Disciplined into the Discipline?

Influences, attitudes, and perspectives on writing from UMN students

By Liv Riggins

Introduction

For university writing center consultants, it can be as important to understand an individual writer's priorities, approach to writing, and background as it is to understand the rubric for the project the writer is working on. Both the individual background and the project requirements are key to understanding a writer's goals and are, therefore, also crucial parts of devising a successful plan to help the writer achieve those goals. This is a complex process that requires listening, attentiveness, receptiveness to the student's background and point of view, and an understanding of discipline-specific writing conventions—and this process of listening and setting an agenda often has to be compressed into the first few minutes of a forty-minute consultation. As such, in order to offer effective writing assistance, writing center staff must be aware of the diversity of student backgrounds and projects, ready to engage that diversity by asking thoughtful, relevant questions, and eager to learn more about the writer.

This is especially true at the University of Minnesota's Student Writing Support (SWS), as SWS serves clients from across a wide range of personal and educational backgrounds In the 2017–18 school year, SWS served clients working on writing for classes in 165 departments, which is

more than the 150 undergraduate majors offered at the University of Minnesota (UMN) (Appendix A). As part of a writing center for students at any level of study and any discipline in a large university, writing consultants read a broad variety of writing with similarly divergent subjects, audiences, goals, and priorities.

My experiences in writing for higher education and working in a highly interdisciplinary writing center led me to wonder how other students view their own writing, both for school and not, and to what extent academic enculturation affects their writing. This initial question only led to further questions: Does enculturation influence student writing outside of school? What else influences student writing? How do students feel about the enculturation they encounter in college instruction, relative to other influences? To begin to explore these questions, I sought out student perspectives on how they view their writing for school and the process of academic enculturation that their writing becomes subject to through taking classes at the University of Minnesota.

This article explores the attitudes, perceptions, and priorities UMN students have towards writing and their self-identified writing influences in relation to several approaches to writing pedagogy. This approach combines the

strength of a theory-informed study of writing center practice with extensive exploration and quotation from student voices. As a whole, this study is intended to provide readers and writing center staff with a broader picture of the motivations, attitudes, priorities, and influences clients may be bringing to their consultations, enabling them to better serve the diverse needs of writing center clientele.

Literature Review

Academic Enculturation

Enculturation, or the process of gradually acquiring the norms and customs of a particular group, is a necessary process for joining any new community. However, this is especially true for one as characterized by rules and gatekeeping as academia. As students arrive at college with a diversity of identities, values, languages, expectations, and educational backgrounds, "each newcomer must come to understand, cope with and place himself or herself within the evolving conversation" of their discipline, which to some extent norms student priorities, ways of thinking, and writing styles to those of their field (Bazerman, 1992, 66). A student's enculturation into academic and discipline-specific ways of thinking and writing is done every day through instruction from the teacher, reading examples of other student work, reading academic writing in assignments, and getting feedback from other sources on campus (i.e., SWS, tutoring, other students) (Florence & Yore, 2004).

Writing Instruction Through Writing Across the Curriculum

Writing Across the Curriculum (WAC) programs began to emerge in the 1970s as way to "assist teachers across disciplines in using student writing as an instructional tool in their teaching"

(Thaiss & Porter, 2010, 535). WAC programs "recognize and support the use of writing in any and every way and in every and any course offered at a learning institution," expanding courses in which writing plays a central role from the traditional writing disciplines of English or writing studies to all fields ("What is a WAC Program?," n.d.). In February 2014, the International Network of WAC (INWAC) released a statement defining their understanding of WAC:

> It is based on the premise that writing is highly situated and tied to a field's discourse and ways of knowing, and therefore writing in the disciplines (WID) is most effectively guided by those with expertise in that discipline. WAC also recognizes that students come to the classroom with a wide range of literacy, linguistic, technological, and educational experiences, but that all students can learn to become more proficient writers (INWAC, 2014).

Based on these definitions, it is clear that WAC programs function as a way to teach students how to write in a way that meets the expectations of their discipline, or academia more broadly. As such, WAC is a key part of the enculturation process for writing in academia. Depending on the theories of writing and writing pedagogy that instructors and curriculum planners choose to implement, WAC programs can teach students to approach writing in a variety of ways. WAC programs typically operate through a series of approaches broadly grouped under the headings of Writing to Learn (WtL), Writing to Engage (WtE), and Writing in the Disciplines (WID), also known as Writing to Communicate ("What is a WAC Program?," n.d.).
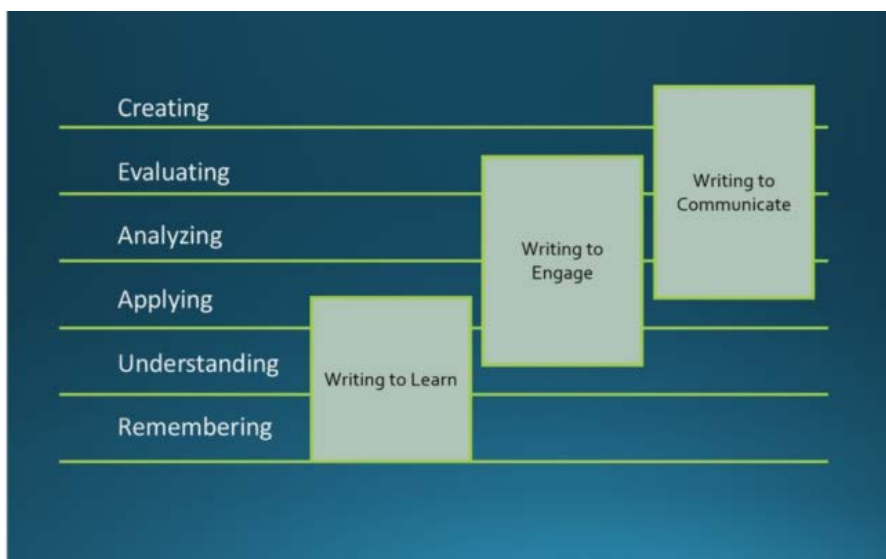
Figure 1. Depiction of the educational objectives for each major approach to WAC from WAC Clearinghouse, retrieved from https://wac.colostate.edu/resources/wac/intro/programs. ("What is Writing to Engage?," n.d.)

Writing to Learn and Writing to Engage

WtL approaches encourage students to become self-reflective about their writing and approach it as a way to gain knowledge, rather than only as a communication method oriented towards creating a final product for outside readers. WtL differs from "transactional" ways of writing—writing to inform, persuade, instruct, or reach some kind of goal (Britton, 1972)—in that WtL means writing "to ourselves . . . to order and represent experience to our own understanding" (Fulwiler & Young, 2000, x). WtL deals with learning the foundational educational objectives as laid out in Bloom's taxonomy (a heuristic commonly used to order educational objectives): remembering, understanding, and applying (Krathwohl, 2002, 213) (Figure 1). Characterisitc WtL activities include journaling on a project or reading, annotating readings, writing response or synthesis papers, and keeping project notebooks. While transactional approaches to writing frame writing as a utilitarian practice of straightforwardly getting information across, WtL teaches writing as "a tool for discovering, for shaping meaning, and for reaching understanding" of the material at hand, whether it is personal observation or readings for class (Fulwiler & Young, 2000, x). WtL is well suited to students new to academic writing, as it builds the broader critical thinking skills necessary for reading and writing in any discipline ("What is Writing to Learn?," n.d.).

