

APPENDIX A-1

TRANSCRIPTION OF WEB-BASED, INTERACTIVE STUDY QUESTIONNAIRE

COURSE IDENTIFICATION:⁵

In this questionnaire, you will be asked to consider the reading, writing, and critical thinking abilities of lower division students. Please consider one such lower division course you have taught or are now teaching and its “typical” students as you respond. In selecting this course, please do not select a course in a shortened summer session or intersession, nor a distance education course.

1. **[Identification of segment (UC/CSU/CCC) and**
 2. **Name of Campus, taken from a pull-down menu]**
 3. **The course I will use as my reference point is a freshman/lower division course;**
 - the name of the course is
 - number of years that I have taught this course
 - number of students enrolled the last time I taught this course
- a. The course I will discuss, is (*check as many as apply*)
- a developmental/remedial course
 - an introductory or survey course in my discipline
 - a required writing course
 - a course for which there is no prerequisite
 - a GE course
 - a W-designated, writing-intensive course in the UC or CSU system

Relevant Demographic Information

- b. Years of teaching experience at a college or university
- c. Current appointment is in:
- Arts (design, dance, music, theatre, painting, etc.)
 - Business
 - Communications
 - Composition
 - Computer Sciences
 - Earth Sciences
 - Engineering
 - ESL
 - Health Sciences or Physical Education
 - History

⁵ Respondents were periodically reminded of their selection, as indicated herein by the blank (_____).

- Humanities (Philosophy, Religion, etc.)
- Language studies (Foreign Languages, Linguistics)
- Literature
- Mathematics
- Natural Sciences (Biology, Botany, Anatomy, etc.)
- Physical Sciences
- Reading
- Social Sciences (Psychology, Sociology, Anthropology, child development, etc.)
- Vocational or technical fields (Please specify)
- Other: (Please specify)

4. The Role of Writing in Your Classroom

The following sets of questions ask you about the types of writing tasks assigned in your course, about the level of preparation as students enter your course, and finally, about the responsibility the institution has in helping students gain needed skills.

4a. How often throughout the term will students enrolled in your course, _____, be assigned these writing tasks?

- Every Class
 - Most Classes
 - Frequently
 - Seldom
 - Never
- ♦ Brief summary of one or more readings
 - ♦ Explanation or interpretation of statistics or graphs
 - ♦ Synthesis of information from several sources
 - ♦ Analysis of information or arguments
 - ♦ Lab report
 - ♦ Argumentative essay
 - ♦ Evaluation of others' work (e.g., books, articles, movies, peers' work, etc.)
 - ♦ Essay based primarily on personal experience or observation
 - ♦ Informal writing (logs, journals, reading responses, reflection, online discussion groups, etc.)
 - ♦ Short answer questions on exams, quizzes
 - ♦ Essay questions on exams, quizzes
 - ♦ Group collaborative writing projects

4b. What percentage of students is sufficiently prepared for these writing tasks when they first enter your course?

- ♦ Brief summary of one or more readings
- ♦ Explanation or interpretation of statistics or graphs
- ♦ Synthesis of information from several sources
- ♦ Analysis of information or arguments
- ♦ Lab report
- ♦ Argumentative essay
- ♦ Research paper or report
- ♦ Evaluation of others' works (e.g., books, articles, movies, peers' work, etc.)
- ♦ Essay based primarily on personal experience or observations
- ♦ Informal writing (logs, journals, reading responses, reflection, online discussion groups, etc.)
- ♦ Short answer questions on exams, quizzes
- ♦ Essay questions on exams, quizzes
- ♦ Group collaborative writing projects

4c. How should students acquire the abilities necessary to succeed in these writing assignments? *Check as many of the four responses as apply.*

Students should have this ability upon entering this course because it will NOT be taught in this course.

Students

...should have acquired ability in high school

...should have acquired ability in prerequisite or prior college courses

OR

Students WILL receive instruction about this ability during the course.

