workers will give my students advice that conflicts with our department's expectations for substance, style, and form.	Apr 8, 2009 6:03 PM
2	This is not generally required. Students who have writing challenges are encouraged to seek assistance from the Writing Center or from other resources.	Apr 10, 2009 1:01 PM
3	for the online students this is poor or missing!	Apr 15, 2009 11:23 PM

Writing Intensive Course Survey

1. Which of the following practices do you use in teaching your course? (Please indicate all that apply.)			Response Percent	Response Count	
Providing guidelines to students			100.0%	22	
Peer review			63.6%	14	
Instructor review of multiple drafts			54.5%	12	
Providing examples of prior student work			63.6%	14	
Circulating excellent work of current students			18.2%	4	
Assessing student work with rubric			63.6%	14	
Assessing student work with checklist			50.0%	11	
		Other (please describe)		5	
				answered question	22
				skipped question	2

Other (please describe)		
1	my own completion of 1 of 6 analysis assignments as an example, instructor correction of multiple assignments	Apr 7, 2009 11:36 PM
2	Rubric use for specific assignments is light and actually focuses more on oral communication assignments. Rubric use increases for senior capstone work. Outside reading assignments are supplied to guide student work.	Apr 16, 2009 11:06 PM
3	I don't circulate previous work samples because I want students to creatively maximize their own potential, rather than follow someone else's pattern to meet requirements. I urge students to select a topic that is really meaningful to their personal interests and to get passionate about researching it. Topics vary greatly as a result.	Apr 20, 2009 8:05 PM
4	Instructor review of specific portions of paper	Apr 27, 2009 9:28 PM
5	Team writing	May 2, 2009 4:01 AM

Writing Intensive Course Survey

1. In your opinion, how effective are the following teaching practices in improving students' writing skills?							
	Very effective	Effective	Not very effective	Not at all effective	Don't know/Don't use	Response Count	
Providing guidelines to students	59.1% (13)	36.4% (8)	4.5% (1)	0.0% (0)	0.0% (0)	22	
Peer review	27.3% (6)	31.8% (7)	27.3% (6)	0.0% (0)	13.6% (3)	22	
Instructor review of multiple drafts	50.0% (11)	31.8% (7)	0.0% (0)	0.0% (0)	18.2% (4)	22	
Providing examples of prior student work	14.3% (3)	66.7% (14)	4.8% (1)	4.8% (1)	9.5% (2)	21	
Circulating excellent work of current students	0.0% (0)	38.1% (8)	4.8% (1)	9.5% (2)	47.6% (10)	21	
Assessing student work with rubric	36.4% (8)	31.8% (7)	0.0% (0)	0.0% (0)	31.8% (7)	22	
Assessing student work with checklist	33.3% (7)	33.3% (7)	4.8% (1)	0.0% (0)	28.6% (6)	21	
					Other (please specify)	3	
						answered question	22
						skipped question	2

Other (please specify)		
1	Individualized discussions with students regarding writing improvements	Apr 9, 2009 7:39 PM
2	I use what I view as both checklists and rubrics, but I'm not clear how their meanings might differ for you all in this list. Which is which, what is what? I am firmly committed to peer review, but feel there are problems with it too. Peer comments can present an easy OK and can also lead students astray (or at least in the opposite direction from what I'm expecting). Thus, in my view, peer review is mainly valuable in expanding horizons, not for particular feedback.	Apr 20, 2009 8:05 PM
3	Checklists give students something to shoot for. They write to the standard if they know what it is.	May 2, 2009 4:01 AM

Writing Intensive Course Survey

1. Which of the following tools do you use to evaluate student writing? (Please indicate all that apply.)

	Response Percent	Response Count
Generic rubric	22.7%	5
Assignment specific rubric	59.1%	13
Departmental rubric	13.6%	3
General guidelines or checklist	54.5%	12
Assignment specific guidelines or checklist	77.3%	17
Departmental guidelines or checklist	9.1%	2
Style guide	45.5%	10
Student self-assessment	13.6%	3
Other (please describe)		1
answered question		22
skipped question		2

Other (please describe)		
1	I'm not sure what these categories mean exactly. I'd be happy to show you what I use and you can categorize them	Apr 20, 2009 8:05 PM

Writing Intensive Course Survey

1. To what extent is each of the following elements emphasized in your course?

	Covered extensively	Covered pretty well	Covered	Not really covered	Not covered at all	Response Count
Writing mechanics	22.7% (5)	31.8% (7)	22.7% (5)	22.7% (5)	0.0% (0)	22
Rhetoric	9.5% (2)	23.8% (5)	23.8% (5)	28.6% (6)	14.3% (3)	21
Logical argumentation	27.3% (6)	22.7% (5)	31.8% (7)	9.1% (2)	9.1% (2)	22
Discipline-specific conventions	50.0% (11)	22.7% (5)	22.7% (5)	4.5% (1)	0.0% (0)	22
Citation standards	45.5% (10)	13.6% (3)	40.9% (9)	0.0% (0)	0.0% (0)	22
Avoidance of plagiarism	36.4% (8)	31.8% (7)	27.3% (6)	4.5% (1)	0.0% (0)	22
					<i>answered question</i>	22
					<i>skipped question</i>	2

Writing Intensive Course Survey

1. In general, where do you see your students needing support in improving their writing skills?							
	Great Need		Moderate Need		Little Need	Rating Average	Response Count
Writing mechanics	22.7% (5)	45.5% (10)	27.3% (6)	4.5% (1)	0.0% (0)	2.14	22
Rhetoric	5.0% (1)	25.0% (5)	45.0% (9)	10.0% (2)	15.0% (3)	3.05	20
Logical argumentation	28.6% (6)	19.0% (4)	33.3% (7)	9.5% (2)	9.5% (2)	2.52	21
Discipline-specific conventions	18.2% (4)	40.9% (9)	27.3% (6)	9.1% (2)	4.5% (1)	2.41	22
Citation standards	22.7% (5)	36.4% (8)	31.8% (7)	9.1% (2)	0.0% (0)	2.27	22
Avoidance of plagiarism	9.1% (2)	27.3% (6)	45.5% (10)	13.6% (3)	4.5% (1)	2.77	22
answered question							22
skipped question							2