Writing to engage (WtE) is similar to WtL, and often included with WtL approaches to writing ("What is Writing to Engage?," n.d.). WtE approaches frame writing as a way of practicing critical thinking. WtE stands in the middle of Bloom's taxonomy of educational objectives, between the product-oriented writing in the disciplines approaches and the foundational processes of WtL (Figure 1). In using WtE strategies, students are able to not only demonstrate an understanding of critical thinking, as in critiques or reviews, but also transform knowledge through applications of frameworks to texts or cases (Detoye, 1986).

Writing in the Disciplines

In contrast, WID is often understood as an approach rooted in transactional ideas of writing, seeking to "introduce or give students practice with the writing conventions of a discipline" ("What is Writing in the Disciplines?," n.d.). This kind of writing instruction is often focused on the final product and the student's ability to adhere to the professional guidelines in their field. Lab reports, research papers, and essays are typical of WID assignments. However, WID can also teach ways of thinking within the discipline, much as WtL approaches seek to teach critical thinking skills through writing (Carter, Ferzli, & Wiebe, 2007, 278). Carter, Ferzli, and Wiebe question the dichotomy typically drawn between WtL and WID by arguing that WID approaches, when practiced properly, teach more than the techniques of writing for a discipline. WID approaches can also help students develop the type of thinking used in the discipline, just as WtE does, plus provide a valuable way to become encultured in the field through explicit instruction rather than the implicit induction common in academic writing (Thonney, 2011).

Transdisciplinary approaches to Writing Across the Curriculum

These approaches have been most commonly used for WAC programs since their inception in the 1970s. . However, some authors have recently begun to suggest alternatives or changes to WAC to make writing curriculum standards more responsive to what they view as the increasingly transdisciplinary and interdisciplinary nature of research and work. Rademaekers (2015) argues that the current state of "writing to learn pedagogy is largely about helping students write to learn disciplinary discourse and understand disciplinary epistemology through language

instruction," rather than build an understanding of writing practices that is "situated," flexible, and oriented towards commonality and problem-solving. Jakobsen, Hels, and McLaughlin allege in a 2004 case study that "WAC/WID emphasis on disciplinarity is currently, and will be in the near future, insufficient for preparing students for a world that is radically interdisciplinary and transdisciplinary," leading towards "a plethora of challenges when professionals leave the confines of their discipline," as is becoming increasingly common through career changes and interdisciplinary research initiatives (2004, 15).

Similarly, Gere, Knutson, and McCarty document the challenges that even undergraduate students face as they "gradually socialize" into disciplinary standards and "come to recognize, with varying degrees of conflict or resistance, that being a member of a discipline requires, well, discipline . . .'streamlining and loss,'" in the words of one student in their research (Gere et al., 2018, 69). They found that, for students in their case study, "the only constant is the student-as-writer, selecting courses within constraints, and developing a writerly persona—or rather multiple writerly personae" to deal with both the shifting demands of the several disciplines they write for as undergraduates and the tension they felt as they began to assimilate their writing to the expectations of their discipline (Gere et al., 2018, 64).

In response to the challenges of becoming encultured into a discipline and its writing styles and then needing to work against that enculturation later in life, Rademaekers (2015) posits that WAC programs should move towards "the opposite" of the discipline-specific writing education WID has traditionally resulted in. Instead, Rademakers argues for a non-discipline-

specific framework that encourages students to "become un-disciplined in order to establish a situated and collective disciplinary identity," open to changing in the shifting terrain of interdisciplinary research and learning. Rademaekers (2015) further suggests that WAC plans should primarily ensure that students "learn about language not as a means for reinforcing disciplinarity and ideology, but as a means for reflexivity, openness, and situated-ness in knowledge making," recognizing the sociopolitical context and historical specificity of their discipline's conventions, rather than understanding them as rigid, naturalized, and universally right ways of viewing and practicing writing, as Jakobsen et al., Rademaekers, Nelson, Gere et al., and other authors allege enculturation in discipline-specific writing has done in the past.

Writing Instruction at the University of Minnesota

School-wide Writing Curriculum

The University of Minnesota is unique in that its WAC program is done through a combination of school-wide initiatives (including mandatory first-year writing courses, general education requirements, and writing-intensive course requirements) and a "faculty-centered" series of WEC plans ("WEC Model," n.d.). According to the UMN's First-Year Writing Program website, first-year writing courses are primarily intended to "help incoming students develop fundamental writing skills necessary in their university studies. . . . and learn the appropriate conventions and styles" of academic writing, for an end product of "graceful written communication," an objective that sounds similar to conventional transactional writing approaches

("First Year Writing," n.d.). At the same time, the classes are also intended to fulfill a more WtL end in teaching students "to participate in writing as a knowledge-making practice" and writing through Writing Enriched Curriculum (WEC) plans. Unlike a WAC program coordinated across the university, which may have more of an ability to draw similarities between disciplines and advocate for "practice and study writing as a recursive process of critical thinking and analytical reading," reminiscent of WtE approaches as defined by Detoye (1986). Based on its stated goals, the UMN's First-Year Writing Program appears to combine the goals and processes of WtL, WtE, and WID.

Discipline-Specific Approaches to Writing

Colleges and majors also have the ability to create additional requirements for student transdisciplinary ways of of teaching writing, WEC plans are confined to the individual discipline. The WEC program as a whole endorses the importance of discipline-specific knowledge and writing, as it describes itself as "supporting curricular infusion of discipline-relevant writing instruction." Its framework is intensely localized, with all WEC planning done within a department and dealing with the concerns of the specific faculty involved ("About WEC," n.d.). It is the initiative of the faculty of a specific department to contact the writing specialists, and the complete undergraduate writing plans codify "the roles played by writing in their fields, attributes they look for in student writing, and ways that writing instruction can be optimally situated in their curriculum" ("About WEC," n.d.).