Students ...

will be introduced to or have ability reinforced as part of course's regular instruction

... will be referred to outside resources (tutoring centers, labs, adjunct courses, etc.) for instruction

- ♦ Brief summary of one or more readings
- ♦ Explanation or interpretation of statistics or graphs
- ♦ Synthesis of information from several sources
- ♦ Analysis of information or arguments
- ♦ Lab report

- ♦ Argumentative essay
- ♦ Research paper or report with citations
- ♦ Evaluation of others' work (e.g., books, articles, movies, peers' work, etc.)
- ♦ Essay based primarily on personal experience or observations
- ♦ Informal writing (logs, journals, reading responses, reflection, online discussion groups, etc.)
- ♦ Short answer questions on exams, quizzes
- ♦ Essay questions on exams
- ♦ Group collaborative writing projects

The writing tasks you have just discussed may call for students to exhibit various writing abilities. These next few questions ask you to consider those abilities associated with the writing assignments you assign in your course.

5a. In your course, _____, which of these abilities associated with writing are necessary for students to succeed in the writing tasks you assign?

- ♦ Taking notes on lectures
- ♦ Determining appropriate paper topics
- ♦ Determining and addressing the prior knowledge, viewpoints of the intended reader
- ♦ Locating information or research in the field
- ♦ Developing a main point or thesis
- ♦ Organizing information
- ♦ Quoting and citing others appropriately to avoid plagiarism
- ♦ Using appropriate form or conventions of the discipline
- ♦ Providing factual descriptions
- ♦ Converting nonverbal information (numbers, graphs, pictures) into words
- ♦ Making substantive contributions/responses to online discussions/groups

5b. When students first enter your course, what percentage of students is sufficiently equipped with these abilities associated with the writing tasks you assign? (Please enter a number from 0-100 %)

- ♦ Taking notes on lectures
- ♦ Determining appropriate paper topics
- ♦ Determining and addressing the prior knowledge, viewpoints of the intended reader ♦ Locating information or research in the field
- ♦ Developing a main point or thesis
- ♦ Organizing information
- ♦ Quoting and citing others appropriately to avoid plagiarism
- ♦ Using appropriate form or conventions of the discipline

- ♦ Providing factual descriptions
- ♦ Converting nonverbal information (numbers, graphs, pictures) into words
- ♦ Making substantive contributions/responses to online discussions/groups

5c. In order to succeed on the writing tasks you assign, how should students acquire these associated writing abilities? *(Check as many of the four responses as apply.)*

Students should have this ability upon entering this course because it will NOT be taught in this course.

Students

... should have acquired ability in high school

... should have acquired ability in prerequisite or prior college courses

OR

Students WILL receive instruction about this ability during the course.

Students

... will be introduced to or have ability reinforced as part of course's regular instruction

... will be referred to outside resources (tutoring centers, labs, adjunct courses, etc.) for instruction

- ♦ Determining appropriate paper topics
- ♦ Determining and addressing the prior knowledge, viewpoints of the intended reader
- ♦ Locating information or research in the field
- ♦ Developing a main point or thesis
- ♦ Organizing information
- ♦ Taking notes on lectures
- ♦ Quoting and citing others appropriately to avoid plagiarism
- ♦ Using appropriate form or conventions of the discipline
- ♦ Providing factual descriptions
- ♦ Converting nonverbal information (numbers, graphs, pictures) into words
- ♦ Making substantive contributions/responses to online discussions/groups

6a. Which of these editorial abilities are necessary for your students to complete your writing assignments successfully?

- ♦ Using methods and writing conventions appropriate for the discipline
- ♦ Acquiring and using vocabulary appropriate to a lower division class in your discipline
- ♦ Using correct grammar and punctuation
- ♦ Spelling accurately

6b. When students first enter your course, what percentage are able to perform these editorial tasks associated with writing? *(Please enter a number from 0-100 %)*

- ♦ Using methods and writing conventions appropriate for the discipline
- ♦ Acquiring and using vocabulary appropriate to a lower division class in your discipline
- ♦ Using correct grammar and punctuation
- ♦ Spelling accurately

6c. How should students acquire these skills necessary to succeed in your writing assignments? *(Check as many of the four responses as apply.)*

Students should have this ability upon entering this course because it will NOT be taught in this course.