Writing Intensive Course Survey

1. Which of these statements regarding plagiarism reflect your views or experience? (Please check all that apply.)		Response Percent	Response Count
My students don't seem to understand what constitutes plagiarism.	<input type="checkbox"/>	19.0%	4
My students struggle with the distinction of personal vs. shared efforts.	<input type="checkbox"/>	28.6%	6
I have detected occurrences of plagiarism in my class.	<input type="checkbox"/>	61.9%	13
I have reported occurrences of plagiarism in my class.	<input type="checkbox"/>	19.0%	4
My students have a pretty good understanding of what constitutes plagiarism.	<input checked="" type="checkbox"/>	66.7%	14
Plagiarism seems to be more prevalent today than it was five years ago.	<input type="checkbox"/>	33.3%	7
I would use technology to detect plagiarism if we had access to a campus-wide system.	<input checked="" type="checkbox"/>	66.7%	14
		Comments	7
		answered question	21
		skipped question	3

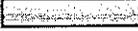
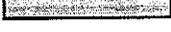
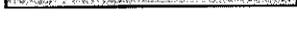
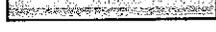
Comments		
1	It is my sincere feeling, in the years that I have taught English 300, that our English major students are dedicated and do not plagiarize. They consider themselves writers and take great pride in the act of writing.	Apr 8, 2009 8:11 PM
2	I have used google to find several instances of plagiarism. I have dealt with the students individually, usually requiring them to rewrite for a lower possible grade or receive an F.	Apr 9, 2009 12:17 AM
3	Students know what blatant plagiarism is but sometimes fail to understand that minor editing of someone else's writing also constitutes plagiarism. I see many example of "paraphrasing" from web-based sources where the original wording is only slightly modified.	Apr 9, 2009 7:49 PM

Comments		
4	I see occasional struggles with proper place of teamwork vs individual work	Apr 16, 2009 11:12 PM
5	I work individually with the few who don't understand plagiarism. My class is purposely structured with many sequential steps (and supporting documentation) so that standard cheating via plagiarism would be quite difficult. There is one thematic focus too, and I know the literature in it well.	Apr 20, 2009 8:05 PM
6	I do use technology to search for plagiarism.	Apr 27, 2009 9:30 PM
7	Currently, Google will pick up most plagiarism, but it can take some time to narrow in on the specific source. A campus-wide detection system would result in a much more efficient use of faculty time.	Apr 27, 2009 10:18 PM

1. In which department do you teach the majority of your courses?		Response Count
		92
<i>answered question</i>		92
<i>skipped question</i>		2

2. Please indicate which course levels you usually teach (check all that apply):		Response Percent	Response Count
Lower Division	<input checked="" type="checkbox"/>	79.8%	75
Upper Division	<input checked="" type="checkbox"/>	71.3%	67
Graduate	<input type="checkbox"/>	31.9%	30
<i>answered question</i>			94
<i>skipped question</i>			0

3. LOWER DIVISION COURSES What kinds of writing do you assign to your students in lower division courses?
 (Please indicate all that apply.)

		Response Percent	Response Count
Grant proposals		0.0%	0
Research or project proposals		21.0%	13
Field notes		8.1%	5
Lab reports		9.7%	6
Technical reports		4.8%	3
Research reports		35.5%	22
Literature reviews		25.8%	16
Case analyses		11.3%	7
Essays and arguments		59.7%	37
Critical thinking responses		62.9%	39
Journals		25.8%	16
In-class reflections		45.2%	28
Online reflections (discussion boards, wikis, blogs)		25.8%	16
Comic books		1.6%	1
Oral histories		3.2%	2
Discipline-specific professional writing (business formats, journalistic writing, creative writing, etc.)		32.3%	20
	Other (please specify)		22
	answered question		62
	skipped question		32

Other (please specify)		B - 3
1	Explain problem solving techniques	Nov 6, 2009 11:41 PM
2	Summaries	Nov 7, 2009 12:12 AM
3	They work complex problem (for them) and explain their answers in a specified format.	Nov 7, 2009 12:14 AM
4	Short answers to "Concept Questions" in Elementary Statistics; 2-page Research Papers in Math 105	Nov 7, 2009 1:02 AM
5	Descriptions, Narrations, Summaries, and numerous other short writing assignments	Nov 7, 2009 1:17 AM
6	Summaries	Nov 7, 2009 6:08 AM
7	Information Literacy reports	Nov 7, 2009 1:25 PM
8	NA	Nov 7, 2009 8:48 PM
9	Short responses to research assignments.	Nov 7, 2009 11:08 PM
10	reflective essays	Nov 9, 2009 2:44 AM
11	Chapter reviews	Nov 9, 2009 4:51 PM
12	For a beginning French course, they are writing paragraphs related to content (i.e. about themselves, their families, their activities, etc.--all level-appropriate.	Nov 9, 2009 6:22 PM
13	abstracts	Nov 9, 2009 6:32 PM
14	Primarily explanations related to "whys" for certain types of problems and written solutions to problems meeting criteria from Oregon Problem Solving Scoring Guide. In one course, reflective essays on readings and short paper on history of mathematics.	Nov 11, 2009 8:34 PM
15	Chapter Summaries	Nov 12, 2009 5:26 PM
16	The professional writing assignment is, specifically, a journal article is assigned and a series of questions posed that need accurate written responses.	Nov 18, 2009 7:15 PM
17	personal narrative writing	Nov 18, 2009 7:40 PM
18	Out-of-class reflections	Nov 18, 2009 8:36 PM
19	Short essays (200 words or so) - submitted online, typically 5 per term, in my principles of econ courses.	Nov 18, 2009 8:41 PM
20	short essays on exams. These are a specific writing item, in my view	Nov 19, 2009 9:55 PM
21	case briefs from appellate court opinions	Nov 20, 2009 6:34 PM
22	annotated bibliographies	Nov 30, 2009 6:45 PM

LOWER DIVISION COURSES For lower division courses, which of the following do you generally require of students in their writing assignments? (Please indicate all that apply.)