However, because the priorities of the faculty differ depending on both the department and the theories of the specific faculty who are working on the plans, it would be misleading to

characterize the UMN's WEC approaches solely as any of the previously mentioned approaches to WAC—WtL, WtE, WID, or transdisciplinary. While the process for creating WEC plans emphasizes disciplinarity, different disciplines have widely varying philosophies of writing expressed in their UMN WEC plans. Some WEC plans show an inclination towards a transactional framework for writing through the criteria they set for writing pedagogy within the major. For example, theeconomics department includes "complying with instructions" as a major criterion for good writing in the discipline ("Economics writing plan," 2018). The College of Biological Sciences, mechanical engineering, and chemistry emphasize concision as a major feature of writing in the discipline, which again contributes to the idea of writing as a linear process oriented towards straightforward communication with an audience ("College of Biological Sciences writing plan," 2017, "Mechanical engineering writing plan," 2016, "Chemistry writing plan," 2018). At the same time, other majors have set goals for their writing pedagogy and students' writing that emphasize characteristics in line with the goals of WtL and WtE ("Approved WEC plans," 2018). For example, the philosophy WEC plan encourages "effectively synthesizing ideas and analyzing the connections between them" and "charitably reconstruct their opponents arguments in order to illuminate why someone might subscribe to the view in question, to illuminate what such views might get right or wrong, and to draw constructive, positive lessons, even from mistaken views ("Philosophy writing plan," 2015).

The benefit of this discipline-bound system of writing instruction is that the educators actually in the field and working with students have a central role in devising the curriculum, rather than coming from a centralized group with few opportunities for input or customization. However, it would seem to substantially limit the opportunity for institutionalization of transdisciplinary approaches to writing across departments.

Methods

I distributed a Qualtrics survey to SWS staff, Radio K staff, and SWS users to learn more about students' perceptions of the purpose, goals, and influences on their writing both for school and not, and to what extent these perceptions are influencedby academic writing conventions, disciplinary conventions, common WAC approaches, or other influences. While interviews with selected students had been considered, a survey was chosen instead for its potential to draw responses from students in a wider variety of disciplines. Although the survey sample is a sample of convenience based on the email lists I have access to, I tried to choose a population for this survey that would include students from a variety of disciplines, and not just those who are clients or staff at SWS. The email included a short explanation of the study, a link to the survey, and a consent form (Appendix B).

Surveys were also made available to SWS users at the Appleby and Nicholson locations through hard copies of the survey link and consent form (Appendix C). These were placed in the waiting area of both of these SWS locations and also were distributed to SWS users through writing consultants via a letter placed by consultation mailboxes and an email addressed to writing consultants (Appendix D).

The survey included a mix of rating questions followed by open-ended text boxes for elaboration, plus open-ended questions towards the end (Appendix E). This was intended to solicit in-depth responses from a wider range of students than could be reached through interviews in this

time period. Question topics included student demographics, personal and school writing projects, writing self-efficacy, and perceptions of outside influences on writing. Respondents were also asked to rate the importance of 11 characteristics of writing, synthesized from UMN WEC plans, on a sliding scale from 0-10. This was intended to gauge students' internalization of disciplinary writing standards and conventions. This was followed by another Likert-scale-style ranking question with five different purposes of writing chosen from a variety of sources to present a spectrum of writing that included discipline-specific approaches,biggest influences on their writing, how their writing has changed since high school, and how their writing has changed since the beginning of this semester. These questions were intended to establish which influences students felt were most important, and how academic instruction has shaped their writing over the long- and short-term. As an incentive tocomplete the survey, participants who fully answered all survey questions and chose to provide their emails were entered into a drawing for a $15 gift card.

Results

Overall, there were 33 student responses to the survey (Appendix F). Out of these 33, 17 had enough information to be usable (i.e., the participant answered most multiple choice questions and some open-response questions) and 15 had full responses to every question.

The survey was distributed to a mailing list of 50 SWS staff members, 23 Radio K staff members, and 8 SWS clients. Out of the 17 usable responses, 3 respondents were graduate students and the rest were undergraduate students. The majority of the students who responded to the survey were in a humanities field, though a wide variety of disciplines were represented (Figure 2). English and linguistics were the most commonly recurring majors for respondents, with four and two students respectively. Respondents had largely positive attitudes towards writing, with no disagreement and an average of "Agree" to the statements "I am good at writing" and "I enjoy writing" (Figure 3).

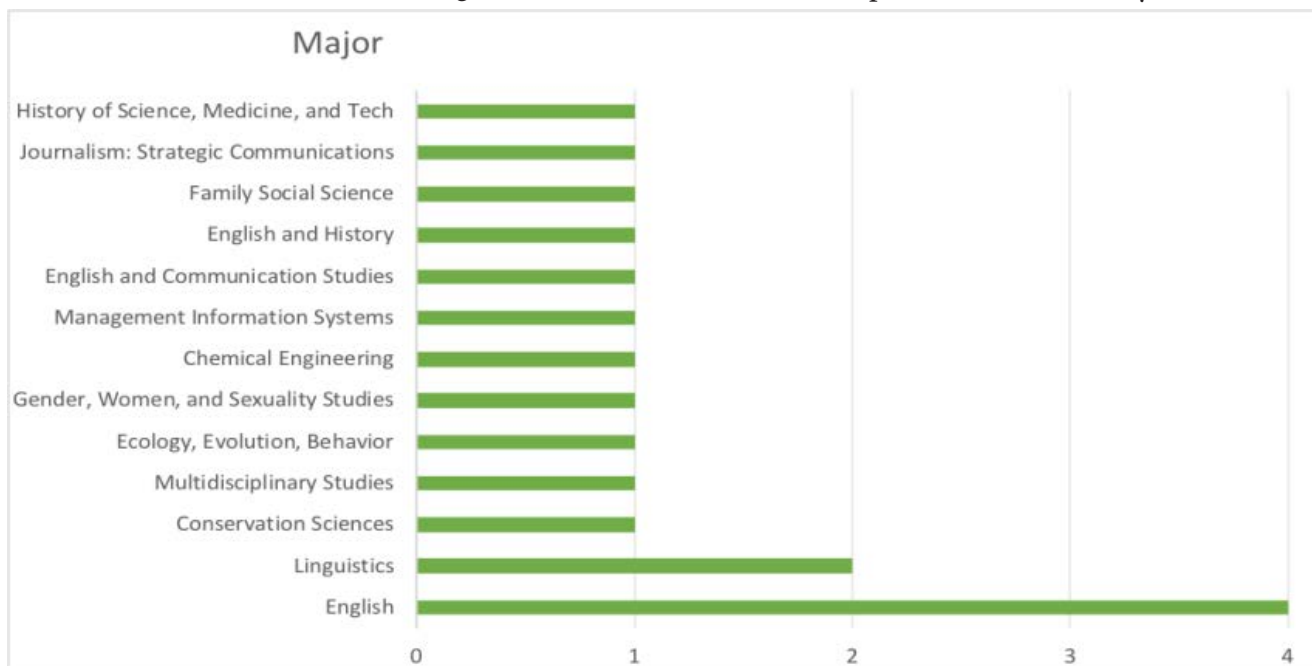The responses to this survey confirmed Gere