Students

... should have acquired ability in high school

... should have acquired ability in prerequisite or prior college courses

OR

Students WILL receive instruction about this ability during the course.

Students

... will be introduced to or have ability reinforced as part of course's regular instruction

... will be referred to outside resources (tutoring centers, labs, adjunct courses, etc.) for instruction

- ♦ Using methods and writing conventions appropriate for the discipline
- ♦ Acquiring and using vocabulary appropriate to a lower division class in your discipline
- ♦ Using correct grammar and punctuation
- ♦ Spelling accurately

7. What percentage of your students have problems with these elements of their writing? *(Please enter a number between 0 and 100 %)*

- ♦ Understanding the purpose of the assignment
- ♦ Identifying/focusing on the appropriate audience
- ♦ Generating a suitable thesis or main point
- ♦ Using an appropriate organizational pattern
- ♦ Developing a thesis with sufficient and appropriate evidence or proof
- ♦ Using appropriate research methods
- ♦ Using assigned structure, format or discipline conventions
- ♦ Editing for coherent sentences
- ♦ Editing for errors (spelling, punctuation, word choice)
- ♦ Language and rhetorical problems due to English as a Second Language

The Role of Reading in your Classroom

8a. How often throughout the term will students enrolled in your course, _____, be assigned these reading tasks?

- Every Class
 - Most Classes
 - Frequently
 - Seldom
 - Never
- ♦ Lab manuals
 - ♦ Textbooks
 - ♦ Essays
 - ♦ Research material
 - ♦ Graphs/charts/maps
 - ♦ Novels/Short Stories/Poetry/Other Literature
 - ♦ Newspaper, magazine articles
 - ♦ Professional journals
 - ♦ E-mail/Websites/internet
 - ♦ Other students' work

8b. Consider the majority of your students in this course: upon entry, what percentage is prepared to read critically these types of assigned readings? *(Please enter only a number from 0-100.)*

- ♦ Lab manuals
- ♦ Textbooks
- ♦ Essays
- ♦ Research material
- ♦ Graphs/charts/maps

- ♦ Novels/Short Stories/Poetry/Other Literature
- ♦ Newspaper, magazine articles
- ♦ Professional journals
- ♦ E-mail/Webster/internet
- ♦ Other students' work
- ♦ Other: (specify)

9. How should students acquire these critical reading abilities as needed for your course? Check as many of the four responses as apply.

Students should have this ability upon entering this course because it will NOT be taught in this course.

Students

... should have acquired ability in high school

... should have acquired ability in prerequisite or prior college courses

OR

Students WILL receive instruction about this ability during the course.

Students

... will be introduced to or have ability reinforced as part of course's regular instruction

... will be referred to outside resources (tutoring centers, labs, adjunct courses, etc.) for instruction

- ♦ Comprehend assigned reading
- ♦ Analyze their assigned reading
- ♦ Be familiar with discipline's vocabulary
- ♦ Use evidence from text to support or challenge their ideas
- ♦ Understand charts/graphs/ illustrations
- ♦ Read with appropriate speed
- ♦ Read to retain information
- ♦ Use research aids (appendices, index, library reference materials)
- ♦ Identify the main idea and support of assigned reading

Using Technology Effectively

9a. Do you now or are you intending soon to incorporate computers for teaching some aspect of your course, _____?

- Yes
- No

[A "yes" response prompts these next questions.]

9b. Do you now or are you intending soon ...

- Yes
- No
- ♦ To use computer assisted delivery within the classroom?
- ♦ To offer this course entirely online
- ♦ To offer this course partially on line to supplement classroom work?
- ♦ To expect your students to make use of online materials or resources (e.g., e-mail, Websites or Web browsers, etc.)

10.a. For your course, do you ask students...