		Response Percent	Response Count	
Outline		36.4%	20	
Mind map		7.3%	4	
Abstract		9.1%	5	
Literature review		16.4%	9	
Bibliography		69.1%	38	
Annotated bibliography		21.8%	12	
Minimum number of sources		54.5%	30	
Discipline-specific formatting		58.2%	32	
Use of graphics, charts, tables or figures		29.1%	16	
	Other (please specify)		17	
			answered question	55
			skipped question	39

Other (please specify)

1	n/a	Nov 6, 2009 11:36 PM
2	Rough Drafts; Rewriting; Revisioning	Nov 6, 2009 11:50 PM
3	I just ask that they don't "garble-up" their sentences.	Nov 7, 2009 1:02 AM
4	rough draft and revisions of final draft	Nov 7, 2009 6:08 AM
5	Information Literacy, familiarity with writing formats	Nov 7, 2009 1:25 PM
6	NA	Nov 7, 2009 8:48 PM
7	n/a	Nov 7, 2009 11:08 PM
8	non of the above	Nov 9, 2009 6:22 PM
9	Explanation of reasoning for mathematical concepts and strategies	Nov 10, 2009 6:26 PM
10	The items checked above only apply to the one course mentioned in response to question #1.	Nov 11, 2009 8:34 PM
11	I oftne ask for a "framework," as opposed to an outline. I require and edited draft to be submitted with the final draft.	Nov 18, 2009 7:15 PM
12	drafts, practice on thesis statements, revisions	Nov 18, 2009 7:20 PM
13	multiple drafts of written work WRITING Task Force Report	Nov 18, 2009 7:40 PM

Other (please specify)

B - 5

14	Writings are topically based, current event summaries, with critical opinion supported by evidence	Nov 19, 2009 12:10 AM
15	The elements above vary from assignment to assignment. If a student, for example is doing an analysis of a poem, the student will not be required to do outside research, but if he/she is doing a research paper, there would be a minimum of sources required. For 100 level courses, I always require outlines, but not for 200 level courses. There is a lot of variation between levels of lower division and the classes.	Nov 19, 2009 6:47 PM
16	response to specified components (usually several) in each particular assignment	Nov 19, 2009 9:55 PM
17	identify issues and divide them into manageable parts for analysis	Nov 20, 2009 6:34 PM

5. UPPER DIVISION COURSES What kinds of writing do you assign to your students in upper division courses?
(Please indicate all that apply.)

		Response Percent	Response Count
Grant proposals	<input type="checkbox"/>	3.2%	2
Research or project proposals	<input type="checkbox"/>	46.8%	29
Field notes	<input type="checkbox"/>	8.1%	5
Lab reports	<input type="checkbox"/>	11.3%	7
Technical reports	<input type="checkbox"/>	11.3%	7
Research reports	<input type="checkbox"/>	62.9%	39
Literature reviews	<input type="checkbox"/>	50.0%	31
Case analyses	<input type="checkbox"/>	24.2%	15
Essays and arguments	<input type="checkbox"/>	56.5%	35
Critical thinking responses	<input type="checkbox"/>	64.5%	40
Journals	<input type="checkbox"/>	29.0%	18
In-class reflections	<input type="checkbox"/>	27.4%	17
Online reflections (discussion boards, wikis, blogs)	<input type="checkbox"/>	32.3%	20
Comic books	<input type="checkbox"/>	1.6%	1
Oral histories	<input type="checkbox"/>	3.2%	2
Discipline-specific professional writing (business formats, journalistic writing, creative writing, etc.)	<input type="checkbox"/>	51.6%	32
	Other (please specify)		12
	answered question		62
	skipped question		32

Other (please specify)		
1	Projects (2 or more for each course, each quarter)	Nov 7, 2009 12:47 AM
2	NA (I don't teach upper division courses)	Nov 7, 2009 1:02 AM
3	Narrations, descriptions, summaries, creative writing projects	Nov 7, 2009 1:17 AM
4	references, in-text citations	Nov 7, 2009 1:59 AM
5	BFA students must complete a written thesis about their work and research.	Nov 7, 2009 11:08 PM
6	play analyses	Nov 9, 2009 5:19 PM
7	Disciplinary writing in my UD courses means formal proof. There are also a few courses where students will do some expository writing.	Nov 11, 2009 8:34 PM
8	Self reflection essays for portfolios	Nov 18, 2009 8:02 PM
9	Policy reviews - research, leading to a discussion of policy implications	Nov 18, 2009 8:41 PM
10	Menu Outlines and completed Menus	Nov 18, 2009 8:50 PM
11	edit wikipedia entries	Nov 20, 2009 6:34 PM
12	Peer Review	Dec 3, 2009 6:29 PM

UPPER DIVISION COURSES For upper division courses, which of the following do you generally require of students in their writing assignments? (Please indicate all that apply.)

		Response Percent	Response Count
Outline		41.9%	26
Mind map		6.5%	4
Abstract		29.0%	18
Literature review		45.2%	28
Bibliography		72.6%	45
Annotated bibliography		27.4%	17
Minimum number of sources		66.1%	41
Discipline-specific formatting		71.0%	44
Use of graphics, charts, tables or figures		46.8%	29
Other (please specify)			10
		answered question	62
		skipped question	32

Other (please specify)		
1	Note: Lit review, annotated bib are for capstone	Nov 6, 2009 11:34 PM
2	Rough drafts; rewriting; peer review; revisioning	Nov 6, 2009 11:50 PM
3	NA (I don't teach upper division courses)	Nov 7, 2009 1:02 AM
4	These are not required in all writing assignments; just longer research papers. We use numerous short papers that do not require the research	Nov 7, 2009 1:17 AM
5	Explanation of reasoning for mathematical concepts and strategies	Nov 10, 2009 6:26 PM
6	The items checked above only apply when an expository paper is required. In addition to the items above, I normally require at least 2 drafts and one peer review as part of the writing process.	Nov 11, 2009 8:34 PM
7	Executive Summary	Nov 18, 2009 7:31 PM
8	several drafts	Nov 18, 2009 8:02 PM
9	Generally for this level there is less variation then for lower division courses, however, the variation is on outline requirements. If a student is in my English 300 course, they need to have an outline. But if a student is in a 400 level class I encourage it, but do not require it.	Nov 19, 2009 6:47 PM
10	all of checked above occasionally, but varies from course course	Nov 20, 2009 6:34 PM

GRADUATE COURSES What kinds of writing do you assign to your students in graduate courses? (Please indicate all that apply.)

