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: 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: Anxiety
S Background
S Writing Challenges
  Big Picture/Details
  Transition to Upper Division
Students Compared to SLC:
  -
  +
  Amivalent
Writing + Speaking
Writing Center
Writing Pedagogy
  Adaptation to Korea
  Assignment Details

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