- No
- Recommended
- Optional
- Required
- ♦ To join a class listserv, a threaded discussion list, or mailing list
- ♦ To use chat rooms
- ♦ To use video conferencing
- ♦ To use interactive lab-based software, (e.g. Daedalus, Norton Textra Connect)
- ♦ To use word processing software
- ♦ To use electronic handbooks or references
- ♦ To keep logs or journals online where you can see them and respond to them
- ♦ To present material in Web format or media such as PowerPoint
- ♦ To publish work on a Website
- ♦ To submit drafts and papers electronically
- ♦ To create multimedia documents
- ♦ To consult or seek experts in various fields by e-mail
- ♦ To use a Web browser for research
- ♦ To evaluate Web Sources
- ♦ To use e-mail

Evaluation of Students' Written Work**11. Consider the role of writing in the evaluation of each student in this course.**

What % of each student's final course grade is based on in-class writing? ____ %

What % of each student's final course grade is based on out-of-class writing?

____ %

12. How important is each of the following in your evaluation of students' written work?

- Not important at all
- Important
- Very important

- ♦ Ideas/content/ original insight
- ♦ Organization
- ♦ Sentence structure
- ♦ Word choice
- ♦ Grammar, punctuation, spelling
- ♦ Evidence of logical thought

13a. Consider reasons why some students are NOT successful in your course, _____. To what degree do the following factors contribute to your students' lack of success?

- Not a factor
- A factor
- Not Sure

- ♦ Lack of academic writing skill
- ♦ Lack of analytical reading skill
- ♦ Lack of listening skills
- ♦ Lack of understanding about time and effort required to do college work
- ♦ Time constraints arising from students' personal/work lives
- ♦ ESL Difficulties
- ♦ Plagiarism
- ♦ Lack of critical thinking strategies

13.b. To what extent are the following abilities necessary for the academic success of ESL students in your course?

- Not Important
- Important
- Very Important

- ♦ Speaking well enough to be understood without being asked to repeat
- ♦ Interpreting test items without use of a dictionary
- ♦ Accurately interpreting written instructions for activities such as labs without individual help from instructional staff or other students
- ♦ Understanding cultural references out of context
- ♦ Writing in idiomatic English (i.e., vocabulary and grammar do not interfere with meaning)

- ♦ Conducting library research independently
- ♦ Incorporating source material without plagiarizing
- ♦ Listening/comprehending lectures/discussions
- ♦ Participating actively in discussions

Your Students: Habits of Mind and Attitude

These next two questions ask to you consider the students' habits of mind and attitude as they are important within your course and then within the larger intellectual and academic context of your discipline.

14.a. How important are these factors to students' success in your course

- Not Important
 - Important
 - Very Important
- ♦ Ask questions for clarification
 - ♦ Are attentive in the classroom
 - ♦ Are punctual with assignments
 - ♦ Are polite to faculty
 - ♦ Are courteous to other students
 - ♦ Come to class prepared
 - ♦ Have respect for and consider other viewpoints
 - ♦ Contribute willingly to classroom discussion
 - ♦ Seek additional help when needed

14.b. How important for success in your discipline is it that students assume these habits of mind?

- Not applicable to this discipline
 - Not essential to this discipline
 - Somewhat essential to this discipline
 - Essential to this discipline
- ♦ Ask provocative questions
 - ♦ Accept directions readily
 - ♦ Be willing to challenge one's own beliefs and point of view
 - ♦ See other points of view
 - ♦ Experiment with new ideas
 - ♦ Read with an awareness of self and others
 - ♦ Exhibit concern for accuracy and precision
 - ♦ Observe carefully the material world
 - ♦ Engage in intellectual discussions
 - ♦ Generate hypotheses
 - ♦ Exhibit curiosity

Concluding Thoughts**15a. Over the past 24 years that you have taught _____,**

my students' writing ability has ...

my students' ability to comprehend, evaluate and manipulate assigned reading has ...

my students' ability to tackle complex, analytical work has ...

- improved over all
- declined in quality
- stayed about the same

15.b. Please use the spaces below to comment on issues being investigated in this study. Comments are not required.

- ♦ Comments about the role of writing in your classroom.
- ♦ Comments about the changes you have seen in the ability of students to write in _____.
- ♦ Comments on the role of reading in your classroom.
- ♦ Comments about the level of preparation of your students.
- ♦ Comments on the use or intended use of technology in your classroom.