		Response Percent	Response Count
Grant proposals	<input type="checkbox"/>	3.2%	1
Research or project proposals	<input type="checkbox"/>	51.6%	16
Field notes	<input type="checkbox"/>	22.6%	7
Lab reports	<input type="checkbox"/>	6.5%	2
Technical reports	<input type="checkbox"/>	3.2%	1
Research reports	<input type="checkbox"/>	67.7%	21
Literature reviews	<input type="checkbox"/>	67.7%	21
Case analyses	<input type="checkbox"/>	35.5%	11
Essays and arguments	<input type="checkbox"/>	54.8%	17
Critical thinking responses	<input type="checkbox"/>	64.5%	20
Journals	<input type="checkbox"/>	32.3%	10
In-class reflections	<input type="checkbox"/>	35.5%	11
Online reflections (discussion boards, wikis, blogs)	<input type="checkbox"/>	38.7%	12
Comic books	<input type="checkbox"/>	0.0%	0
Oral histories	<input type="checkbox"/>	6.5%	2
Discipline-specific professional writing (business formats, journalistic writing, creative writing, etc.)	<input type="checkbox"/>	61.3%	19
	Other (please specify)		9
	answered question		31
	skipped question		63

Other (please specify)		B - 10
1	NA (I don't teach graduate courses)	Nov 7, 2009 1:02 AM
2	Analytical Research projects, literary criticism	Nov 7, 2009 1:17 AM
3	n/a	Nov 7, 2009 11:08 PM
4	Analyses specific to theatre design and play analysis	Nov 9, 2009 5:19 PM
5	n/a	Nov 12, 2009 5:26 PM
6	ED 558 & MAT Work Samples	Nov 18, 2009 6:59 PM
7	multiple drafts	Nov 18, 2009 8:02 PM
8	IRB proposals	Nov 19, 2009 9:55 PM
9	scholarly personal narrative/autoethnographic/I-Search writing	Nov 20, 2009 11:29 AM

GRADUATE COURSES For graduate courses, which of the following do you generally require of students in their writing assignments? (Please indicate all that apply.)

		Response Percent	Response Count
Outline		36.7%	11
Mind map		13.3%	4
Abstract		46.7%	14
Literature review		53.3%	16
Bibliography		73.3%	22
Annotated bibliography		40.0%	12
Minimum number of sources		66.7%	20
Discipline-specific formatting		70.0%	21
Use of graphics, charts, tables or figures		63.3%	19
Other (please specify)			8
		answered question	30
		skipped question	64

Other (please specify)		
1	NA (I don't teach graduate courses)	Nov 7, 2009 1:02 AM
2	references, in-text citations	Nov 7, 2009 1:59 AM
3	n/a	Nov 7, 2009 11:08 PM
4	n/a	Nov 12, 2009 5:26 PM
5	Executive Summary	Nov 18, 2009 7:31 PM
6	multiple drafts	Nov 18, 2009 8:02 PM
7	Ongoing reflective tracking and analysis of sources. Also we do multiple forms of "first thoughts," of which mind mapping might be one, but is not the only method.	Nov 20, 2009 11:29 AM
8	Teaching Work Sample, the equivalent of a master's thesis	Nov 23, 2009 2:38 AM

Course Writing Survey

Which do you generally require students to use to complete their writing assignments?			Response Percent	Response Count
Primary sources			11.3%	9
Secondary sources			5.0%	4
A combination of primary and secondary sources			83.8%	67
<i>answered question</i>				80
<i>skipped question</i>				14

Which of the following resources are used by your students to fulfill the writing assignments for your course(s)?
 (Please indicate all that apply.)

		Response Percent	Response Count	
Personal journals		28.6%	22	
Online reflections (discussion boards, wikis, blogs)		29.9%	23	
Online databases		55.8%	43	
Web sites		76.6%	59	
Books		92.2%	71	
Academic journals		84.4%	65	
Literature reviews		36.4%	28	
Discipline-specific print references		57.1%	44	
Popular press		37.7%	29	
Personal interviews		50.6%	39	
Style guides		37.7%	29	
	Other (please specify)		7	
			answered question	77
			skipped question	17

Other (please specify)		
1	Primary-source documents	Nov 7, 2009 12:09 AM
2	My own specs	Nov 7, 2009 12:15 AM
3	Information Literacy	Nov 7, 2009 1:28 PM
4	Vocab and Grammar handouts; textbook	Nov 9, 2009 6:23 PM
5	For one type of paper, they will also reference proofs they completed for other class assignments.	Nov 11, 2009 8:38 PM
6	Lecture notes	Nov 19, 2009 6:49 PM
7	I utilize a research methodology that I've developed that interweaves popular and scholarly sources to help students think in ways that are not only cross-disciplinary, but also cross-context (school/life).	Nov 20, 2009 11:35 AM

Course Writing Survey

To which of the following campus resources do you refer students for assistance in completing writing assignments?			Response Percent	Response Count
Writing Center			73.0%	54
Hannon Library staff			74.3%	55
Department-sponsored tutors			12.2%	9
Private tutors			2.7%	2
ACCESS Center			24.3%	18
Disability Services			25.7%	19
Other (please specify)				9
			answered question	74
			skipped question	20

Other (please specify)		
1	I don't feel that technical writing in chemistry would be well handled outside of our department, so I don't refer students to university resources.	Nov 7, 2009 12:10 AM
2	Success at Southern	Nov 7, 2009 1:28 PM
3	Haven't needed to refer students for help in their writing yet.	Nov 10, 2009 6:30 PM
4	Summit	Nov 11, 2009 6:24 PM
5	I don't require any of these. I encourage them to see librarians when having difficulty with references and when writing is particularly bad, I recommend the writing center.	Nov 11, 2009 8:38 PM
6	classroom peer review	Nov 18, 2009 7:42 PM
7	If a student has writing issues, I usually like working with the student one on one. I believe that I am the best resource for my students if they have writing issues.	Nov 19, 2009 6:49 PM
8	I tell them to contact me if problems arise, or to seek clarification while engaged in the writing process	Nov 19, 2009 9:56 PM
9	Many resources are not available to graduate students in education given their times on campus. They are in public schools in the mornings (and all day during spring quarter) and have classes in the afternoon and evenings when they come to campus. Since their placements may be at some distance and they do not live on campus, they are not likely to come in to get writing help. Most of that falls on faculty shoulders. We are planning some tutoring during winter quarter with the assistance of Oregon Writing Project (Cyndee and Charlotte). There is a definite need for on-line writing tutoring for students who are doing their program at a distance.	Nov 20, 2009 11:35 AM

Course Writing Survey

To what extent does SOU provide the resources that your students need to complete writing assignments?			Response Percent	Response Count
Very well			21.3%	16
Adequately			62.7%	47
Not very well			10.7%	8
Poorly			5.3%	4
If you replied not very well or poorly, what do you feel is missing?				19
				answered question
				75
				skipped question
				19