Figure 2. Chart of respondents' majors. Retrieved from survey data (Appendix F).
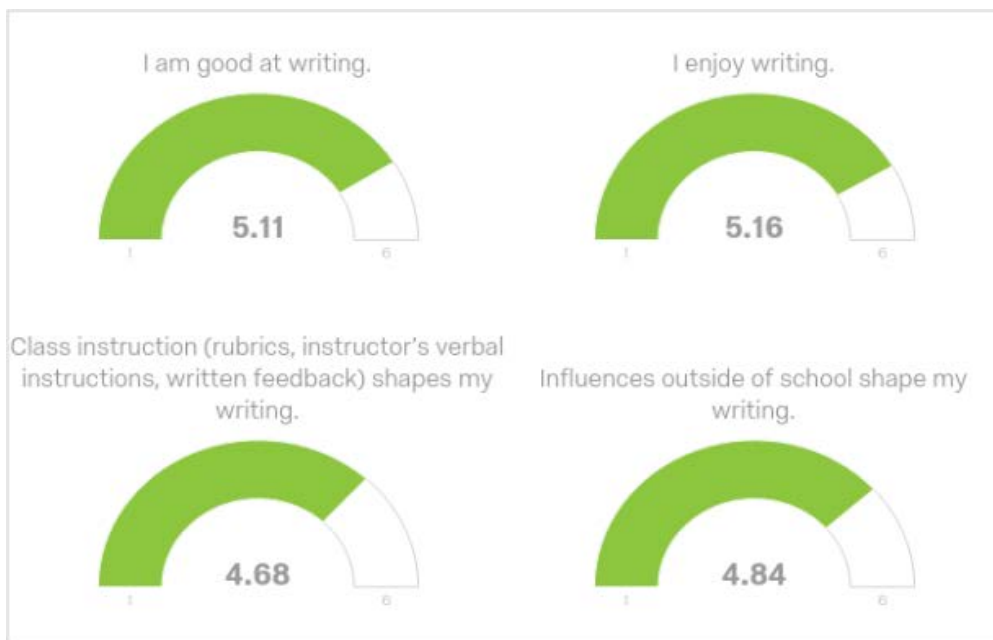
Figure 3. Averages of respondents' evaluations of self-efficacy and writing influences on a scale of 1-6. Retrieved from survey data (Appendix F).

t al.'s observation of "multiple writerly personas" within a single undergraduate student. Most respondents located their writing influences outside of school, did not have discipline-specific correlations in their ranking, indicated a writing approach similar to WtL, and also listed multiple and sometimes conflicting influences and attitudes. Only 33 percent of responses referenced postsecondary academic enculturation specifically. Most of these respondents were either fine with academic instruction shaping their writing (30 percent) or did not indicate it as a major influence on their writing (57 percent). However, the majority of respondents also said that their writing had changed since beginning college—just not in a discipline-specific way, and instead towards a more WtL or WtE approach through lengthened process and less focus on the final product. Despite the discipline-specific nature of the UMN WEC plans, respondents in this survey had a complex understanding of the influences on their writing and a broad approach to the purposes, goals, and characteristics of writing.

Situatedness and Multiple Identities

Responses to this survey expressed a nuanced, complex, and interdisciplinary approach to writing, which is surprising considering the discipline-specific writing instruction as a constraining, narrowing force.

Responses to the two Likert scale rating questions, 11 and 17, showed that respondents largely understood different influences and purposes for writing as coexisting. On question 11, all but one student agreed to some degree that both class instruction and outside influences shape their writing, with several respondents indicating that they "Strongly Agree" that both influence their writing. Question 17, which asked respondents to express how often different purposes of writing drawn from the goals of the WtL, WID, and disciplinary WEC plan approaches should be used, showed that respondents acknowledged all these purposes for writing as important to some extent.

The two statements related to WID and WtL approaches, sometimes seen as opposing, had

almost unanimous support. Of the participants, 53 and 80 percent, respectively, said those purposes should "always" be the goal of writing for assignments. Out of the 17 responses to this question, no participant said that one of the five widely varying purposes for writing should "never" be done—the least popular statement was "Writing for assignments should show that students are following instructions," and even that only had 20 percent of respondents saying it should "rarely" be used (Figure 4). This indicates an understanding of the situatedness of writing conventions in that respondents recognized that writing can have many different purposes in different contexts, with little tension between different ways of writing.

Three respondents pushed back against ranking characteristics for all writing in question 13, citing the situatedness of writing contexts and the difficulty of choosing characteristics universally. These three students were all fairly advanced in their disciplines; one of these students was a graduate student in history of science, medicine, and

technology, one was a fourth year English student working on "dissertation, conference proposals, conference papers," and one was a chemical engineering student who had indicated a relatively high level of discipline-specific enculturation in other responses, like "I think logically, and the majority of the science academia think the same way as well," and "Reading more peer-reviewed journals in my discipline as I progress through college will ultimately shape the way I write because I have a continuous stream of model pieces of writing I can look to."

While these students are at a point where they likely would have encountered "that being a member of a discipline requires, well, discipline," they did not indicate the "streamlining and loss" that the students in Gere et al.'s research did, or the constraining effect that Rademaeker or Jakobsen et al. warned of. . In answer to question 16, the ranking rationale, one student wrote "I think these are really hard to rank because it depends completely on the type of writing, the audience, the
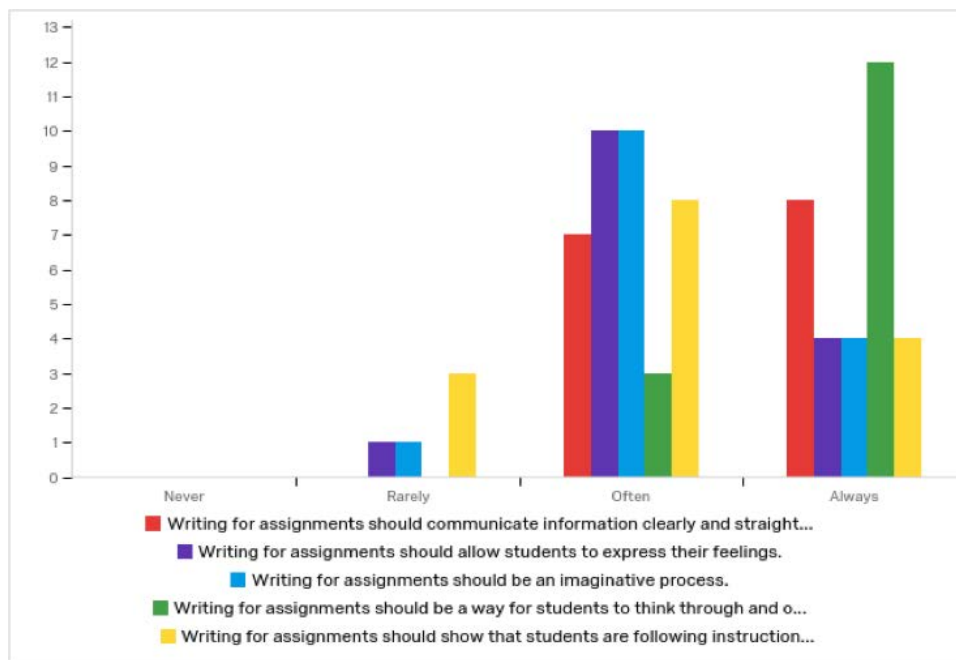

Figure 4. Responses evaluating how often five different purposes should be used in writing for assignments. Retrieved from survey data (Appendix F).

genre, and the purpose of the writing," and another wrote," I find it hard to decide what characteristics are most important for writing assignments universally." The third student ranked "other" highly in their response (7/10) then wrote in for "other," "Relevance with regards to time, audience, and discipline." Advancing in their disciplines, therefore, did not seem to lead these respondents to narrow their understanding of the diversity of purposes and goals for writing.

