

# § Appendices

## Appendix A: Student Survey, 2015

Please answer each of these questions with as much detail as you can. Since this is an electronic document, **please feel free to add as many lines as you need to answer each question.**

What kinds of schools have you attended, and in which countries? (For example, international schools in Korea or in other countries, only schools in Korea, etc.)

1. For how many years have you studied English in school?
2. How comfortable are you with your English  
In speaking?  
 Uncomfortable  
 A little comfortable  
 Somewhat comfortable  
 Comfortable most of the time  
 Comfortable all of the time  
In writing?  
 Uncomfortable  
 A little comfortable  
 Somewhat comfortable  
 Comfortable most of the time  
 Comfortable all of the time
3. What kinds of writing have you done so far in Korean and English? (For example, only academic writing, such as essays, research papers, summaries, etc. Or also personal and/or creative writing, such as stories, poems, Facebook or Naver posts, etc.)
4. What is your major?
5. What kinds of writing do you expect to do in your major? (Be as specific as you can be—for example, news stories, case studies, literature reviews, etc.)
6. What do you do well in writing? What do you feel less confident about?
7. What do professors comment most about in your writing? (For example, thesis statements, level of detail, sentence-level grammar, organization, spelling, word choice, etc. Try to give very specific examples.)

8. What have you learned about writing since you started as a student at the University of Utah?
9. How has your writing changed since you started as a student at the University of Utah?

## Appendix B: Faculty Survey, 2015

Please answer each of these questions with as much detail as you can. Since this is an electronic document, please feel free to add as many lines as you need to answer each question.

1. Which courses do you regularly teach, and in which department(s)/program(s)?
2. What kinds of writing do you assign in your courses? (Please be specific. For example, news or feature articles, summaries, literature reviews, case studies, critical reviews of books or articles, SOAP notes, etc.)
3. When you respond to and/or evaluate student writing, which of the following do you pay particular attention to? (Please mark all that apply.)
  - Appropriateness of student's overall strategy (for instance, the assignment asks for "analysis" and the student responds with analysis)
  - Presence/clarity of "thesis" or main idea(s)
  - Logical argument
  - Level of detail/quality of evidence and examples
  - Audience accommodation (for instance, a "hook" designed to appeal to a reader or compelling quotations/illustrations selected for rhetorical effect)
  - Overall length
  - Organization and flow/cohesion
  - Development of paragraphs and/or sections
  - sentence-level grammar, including word order and sentence completeness
  - Word choice, including appropriate/correct words and level of formality
  - Use of articles ("a," "an," and "the")
  - Use of prepositions
  - Other (please elaborate):

## Appendix C: List of Initial (Open) Codes

“I Heard That...”  
 Acad Honesty  
 Coping  
 Cross-Campus Context  
 Deficit  
     Connecting to WRTG  
 Definitions of “Writing”  
 Differences US-Korea  
 Expectations of 1010/2010  
 Extracurriculum  
 F<sup>1</sup> Background  
 F Reflection  
 How It’s Done in X Field  
     COMM  
     PSYC  
     SW  
 Korean Language Influence  
 Korean vs Intl Students  
 Major Curriculum  
 Other Acad Opportunities  
 S<sup>2</sup> Anxiety  
 S Background  
 S Writing Challenges  
     Big Picture/Details  
     Transition to Upper Division  
 Students Compared to SLC<sup>3</sup>  
     -  
     +  
     Amivalent  
 Writing + Speaking  
 Writing Center  
 Writing Pedagogy  
     Adaptation to Korea  
     Assignment Details

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1 Faculty.  
 2 Student.  
 3 The Salt Lake City campus.

## Appendices

Creative  
Error  
Expressive  
F Response  
(Im)Personal  
Clarity  
Emotional(?)  
Format  
Grammar/Style  
Lexis  
References  
Rubric  
Structure  
    Group Work  
    How We Do It At the U  
    Low Stakes  
    Peer Review  
    Personal/Conferences  
    Process  
    Reflection  
    Research Resources  
    S Response to F  
    Scaffolding  
    Sources/Borrowing  
Intentional/Creative  
    Summary