If you replied not very well or poorly, what do you feel is missing?		
1	Many times faculty has heard that the first-year experience replaced the old writing sequence. But, the USEM instruction is so uneven concerning research and writing that it seems as if we have lost something. Perhaps, we would be FAR better off by linking the needs of the students (tested individually upon entrance) to what first-year writing course he or she takes.	Nov 6, 2009 11:35 PM
2	A well funded writing center. Writing across the curriculum support, including faculty development. Campus commitment, i.e, it seems very few disciplines require writing often enough, use writing as a mode of thinking, or ask revisions. I think many of our students graduate without writing any major assignments and if they do write, it is often the end of the term research paper without a chance to interact with peers or instructors in the process of rewriting and rethinking a subject. Students often see writing as punishment or as an onerous requirement instead of a difficult, but meaningful assignment connected to real purposes that are articulated in assignments.	Nov 6, 2009 11:56 PM
3	I have not been confident in the ability of Writing Center students (who I assume are English/Writing majors) to work with sociology students--to understand the stylistic expectations for social science writing, to know ASA citation/reference styles. I do not want my students confused by working with a student tutor who may give guidance at odds with what I am trying to teach my sociology students. I also have students (particularly those in the Human Service major at the Medford campus) whose work/family schedules do not permit them to access services during the daytime, on the main campus. Having writing support at night and at the HEC is something that I would like to see SOU try out. I'm not sure that those students would actually USE the service, even though many of them desperately need it, but I wish we would at least try it to see what happened. Students transferring to SOU from RCC or other community colleges frequently have very poor research writing skills. As a result, for my writing class for sociology majors, I recruit my own tutor/teaching assistant.	Nov 6, 2009 11:58 PM
4	Perhaps better library support for researching books/articles in other languages	Nov 7, 2009 1:19 AM
5	Remedial work and editing, both of which only writing instructors can do.	Nov 7, 2009 1:28 PM

If you replied not very well or poorly, what do you feel is missing?		
6	I think the "Learning Commons" is a very important improvement, and I would like to continue to see that develop and become more defined and accessible.	Nov 9, 2009 7:24 PM
7	Students have told me that the tutors have been very helpful. I haven't heard comments about the other services.	Nov 10, 2009 6:30 PM
8	The resources are here. Students don't know how to use them and are not certain they will help.	Nov 10, 2009 8:27 PM
9	I wish this question did not include all of the above. The ACCESS Center and The Disability Center I would rate "Very Well". I have not had enough experience with the Writing Center to be able to rate the service.	Nov 10, 2009 10:39 PM
10	Tutors in the writing center have had difficulty with the standard style for expository mathematics as opposed to papers in other disciplines. I have not used the writing center recently to know if that has improved.	Nov 11, 2009 8:38 PM
11	I am new here, so it might be my problem, but I know very little about the Writing Center. At this point in the quarter, I would usually have had someone from the Writing Center visit everyone in my classes so they could let my students know what resources were available. At other institutions, I would usually get an email from someone at the library and the writing center offering to visit my classroom and give a possible array of orientations. If I don't know what is available, how can I begin to let my students know? I am deeply committed to improving student writing and referring my students to any available resource, but I must know what is there.	Nov 16, 2009 3:45 AM
12	This campus desperately needs a fully-functioning, fully-funded writing support center. Relying on student tutors, with no real staff and no real money is ridiculous, and a terrible disservice to our students. Also, we absolutely must start offering remedial writing courses. We cannot continue to pretend that students come in with basic writing skills -- they don't, and we don't offer adequate help, we don't offer to teach the remedial skills, and therefore we aren't graduating students who can write effectively. It's embarrassing!	Nov 18, 2009 7:24 PM
13	there are some writing support systems that allow students to send drafts to tutors electronically. I think this 24/7 kind of support would assist students in their writing.	Nov 18, 2009 8:06 PM
14	The challenge is to convince students needing help to avail themselves of our excellent resources.	Nov 18, 2009 8:29 PM
15	So few journals available in library. ILL takes quite a bit of time (many journals do not publish on line). IN addition, the best biology journal database is not available for students to search.	Nov 18, 2009 9:20 PM
16	Given our resources, I feel we respond adequately. It would be nice to have discipline-specific writing assistance available too, beyond the work faculty put into this, but...	Nov 19, 2009 9:56 PM
17	Noted above. Support when it's available to grad students and also the online piece. I am also aware, however, that whenever it is available, many graduate students are likely to feel too pressed to avail themselves of assistance.	Nov 20, 2009 11:35 AM
18	We need a more robust presence for the Writing Center on campus.	Nov 30, 2009 6:47 PM
19	I have never investigated this, so I do not know what resources are available to the students to complete writing assignments, other than me. I give feedback on their content, but not so much regarding style.	Dec 3, 2009 10:56 PM

Course Writing Survey

Which of the following practices do you use for writing assignments in your course(s)? (Please indicate all that apply.)

	Response Percent	Response Count
Providing guidelines to students	93.8%	76
Requiring peer review	49.4%	40
Encouraging team writing	27.2%	22
Instructor review of multiple drafts	61.7%	50
Providing examples of prior student work	67.9%	55
Circulating excellent work of current students	30.9%	25
Assessing student work with rubric (proficiency matrix)	56.8%	46
Assessing student work with checklist (requirements list)	65.4%	53
Other (please describe)		10
answered question		81
skipped question		13

Other (please describe)		
1	Note: Peer review and review of multiple drafts are generally only available for capstone	Nov 6, 2009 11:37 PM
2	I have rejected rubrics as of late because I think they have become an end in themselves instead of a means of communicating with students. However, I feel it is absolutely essential to let students know the expectations of the assignment, to participate in the way they will be evaluated, and for instructors to relate their comments to the expectations.	Nov 7, 2009 12:01 AM
3	Multiple drafts are seldom possible in a quarter system--and certainly not when the term is only 9 weeks. The quarter system is a major impediment to improving students' writing.	Nov 7, 2009 12:01 AM
4	Showing model assignments (not necessarily from prior students)	Nov 7, 2009 12:17 AM
5	students may revise and resubmit for re-assessment	Nov 7, 2009 2:06 AM
6	The writing assignments are short - 4 to 5 pages - and several a term. Not enough time for multiple drafts of one paper. I ask students to improve on each paper written based on feedback provided in previous papers.	Nov 10, 2009 10:42 PM