Several responses to questions 12, 14, 18, 19 showed the "multiple writerly personas" Gere et al. noted. As mentioned earlier, respondents overwhelmingly confirmed that both academic and non-academic influences shape their writing. However, of the 39 total responses to questions 12, 16 and 18 on influences, 90 percent sited their influences on writing outside of postsecondary academia. Most responses cited early instruction, as in K-12 education or family influence (45 percent), reading others' work (25 percent) or personal values (15 percent). The rest of the responses covered a broad range of influences, including storytelling, slam poetry, and audience expectations.

Several respondents listed multiple widely differing sources of influence over the course of the survey, and even within responses to the same question. One student wrote in response to question 12, "Reading more peer-reviewed journals in my discipline as I progress through college will ultimately shape the way I write because I have a continuous stream of model pieces of writing I can look to. [also] Personal values of expression and writing style," indicating both discipline-specific and personal influences in the same breath. Another similarly combined academic and non- academic influence in saying "The slam poetry

competitions I did . . . but also my high school english [sic] teachers really encouraged me as well."An especially reflective response listed seven different influences and identified change over time and contexts:

"I definitely see my early experiences with my mother shaping my writing -- she was an extremely formal person who valued a wide vocabulary, literary references and following strict grammar rules. I think I still retain the idea that writing is formal, permanent, and serious -- even thought I know it can be so many other things now. Interestingly, the question above asks what "shapes" (present tense) my writing currently. I assume the books/articles I am reading shape my writing...though I often read fiction but write scientific journal articles so sometimes I wonder how those two connect to each other. Maybe I have started to dissociate myself from my mother's definition of writing because I have other models now... in friends, on the internet, in authors, in colleagues?"

Responses like these showed that many of the students surveyed recognized a variety of possibly conflicting, overlapping, and interacting influences on their writing, as well as change in responses to time and situation—a much more conditional, reflective, and unconstrained understanding of writing than might be expected from a writing program that is based on such discipline-driven curriculum as WEC plans. This surprisingly holistic understanding of writing could be due to any number of influences but may

be a result of the largely undergraduate survey population, the broad scope of the first-year writing course, or the self-selecting nature of this survey.

Writing to Learn and Writing to Engage

WtL and WtE approaches to writing were largely supported by respondents in this survey. Respondents most strongly expressed agreement with WtL approaches on question 17, which asked respondents to indicate their beliefs on how often different purposes of writing should be used in academic writing on a scale from "never" to "always" (Figure 4). The statement "Writing for assignments should allow students to think through and organize their ideas," drawn from Fulwiler and Young's definition of WtL as "writing to ourselves . . . to order and represent experience to our own understanding," had the highest consensus of any quantitative question on the survey. 80 percent of respondents replied with "Always" and the remaining 20 percent replied with "Often," the second-highest possible response (Figure 5). Additionally, two of the characteristics from question 11 with the highest average rankings were both characteristics that can be seen as corresponding with a writing to learn or writing to engage approach (Figure 6).

Analysis and thorough evidence/research (all with an average ranking above 8 out of 10) have to do with the process of learning information, ordering it, and representing it using critical thinking skills. Analysis is clearly grouped in with WtE in the Bloom's taxonomy representation (Figure 1, page 6). Knowing the facts and context of a subject could be seen as part of understanding or remembering, all of which are educational objectives targeted by a WtL or WtE approach. In response to question 19, the majority of students across all disciplines (63 percent) indicated that the changes in their writing since beginning college have been towards a more process-oriented, WtL approach. This tracks with 80 percent of the

Figure 5. Response breakdown for how often WtL approach should be used in writing for assignments. Retrieved from survey data (Appendix F).
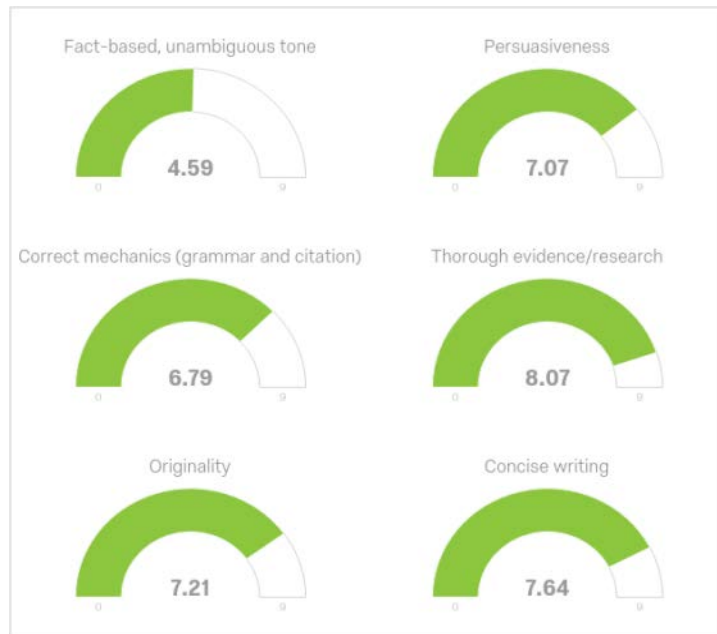

Figure 6. Average ranking of how important 11 characteristics are for good writing on a 0-10 scale with the option to write in other answers. Retrieved from survey data (Appendix F).

students surveyed indicating that the WtL statement should "always" be the purpose for writing. These students experienced enculturation into the process norms of academic writing as freeing, rather than confining. As some representative answers said, "high school writing necessitated formulas because of standardized testing. I think I also realize now that there is no "right" or "wrong" way to write, something I had a lot of anxiety about in high school," and "Less strict, and more expected of me," "I definitely know what information to include that will further my ideas," and "I'm not so stuck in writing five-paragraph essays." Another student wrote, "In highschool [sic] it was very much regurgitation of information. Now it's much more contributing to a conversation," implying that joining the conversation of their discipline or of academia may, in fact, be a freeing experience in comparison to high school writing. Overall, the students who reported that that their writing had changed since beginning college largely indicated that their writing practice had shifted to focus on process and flexibility with more ways available to write, resulting in an increased sense of agency.

