

100-plus Questions Generated at the 2007 WPA Conference

This is a listing of all the questions that were generated by a group of about 30 hard-working participants at the conference. Shirley Rose compiled this list of questions and this table (which does not include everyone who helped; apologies to those left off).

Robert Gonyea (NSSE)		
Chuck Paine		
Paul Anderson		
Shirley Rose		Multimedia
Joe Janangelo		Multimedia
Darren Cambridge		Multimedia
Patricia Burnes		Context
Jill Gladstein		Context
Suelynn duffey		context
Barbara Lutz		Process
Carol Haviland		Process
Jeanne Rose		Process
Joel Wingard		Process
Sandra Jamieson		Location
Steve Wilhoit		location
Gary Goodman		Location
Chris Anson		Genre
Linda Bergmann		genre

Process from Chris Anson

1. In the past year, how often have you
 1. wrote a paper that *mainly/substantially* involved narrating or sharing a personal experience
 2. wrote a paper that *mainly/substantially* involved summarizing something you read, such as an article
 3. wrote a paper that *mainly/substantially* involved arguing a position using logical reasoning
 4. wrote a paper that *mainly/substantially* involved library research
 5. wrote a paper that *mainly/substantially* involved describing your own investigation or experiment, such as a lab report

Process Group¹

1. In your writing, how often have you [very often/often/sometimes/never]
 1. Used outlines
 2. Made notes/done prewriting

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3. Done multiple drafts
 4. Worked on a single paper over multiple days
 5. Received written peer feedback
 6. Provided written peer feedback
 7. Received verbal peer feedback
 8. Provided verbal peer feedback
2. In your writing, how often have you received the following support from your professor?
[very often/often/sometimes/never]
1. In-person conversation prior to starting a paper
 2. In-person conversation about work in progress
 3. In-person follow-up after completion of a writing assignment
 4. On-line/electronic conversation prior to starting a paper
 5. On-line/electronic conversation about work in progress
 6. On-line/electronic follow-up after completion of a writing assignment
 7. Written comments/marginalia on writing in progress
 8. Written comments/marginalia on completed writing
3. How often do you work with others as you write? [very often, often, sometimes, never]
1. From your professor in class?
 2. From your professor in office hours?
 3. From your professor online?
 4. From your peers in class workshops?
 5. From your peers outside of class?
 6. From your peers online?
 7. From a writing center tutor?
 8. From your family?
 9. From your friends?
 10. Before you begin writing?
 11. After you have a first draft?
 12. When you are editing?
4. To what extent did the readers of your drafts listed below contribute to your growth in expressing yourself clearly in your assignments?
(very much, quite a bit, some, very little)
1. Classmates during peer review sessions
 2. Peers who may not be in your specific class but who read your draft
 3. Friends in your college campus community
 4. Family members who you may turn to as reviewers
 5. Writing center tutors
5. What connections do you see in the writing you do in different places? [many positive connections, occasional connections, no connections, contradictions]
1. Between your English or composition courses and the writing you do in other GE courses.
 2. Between your English or composition courses and courses in your major?

3. Between your English or composition courses and your career?
6. To what extent do the following apply to you when you start to work on a written assignment? Check all that apply.
 1. Have difficulty understanding what the assignment is asking you to do
 2. Have to ask the professor to explain the assignment
 3. Go to the writing center to get help understanding the assignment
 4. Turn to classmates and/or friends to get help understanding the assignment
 5. Start writing even though the assignment isn't clear.
7. When you revise, how often do you do the following? Check all that apply.
 1. Use spell check?
 2. Use grammar check?
 3. Get someone else to read your draft?
 4. Read your draft aloud?
 5. Go to the writing center?
 6. Read your draft and then write an almost new one?
 7. Change an occasional sentence?
 8. Revise the paper after you receive your grade on the draft.
 9. Run out of time and request an extension.
8. When working on the revision of written drafts, about how often have you done the following? Check all that apply.
 1. Reorganized the material in the paper.
 2. Developed the supporting material in the paper
 3. Clarified the point of view
 4. Adjusted the tone
 5. Modified the introduction and/or the conclusion
9. To what extent have your writing classes helped you to do each of the following? [very much/quite a bit/some/very little]
 1. Develop a deeper understanding of an issue or problem.
 2. Develop a deeper understanding of people from different economic, social, and racial or ethnic backgrounds.
10. To what extent have your writing classes helped you to do each of the following [very much/quite a bit/some/very little]
 1. Use library databases.
 2. Use other websites.
 3. Distinguish between scholarly and commercial websites.
 4. Think critically about scholarly sources.
 5. Acquire different kinds of sources (i.e. print v. electronic)
 6. Determine what kinds of sources are appropriate for a particular project.
 7. Do social science research (interviews, surveys, focus groups)

Multimedia²

1. How often have you used the following media to complete course assignments:
 1. Slideshows (e.g. PowerPoint)
 2. Audio recordings of music
 3. Audio recordings of sounds other than music (e.g. people talking)
 4. Videos
 5. Webpages
 6. Blogs
 7. Digital photos
 8. Other digital images (e.g., scanned documents, diagrams, drawings)
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1. How often do you use the internet to share your work?
2. How often have you consulted library databases?
3. Have you, or do you plan to, create an electronic portfolio of your work before you graduate?

Location

To what extent has your experience in X (“where x equals....see below) contributed to your knowledge, skills, and personal development in the following areas?

Quite a Lot A Lot Some Not at All NA

1. confidence as a writer
2. critical reading
3. ability to plan written work effectively
4. ability to draft written work effectively
5. ability to revise written work effectively
6. ability to work with others on writing projects
7. ability to build on writing skills
8. learned in other classes
9. ability to synthesize information
10. from a range a sources

A series of questions where “X” in the above prompt could be:

- X = first year or introductory writing course
- X = writing intensive course
- X = course work in your major
- X = course work outside your major
- X = co- or extra-curricular activities
- X = work place or internship

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Miscellaneous (questions indexed to current NSSE)³

1. In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes...
 - w. Put together ideas or concepts from different courses in a writing assignment
 - x. Tutored or taught other students with their writing (formally or informally)
 - y. Discussed ideas about your writing with
 - a. Faculty members outside of class
 - b. Other students outside of class
 - c. Friends or family.
 - z. Worked on a writing assignment harder than you thought you could to meet an instructor's standards or expectations
2. During the current school year, how much has your coursework emphasized the following mental activities?
 - f. **Writing** as a way to accomplish any of the above tasks (a through e)
9. About how many hours do you spend in a typical 7-day week doing each of the following?
 - h. Preparing to write a paper
 - i. Revising a paper after completing a first draft.
11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
 - d. Writing in courses within my major
 - e. Writing in courses outside my major
 - f. Working with professors on improving my writing
 - g. Working with fellow students on improving my writing
 - h. Working with peer tutors on improving my writing

To come after current c
("writing clearly and effectively")

To come after current h
("working effectively with others")

Some questions to insert in Current NSSE Question 10

4. To what extent does your institution emphasize each of the following?
 - h. Providing support and ongoing instruction to help you write more effectively

³ From rogue surveyor Jill Gladstein (jgladst1@swarthmore.edu)