Other (please describe)		
7	I provide both a checklist and a rubric along with written guidelines to the students, but use the rubric for assessment.	Nov 11, 2009 8:42 PM
8	providing instructor-produced exemplar for assignments	Nov 18, 2009 7:44 PM
9	In my experience the team-written papers are more flawed than the individual papers, though I do allow them to work in groups if they choose. Tried peer review many times and it was useless.	Nov 18, 2009 9:24 PM
10	On occasion student engage in peer reviews, but I find that the instructor needs to provide not only good guidelines for peer review, but also penalize the peer reviewers if they did not do a good job in order for peer reviews to function well.	Nov 19, 2009 6:53 PM

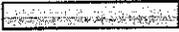
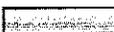
Course Writing Survey

In your opinion, how effective are the following teaching practices in improving students' writing skills?						
	Very effective	Effective	Not very effective	Not at all effective	Don't know/Don't use	Response Count
Providing guidelines to students	55.8% (43)	44.2% (34)	0.0% (0)	0.0% (0)	0.0% (0)	77
Peer review	9.2% (7)	35.5% (27)	36.8% (28)	5.3% (4)	13.2% (10)	76
Team writing	1.4% (1)	19.4% (14)	23.6% (17)	15.3% (11)	40.3% (29)	72
Instructor review of multiple drafts	39.5% (30)	44.7% (34)	0.0% (0)	0.0% (0)	15.8% (12)	76
Providing examples of prior student work	29.9% (23)	41.6% (32)	10.4% (8)	1.3% (1)	16.9% (13)	77
Circulating excellent work of current students	14.1% (10)	29.6% (21)	14.1% (10)	1.4% (1)	40.8% (29)	71
Assessing student work with rubric (proficiency matrix)	25.7% (18)	40.0% (28)	7.1% (5)	2.9% (2)	24.3% (17)	70
Assessing student work with checklist (requirements list)	25.0% (18)	51.4% (37)	4.2% (3)	2.8% (2)	16.7% (12)	72
					Other (please specify)	8
					answered question	78
					skipped question	16

Other (please specify)		
1	Multiple drafts would only apply to upper division courses and longer reports	Nov 6, 2009 11:44 PM
2	instructor modeling examples	Nov 7, 2009 2:06 AM
3	Isn't "circulating excellent work of current students" against FERPA?	Nov 9, 2009 4:20 AM
4	The most effective practice is to assign and carefully provide feedback on lots of writing.	Nov 11, 2009 4:40 PM
5	Presenting the expectations in multiple formats has worked well for me (expository guidelines, checklist, and scoring rubric).	Nov 11, 2009 8:42 PM
6	Unfortunately, I haven't found that one thing that makes a huge difference -- still looking! I think we need an overhaul of K-12 education!	Nov 18, 2009 7:26 PM
7	one-on-one conferencing: very effective	Nov 18, 2009 7:44 PM

Other (please specify)		
8	Encouraging students to pick a topic in which they have an interest makes a difference as does providing time and space to gather information so that they have something significant to say. The worst writing I get comes from those who are not interested in what they are writing about and haven't explored the topic in enough depth. I also have much more luck with first-person writing, hence the reason I utilize scholarly personal narrative as a writing construct.	Nov 20, 2009 11:40 AM

Course Writing Survey

Which of the following tools do you use to evaluate student writing? (Please indicate all that apply.)			Response Percent	Response Count	
Generic proficiency rubric			28.2%	22	
Assignment-specific proficiency rubric			55.1%	43	
Departmental proficiency rubric			17.9%	14	
General guidelines or requirements checklist			52.6%	41	
Assignment-specific guidelines or requirements checklist			70.5%	55	
Departmental guidelines or requirements checklist			11.5%	9	
Style guide			39.7%	31	
Student self-assessment			25.6%	20	
		Other (please describe)		4	
				answered question	78
				skipped question	16

Other (please describe)		
1	I have combined a number of rubric examples for mathematical writing into a form that works for me, which is somewhat customized from course to course.	Nov 11, 2009 8:42 PM
2	I have seen proficiency rubrics and I know that it is very hard to come up with them. I have graded enough student writing to able to come up with a list of things I'm looking for - and usually my students don't complain too much. Generally, the guidelines I give them indicate a balance between grammar, writing style, content and originality. I also try to give detailed feedback on each writing assignment and I also usually give a handout with common errors that many first and second year students make.	Nov 16, 2009 3:48 AM
3	Peer assessment re: achievement of purposes.	Nov 20, 2009 11:40 AM
4	Oregon State Standards	Nov 23, 2009 2:44 AM

Course Writing Survey

Which style do you generally require students to use for formal citations?			Response Percent	Response Count
APA Style	<input type="checkbox"/>		24.0%	18
MLA Style	<input type="checkbox"/>		24.0%	18
Turabian Style	<input type="checkbox"/>		1.3%	1
Chicago Style	<input type="checkbox"/>		4.0%	3
MLA Style or APA Style	<input type="checkbox"/>		14.7%	11
Any Recognized Style	<input type="checkbox"/>		17.3%	13
Other (please specify)	<input type="checkbox"/>		14.7%	11
answered question				75
skipped question				19

Other (please specify)		
1	American Sociological Association--which is based on the Chicago Style & similar to Turabian/reference list format	Nov 7, 2009 12:01 AM
2	American Chemical Society style	Nov 7, 2009 12:13 AM
3	A "non-garbled" style is all I ask.	Nov 7, 2009 1:07 AM
4	APS	Nov 7, 2009 3:08 AM
5	I haven't needed this, but would welcome your advice of what would be most helpful for teachers.	Nov 10, 2009 6:32 PM
6	Council of Science Editors (CSE) or APA only	Nov 11, 2009 4:40 PM
7	American Chemical Society	Nov 14, 2009 1:29 AM
8	CBE or any format used in major biology journal	Nov 18, 2009 9:24 PM
9	Am Anth Association, which is one Chicago-style offshoot	Nov 19, 2009 9:59 PM
10	Okay--I'm frustrated. This just dumped me out of APA. I ask for APA, but honestly, if it's consistent and students have a rationale for using it, I will accept any recognized and consistent style. I want them to understand the purpose of citations not see it as some "game" I'm playing!	Nov 20, 2009 11:40 AM
11	American Chemical Society (ACS)	Dec 3, 2009 6:57 PM