Responses to question 24, about short-term change in writing over the past semester, showed that 45 percent of responses indicated a turn towards a process-oriented, writing to learn-like approach to writing. One student said they were "brainstorming more and embracing the revision process," another is "more willing to talk to other people for advice," another said they "free-write more and not focus so much on organizing my thoughts the first time I think through them." Elements of WtE also emerged here, with "learning how to balance my voice with the voices of my sources . . . include the voice of a counter

perspective," and "mak[ing] my writing deeper." The attitudes and process changes expressed by these students are characteristic of the foundational skills in WtE and WtL and reflect a understanding of writing as a process and way of learning rather than strictly as a product.

Academic Enculturation

Disciplinary similarities arose in the responses to the characteristics ranking question, even for students who did not directly mention it in their text responses. Overall, there was a high level of similarity between whether a student ranked a characteristic as important or unimportant and whether it was included in their disciplines' WEC plan. Six of the 15 responses to this question were from students with WEC plans related to their disciplines: one each from chemical engineering, conservation studies, journalism, and family social sciences, and two from history. Their responses were compared to the desired qualities listed in their discipline's WEC plan. On average, there was only one ranking per student that differed from their WEC plan's desired characteristics of writing.

For example, the journalism WEC plan indicates students should display a fact-based tone, successful persuasion, proper mechanics, thorough evidence and research, experimentation in formats, concision in wording, complex arguments, integration of many perspectives, and logical organization in their writing ("Journalism and mass communication writing plan," 2017). The student in journalism ranked similar characteristics of writing at 8/10, 9/10, 3/10, 6/10, 9/10, 10/10, 9/10, 8/10, and 8/10 (see Appendix F). The remaining two characteristics in my scale, analysis and skillful use of visual elements, were not included in the WEC plan, and the student ranked them as unimportant: 5/10 and 3/10, respectively. This

student saw all but one of the characteristics in the WEC plan as important to some extent but saw the two characteristics not in their WEC plan as unimportant.

The response from the student in conservation sciences is a second representative example. Fact-based writing, persuasive arguments, correct mechanics, thorough evidence, concision, logical organization, integration of multiple voices, analysis, and skillful use of visual elements are included in their WEC plan, and these are ranked at 7/10, 8/10, 6/10, 9/10, 7/10, 6/10, 8/10, 8/10, and 10/10 ("Fisheries, wildlife, and conservation biology," 2013) (Appendix F). Complex arguments were not included in disciplinary standards and the student rated this at 5/10. However, their response differs from the WEC plan in that originality is not a factor in the discipline's standards but was rated at 9/10 by the student.

This pattern plays out again when comparing the chemical engineering student's responses to those of the chemistry and engineering WEC plans, and again for the student in family social sciences, the student in history and English, and the graduate student in history, though only the chemical engineering student directly identified academic influences in their response. While these respondents may be unaware of WEC plans or disciplinary conventions, their characteristic ranking nonetheless aligned tightly with the writing abilities emphasized in their WEC plans.

Interestingly, respondents from similar disciplines had more similarity in their rankings than responses overall did. The undergraduate and graduate students in history-related studies only evaluated two characteristics, complex arguments and correct mechanics, differently. On all others, their responses matched in terms of whether the skill was important or unimportant, with the same

exact number assigned for six of the eleven characteristics and within one number different for eight of the eleven (Figure 7). These similarities are highly atypical, as the average variance between respondents for each characteristic was six points.

Additionally, the only respondents who ranked skillful use of visual elements highly were all in science, which uses visuals as a disciplinary convention: one each from Conservation Science (ranked at 10), Chemical Engineering (ranked at 8), and Family Social Science (ranked at 10). The close adherence of student ranking to WEC plans and the similarity between the two history students' rankings was surprising, considering that only the chemical engineering student attributed their ranking rationale to academic influences.

While these students largely did not acknowledge academic influences in their text responses, other students did. Interestingly, only one student overall disagreed that classroom instruction influences their writing and the influence of current academic instruction appeared explicitly in only 33 percent of the free-response replies. The 33 percent of respondents stating that academic instruction influences their writing did not track with any specific major, college, or use of a WEC plan or not, as the students who cited current academic influence in their response were from linguistics, chemical engineering, gender, women, and sexuality studies (GWSS), journalism, and English.

Of the respondents who directly acknowledged academic influences, half saw academic enculturation as neutral or positive. A GWSS undergraduate student wrote, "It's either highlighted in the rubric, and/or I have received feedback from instructors to improve in that area" and also ranked academic writing characteristics like correct mechanics, thorough research, concise

Indicate how important these characteristics are for writing for assignments by moving the slider between 0 ("not important at all") and 10 ("very important").
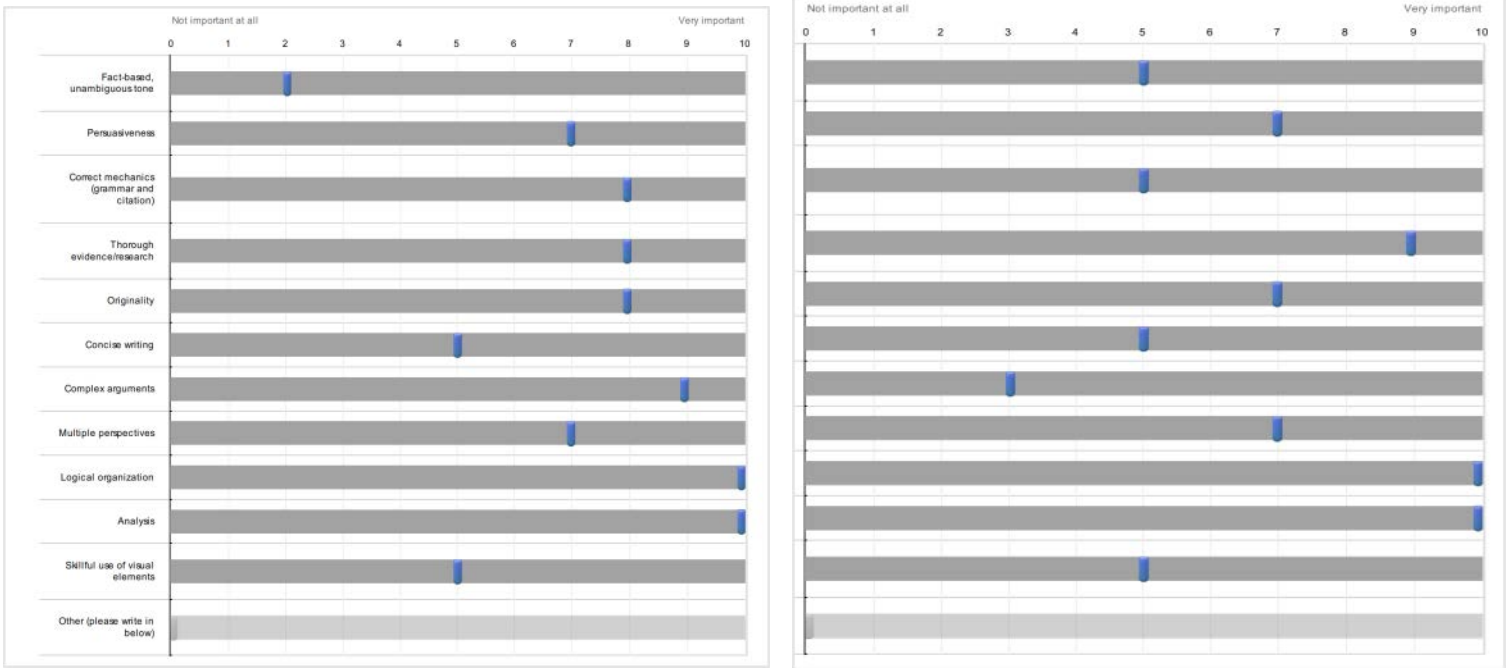