Course Writing Survey

To what extent is each of the following elements emphasized in your course(s)?						
	Covered extensively	Covered pretty well	Covered	Not really covered	Not covered at all	Response Count
Writing mechanics	18.2% (14)	19.5% (15)	35.1% (27)	23.4% (18)	3.9% (3)	77
Clear expression	27.3% (21)	28.6% (22)	35.1% (27)	9.1% (7)	0.0% (0)	77
Logical argumentation	28.8% (21)	30.1% (22)	24.7% (18)	8.2% (6)	8.2% (6)	73
Discipline-specific conventions	36.0% (27)	32.0% (24)	24.0% (18)	5.3% (4)	2.7% (2)	75
Citation standards	28.8% (21)	24.7% (18)	23.3% (17)	16.4% (12)	6.8% (5)	73
Avoidance of plagiarism	36.0% (27)	32.0% (24)	22.7% (17)	5.3% (4)	4.0% (3)	75
				<i>answered question</i>		78
				<i>skipped question</i>		16

18. In general, where do you see your students needing support in improving their writing skills?

	Great Need		Moderate Need		Little Need	Rating Average	Response Count
Writing mechanics	38.7% (29)	32.0% (24)	26.7% (20)	2.7% (2)	0.0% (0)	1.93	75
Clear expression	36.4% (28)	36.4% (28)	22.1% (17)	5.2% (4)	0.0% (0)	1.96	77
Logical argumentation	37.5% (27)	34.7% (25)	18.1% (13)	6.9% (5)	2.8% (2)	2.03	72
Discipline-specific conventions	14.5% (10)	30.4% (21)	40.6% (28)	7.2% (5)	7.2% (5)	2.62	69
Citation standards	21.1% (15)	28.2% (20)	33.8% (24)	9.9% (7)	7.0% (5)	2.54	71
Avoidance of plagiarism	19.4% (14)	27.8% (20)	31.9% (23)	16.7% (12)	4.2% (3)	2.58	72
answered question							78
skipped question							16

Course Writing Survey

Which of these statements regarding plagiarism reflect your views or experience? (Please check all that apply.)

	Response Percent	Response Count
My students don't seem to understand what constitutes plagiarism.	31.1%	23
My students struggle with the distinction of personal vs. shared efforts.	33.8%	25
I have detected occurrences of plagiarism in my class.	66.2%	49
I have reported occurrences of plagiarism in my class.	32.4%	24
My students have a pretty good understanding of what constitutes plagiarism.	43.2%	32
Plagiarism seems to be more prevalent today than it was five years ago.	24.3%	18
I would use technology to detect plagiarism if we had access to a campus-wide system.	54.1%	40
	Comments	17
	answered question	74
	skipped question	20

Comments		
1	detection of plagiarism is a sticky area and some faculty do not agree with the current practices used by leading providers of this resource.	Nov 6, 2009 11:41 PM
2	I already "google" students' papers if I suspect plagiarism. I have reported students to the Dean of Students for egregious plagiarism but I am unaware whether or not students receive any serious sanctions for plagiarism during that process. I wish I knew whether the Student Affairs part of the process was really supportive of Academic Affairs on this issue. I have the impression that faculty may be viewed as the "bad guys" by some folks in Student Affairs--that's understandable because they tend to see the student as the "customer."	Nov 7, 2009 12:04 AM

Comments		
3	The penalty is so minimal that some students participate in plagiarism knowing that if it is detected it won't be a serious problem vis-a-vis grading or staying at SOU!	Nov 7, 2009 12:56 AM
4	Plagiarism is not generally a problem because of the writing, revision process.	Nov 7, 2009 1:32 PM
5	A major weakness that I see is that students are not adequately taught how to properly incorporate figures and tables in their work. This includes how to create them, structurally include them, cite them, and caption them.	Nov 7, 2009 3:41 PM
6	I strongly support the university buying turnitin.com or another plagiarism software.	Nov 8, 2009 11:16 PM
7	N/A for what I am currently teaching.	Nov 9, 2009 6:26 PM
8	I teach accounting and finance. Often the student is writing about one correct answer, thus the wording would not vary from paper to paper. The worry for me is that the student did the work on their own, that someone else did not do it for them, particularly in completing online assignments.	Nov 10, 2009 10:46 PM
9	Only seen it once. The kinds of assignments I give don't lend themselves to plagiarism.	Nov 10, 2009 11:36 PM
10	I use a google-based plagiarism detector and require e-copies and hard copies of all writing assignments. It's takes a few extra hours to run all the papers through google, so this is a real burden. I would like a more automated way of checking for plagiarism, but I wonder if the currently available software would really save any time. Would I still have to download each paper and copy it into the plagiarism detector? If so, it would still be a huge time sink.	Nov 11, 2009 4:46 PM
11	I would love to have access to Turnitin. Just being able to submit a random sample of my student papers really helps me figure out who is plagiarizing and how. It is really hard to tell sometimes - some students are expert at weaving together their own material and website material. It is easy to find when bad writers plagiarize - it is so obvious. It is harder to detect with moderately good writers. I also need the threat to use on my students. I don't care if it seen as unfair and mean to students - I will do anything I can to get them to do their own writing. For me, it is not actually about the cheating, it is about getting them to write in their own words and understand how important it is that they are able to do so.	Nov 16, 2009 3:52 AM
12	I don't think students plagiarise on purpose -- I think they just don't understand why copying something off the In-net if plagiarism. They get careless or lazy.	Nov 18, 2009 7:28 PM
13	I think that our fears and fixations on plagiarism are overrated and overblown. We need to restructure courses from the ground up so that plagiarism is not an option. There are ways to order assignments and ways to set a classroom atmosphere that pretty much eliminate the possibilities for buying papers on-line or for trying to circumvent real work on course material. The solution to plagiarism is not in the policing--it is in the teaching. I WOULD NOT use a campus-wide detection system.	Nov 18, 2009 8:07 PM
14	I take great care in crafting assignments to protect students against any temptation towards plagiarism. I usually require that they ground their analysis in course readings and attend to very specific topical foci. Anything that doesn't do these two things is pretty useless. Since assignments are so course-focused, it seems unlikely that someone not in the class could do the job either. I also usually have a good sense of students writing ability after their first class with me, and I would certainly follow up on anything that seemed uncharacteristic.	Nov 19, 2009 10:11 PM

Comments		
15	I utilize a methodology that requires students to track their sources on an ongoing basis, reflecting on each and handing in this final process journal with their work. This seems to help, as does the first-person writing of scholarly personal narrative. They do tend to come into class having experienced a lot of cut and paste writing where the lines between them and their sources are blurred. I see it as my goal to help them make the distinction clear. I think plagiarism has gotten more attention because of how easy it is to accomplish electronically, but I think it's been going on for a long time!	Nov 20, 2009 11:44 AM
16	Plagiarism is primarily a lower-division issue, and is usually not repeated once a student has been made aware of such an incident. Majors in upper-division courses have a pretty good understanding of how to avoid plagiarism.	Dec 3, 2009 7:13 PM
17	None of these really apply to my students in math. There have been a few instances of students turning in identical papers when they should have their own writings in group projects, but most of the students choose to work alone rather than in groups.	Dec 3, 2009 11:02 PM

Appendix C
 General Faculty Survey Responses
 Adequacy of SOU Student Resources for Writing Assignments
 Verbatim Comments

We need a more robust presence for the Writing Center on campus.

The challenge is to convince students needing help to avail themselves of our excellent resources.

This campus desperately needs a fully-functioning, fully-funded writing support center. Relying on student tutors, with no real staff and no real money is ridiculous, and a terrible disservice to our students. Also, we absolutely must start offering remedial writing courses. We cannot continue to pretend that students come in with basic writing skills – they don't, and we don't offer adequate help, we don't offer to teach the remedial skills, and therefore we aren't graduating students who can write effectively. It's embarrassing!

I am new here, so it might be my problem, but I know very little about the Writing Center. At this point in the quarter, I would usually have had someone from the Writing Center visit everyone in my classes so they could let my students know what resources were available. At other institutions, I would usually get an email from someone at the library and the writing center offering to visit my classroom and give a possible array of orientations. If I don't know what is available, how can I begin to let my students know? I am deeply committed to improving student writing and referring my students to any available resource, but I must know what is there.

The resources are here. Students don't know how to use them and are not certain they will help.

I have not been confident in the ability of Writing Center students (who I assume are English/Writing majors) to work with sociology students--to understand the stylistic expectations for social science writing, to know ASA citation/reference styles. I do not want my students confused by working with a student tutor who may give guidance at odds with what I am trying to teach my sociology students. I also have students (particularly those in the Human Service major at the Medford campus) whose work/family schedules do not permit them to access services during the daytime, on the main campus. Having writing support at night and at the HEC is something that I would like to see SOU try out. I'm not sure that those students would actually USE the service, even though many of them desperately need it, but I wish we would at least try it to see what happened. Students transferring to SOU from RCC or other community colleges frequently have very poor research writing skills.

As a result, for my writing class for sociology majors, I recruit my own tutor/teaching assistant.

A well funded writing center. Writing across the curriculum support, including faculty development. Campus commitment, i.e., it seems very few disciplines require writing often enough, use writing as a mode of thinking, or ask revisions. I think many of our students graduate without writing any major assignments and if they do write, it is often the end of the term research paper without a chance to interact with peers or instructors in the process of rewriting and rethinking a subject. Students often see writing as punishment or as an onerous requirement instead of a difficult, but meaningful assignment connected to real purposes that are articulated in assignments.

Many times faculty has heard that the first-year experience replaced the old writing sequence. But, the USEM instruction is so uneven concerning research and writing that it seems as if we have lost something. Perhaps, we would be FAR better off by linking the needs of the students (tested individually upon entrance) to what first-year writing course he or she takes.

Appendix D

Recommendations for Writing Center/Learning Commons

While the Writing Center is doing its best with very limited resources, there is a demonstrated need for more comprehensive writing help. The Task Force recommends the following:

Provide Evening, Weekend and Summer Writing Tutoring.

Currently, the Writing Center is open 9 – 4, Monday through Friday, Fall through Spring quarters. Because of staffing limitations, we are not able to offer evening or weekend hours, even during peak periods of need such as the weeks before finals and Quiet Week when the library is open 24-hours. Further, there is no tutoring available for students taking classes during summer sessions. Extending the Writing Center's hours would require more personnel, including student tutors, faculty and staff.

Provide Online Tutoring.

Online tutoring would serve the needs of online students, and perhaps many on-campus students as well. However, currently there is neither sufficient staff nor tutors to respond to online queries. Implementing online tutoring would require additional tutors, the purchase of specialized software, and additional staff time to oversee and monitor both the additional tutors and the software functions.

Develop Learning Commons Website.

Another tool that would allow us to provide online tutoring is a comprehensive Learning Commons website. Ideally, this website would host an online tutoring and scheduling program like TutorTrac. TutorTrac costs approximately \$5,000 per year, but would allow us to provide more tutoring options to both on-campus and online students. Further, TutorTrac allows electronic scheduling, record keeping, and real-time remote tutoring sessions.

The Learning Commons website would also serve as the central hub for posting information about all academic support programs on campus. It would provide information for students on accessing these services, as well as providing links to other relevant sites and information, such as that currently found on the Writing Center website.

Hire Learning Specialists for the Learning Commons.

Currently, student tutors meet with students, usually on a drop-in basis, to identify general problems in student writing such as organization, clarity, structure, etc. Students do not provide editing services, nor do students interact with faculty to be able to help students meet the requirements of specific course assignments. Student tutors work part-time and are available as their class schedules allow.

The Task Force recommends hiring Learning Specialists to work in the Learning Commons. These Learning Specialists would be trained professionals qualified to offer a wide range of tutoring assistance, especially in writing and math. They might be former high school teachers or others with broad-based educational experience. Learning Specialists can be expected to be knowledgeable in various types of writing, including discipline-specific, research-oriented, and creative writing. They are also more adept at identifying problems and helping students to discover possible solutions than student/peer tutors are. As full-time employees (or volunteers), the Learning Specialists would also have time to meet with the

faculty of various departments to learn about the needs, concerns and requirements of the departments, thus allowing them to better meet the needs of students.

Further, employees are by nature more consistent in their hours and reliability. This would allow more consistency in hours of operation and open the possibility of expanding the Writing Center hours into evenings, weekends and summers. The Learning Specialists would also be available as support for student tutors. They would provide reliable and consistent support for students throughout the quarters and during breaks, facilitating those one-on-one relationships that contribute so much to student retention and success.