Figure 7. Ranking responses from the undergraduate history and English major (left) and graduate student in HSMT (right). Retrieved from survey data (Appendix F).

writing, logical organization, and multiple perspectives all at 10/10 but did not indicate discomfort with academic norms. The student in chemical engineering indicated that "Reading more peer-reviewed journals in my discipline as I progress through college will ultimately shape the way I write because I have a continuous stream of model pieces of writing I can look to," an almost-textbook example of academic enculturation. This same student also said their ranking rationale was a result of the fact that "I think logically, as the majority of science academia do"—in this case, the values of the discipline are tightly aligned with the student's. One linguistics student wrote, "My first year writing (WRIT 1301) professor was absolutely amazing and I think that class was what kind of broke me out of my strict idea that all writing followed the same pattern and I was able to think creatively through my writing." For this student, academic enculturation seems to have been a freeing experience in that it

expanded the student's horizons in writing by showing them how to "think creatively" through it.

However, the other half of these respondents experienced academic writing standards as anxiety-inducing, difficult, and even "oppressive." Another linguistics second-year undergraduate student indicated that academic influences are in the forefront of their writing practice, but the desire to avoid dismissal and communicate with professors figured heavily for this student. This student selected "other" in the ranking question and wrote, "Following the professor's rubric closely," rated at 10, along with thorough evidence/research and logical organization. In the open response question on ranking rationale, the student wrote that their responses were because they "just think those are the things professors notice the most. Without organization, grammar, or thorough research, professors are quick to dismiss the things you say." They also rated "following directions" as a key part of writing for assignments and indicated

that they "experience writing anxiety" akin to test anxiety. An upper level English student indicated challenges with discipline-specific academic writing, saying "I'm experimenting with different literary theories in my writing like ecocriticism and spatial theory. Incorporating the language of those discourses has been difficult." A journalism student also indicated challenges with academic writing in their response to question 19, writing "Definitely my academic writing has gotten worse by the oppressive collegate [sic] system." This student was also the only one to "strongly disagree" that classroom instruction influences their writing. For these respondents, academic writing instruction was not a broadening event but an oppressive and anxiety-inducing one.

Trends for Further Research

As mentioned in the last section, there was a high level of disciplinary adherence in respondents' responses to the ranking question. However, only one of these respondents who had a WEC plan available cited academic influences in their explanation, though all had striking similarities between the characteristics included in their WEC plan and which characteristics the respondents rated highly. Instead, the other respondents cited "working in writing centers," "It is because of how my outside interests shape my writing," and internal values, as in "what I value in writing," "I think these aspects of writing really encompass the others," and "its [sic] the most gripping way to write" as the reason they ranked characteristics highly. It could be implied that these respondents were more influenced by their disciplines' conventions than they knew, and therefore had been assimilated very smoothly, but this cannot be asserted. However, it does seem that these respondents' rankings aligned with the emphasis placed on characteristics in their

discipline's WEC plans, despite their presumable lack of knowledge of the WEC plans. Soliciting responses exclusively from students in majors with WEC plans on a broader scale could show whether this pattern shows up for more students than those who responded to this survey.

Additionally, respondents who cited past academic influences (high school or K-12 education) as their biggest influence did not often cite them again in response to other questions about influence, and instead attributed their rankings to internal values. The naturalizing and internalizing tendency in ranking rationale for respondents whose self-identified primary influence came before college differed from other students in the survey. The majority of all respondents surveyed (about 70 percent) situated their writing influences clearly outside of themselves and acknowledged their situatedness. Most answers to question 18 understood writing influence as coming from outside of the self, as in "my early experiences with my mother shaping my writing," "what I read," "working in the writing center," or "reading my friend's writing." Only about 30 percent of students surveyed indicated that internalized factors were the major influence on their writing.

In contrast, 71 percent (five of the seven) of the respondents who placed their biggest influence before entering postsecondary education did not list a specific influence in their ranking rationale but attributed their rankings to internalized factors like "what I think" or values and beliefs. As one student wrote, "First of all I believe in grammar. Also, I hate it when writing is redundant so being concise is key. Mostly I hate it when people write surface level papers." As in this example, many of the characteristics they ranked highly were academic writing traits like grammar or concision, rather than

a non-academic, personal, internalized trait like "my experiences and feelings," "personal values," or "my identity as an lgbtq person." Many of these respondents also viewed the characteristics they chose as objectively, naturally important for writing, as in "[without these] the paper cannot be successful regardless of the analysis," "[it's] key to good writing," or "it's the most gripping way to write." This higher level of internalization in respondents who also credited early instructors as their main influence leads me to wonder whether the respondents who saw their greatest writing influences as coming before entering college may have internalized and naturalized the guidelines learned there to a higher degree than the respondents who see their greatest influences as occurring in college. However, this is again an observation, and a relationship cannot be established without more information from the respondents.

Another intriguing trend that appeared in this survey was a correlation between studying writing in college and not seeing change in writing since beginning postsecondary education. The three respondents who said that there had not been significant change in their writing between high school and the time of the survey were exclusively in writing-focused majors. Two of the respondents were English majors and the third was the journalism student who felt that "Definitely my academic writing has gotten worse by the oppressive collegate [sic] system." It is interesting that respondents in these writing-focused majors felt that their writing had experienced minimal or even worse change through their postsecondary education, despite the amount of required writing through first year and writing-intensive course

requirements. It could be that these students feel more confined by academic conventions than students who do not write as frequently and perhaps do not think about their writing as much. Another possible reason is that they feel their writing was already formed before college, and so they have experienced minimal change. More research on the experiences of students in writing-centric majors could reveal whether this pattern extends to other students as well.

Implications for Student Writing Support Practice

With this survey, I intended to explore the extent to which students experience academic enculturation in their writing both for assignments and not, what else influences their writing both inside and outside of school, and if they have reactions to the process of learning to write in a discipline. I found that the students taking this survey largely had a broad view of possible purposes and goals of writing, many different influences on their own writing, and an understanding of writing conventions as conditional, situated guidelines. Most respondents did not express tension between classroom instruction and outside influences or between WID and WtL approaches. Across years and disciplines, students in this survey also primarily expressed agreement with WtL methods through both ranked answers and free-response answers on changes in their writing since beginning postsecondary education. Most respondents positioned their largest influences outside of school, though some clearly identified academic enculturation as an influence. Several respondents had significant similarities between disciplinary conventions and their stated idea of good writing,

but they did not directly identify academics as an influence in their writing. Similarly, many respondents had internalized reasons for ranking rationale that corresponded with academic standards, leading to the question of whether these respondents could have internalized academic norms to an extent that they do not identify academic enculturation despite its effects on their writing.

Gere et al.'s finding that "the only constant is the student-as-writer, selecting courses within constraints, and developing a writerly persona—or rather multiple writerly personae" matches the overall tenor of the responses gathered in this survey (Hall & Horner, 2018, 2). These findings controvert some of the criticisms of discipline-specific pedagogy in Rademaekers' "Is WAC/WID Ready for the Transdisciplinary Research University?" and Jakobsen et al.'s "Barriers and Facilitators to Integration Among Scientists in Transdisciplinary Landscape Analyses." This leads me to wonder why respondents largely had a holistic view of writing informed by a WtL approach, and all except one did not express negative emotion related to academic enculturation or discipline-specific instruction. One reason could be that 83 percent of the respondents in this survey were undergraduate students, so even the most experienced students were not far into a particular field. Another reason could be that about 80 percent of respondents were also in the humanities, which tend to have more room for classes outside the major in a typical degree program. Additionally, the UMN has general education requirements for all colleges, plus a mandatory freshman writing course that seems to draw on WtL, WtE, and WID approaches, which could lead students here to have a holistic understanding of writing based on their first-year writing instruction. Further research could be done to find if this holistic approach to writing holds true across different levels

of study and even more diverse sets of majors, and whether the attitudes and perceptions of students who have taken the UMN's freshman writing course are more holistic and well-adjusted to their discipline than those who have not.

I hope that these findings will inform consultants of the wide variety of backgrounds and individual motivations for writing that students have. The ability to respond flexibly and sympathetically to the conditions of each consultation has been emphasized in conversations around readings like Nicklay's "Got Guilt?" (2012) and North's "The idea of a writing center" (1984). Being aware of the different influences and motivations for each student, whether due to discipline, personal history with writing instruction, personal identity and values, or anything else, is a crucial part of being a writing center that serves a multicultural, multilingual, and highly multidisciplinary student population, as SWS does. I hope to provide a glimpse of some of the attitudes, purposes, and histories with writing of students at the UMN, informing writing consultant practice with knowledge of the breadth of experiences students bring to their writing and their writing consultations. With a greater understanding of student motivations and backgrounds, writing consultations are better equipped to serve student writers through considering and seeking out more contextual information about the variety of writing goals, purposes, and influences a student may bring to their writing.

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Appendix A: 2017-2018 SWS Visits by Department

Kirsten J.		Admin	Visits	Schedules	Staff	Logout

Statistics   Thursday, November 8th 2018 - Fall 2018

Stat model: Visit   Group by: Department   Name: Add a calculation

about	Visit	using function	COUNT	remove
about	Client	using function	COUNT_DISTINCT	remove
about	Instructional time	using function	SUM	remove
about	Instructional time	using function	AVERAGE	remove

Visit status: Completed
Location:
Mode:
Consultant:
Comment:
Cons. requested:
Home Country:
Home Location:

Visit count   ☐ asc ● desc
Department   ● asc ☐ desc
more ...   Sort

☑ Department   ☑ Inst. time sum
☑ Visit count   ☑ Inst. time avg
☑ Client count

ay:
te: 9/1/2017-5/19/2018
ne:
us: Joined
pt:
er:
ge:
al:

☐ scrolling view   ● full view

Clear filters   switch to advanced querying

Department	Visit count	Client count	Inst. time sum	Inst. time avg
TOTAL	**11860**	**3377**	**7081:09:52**	**00:35:45.6267**
Not for credit	3684	1209	2198:01:17	00:35:46.7381
Writing Studies	1197	484	721:14:55	00:35:58.3499
Psychology	343	127	218:32:24	00:38:13.7142
Journalism & Mass Communicat	332	105	182:20:05	00:32:57.1234
English: Literature	273	126	160:38:21	00:35:18.3186
Cultural Stdy/Comparative Lit	269	112	155:23:33	00:34:39.6022
Political Science	236	111	128:28:26	00:32:39.7711
Org Leadership, Policy & Dev	233	56	145:11:54	00:37:13.8205
Chemistry	193	126	113:40:30	00:35:20.3626
Communication Studies	193	79	113:02:23	00:35:08.5129
Curriculum and Instruction	191	63	116:52:20	00:36:42.8272
History	170	97	101:49:29	00:35:56.2882
Educational Psychology	151	28	96:17:12	00:38:15.5761
American Studies	149	44	91:23:55	00:36:48.2885
English as a Second Language	144	70	91:50:39	00:38:00.2689
Design	143	28	91:53:16	00:38:17.1944
Gender, Women, & Sexuality Std	143	49	87:55:18	00:36:53.4125
Management	138	72	80:10:37	00:34:07.0709
Public Health	131	33	78:45:05	00:36:04.1603
Human Resources/Indus Rel	118	46	76:45:30	00:38:22.7500
Educational/Human Development	113	59	59:32:20	00:31:20.1754
Food Science and Nutrition	112	30	55:17:01	00:29:36.9732
Sociology	109	74	64:04:47	00:35:16.3944
Anthropology	107	47	68:22:43	00:38:20.5887
Art History	103	51	58:15:32	00:33:56.2330
Kinesiology	103	42	63:55:30	00:37:14.2718
Leadership Education	100	42	62:04:28	00:37:14.6800
Music	99	37	57:40:47	00:34:57.4444
Child Psychology	97	36	58:20:51	00:36:05.4742
Physics	91	62	54:47:26	00:36:07.5384
Economics	85	46	53:38:45	00:37:52.0588
Biology	83	48	49:25:39	00:35:43.8433
Public Affairs	82	47	50:04:03	00:36:11.6024
Family Social Science	81	37	50:44:20	00:37:35.0617
Chicano Studies	79	33	44:00:46	00:33:25.6455
Social Work	75	13	47:55:47	00:38:20.6266
Geography	74	33	39:19:07	00:31:52.7972
Philosophy	68	40	40:01:18	00:35:18.7941
Nursing	66	27	37:11:42	00:33:48.8181
Pharmacy	66	48	39:56:06	00:36:18.2727
African Amer & African Studies	61	43	37:48:11	00:37:11.0000
Architecture	61	20	39:30:26	00:38:51.5737
Business Administration	59	8	32:08:52	00:32:08.8666
English: Creative Writing	57	26	31:39:06	00:33:19.0526
History of Science and Tech	57	23	33:49:47	00:35:36.6140
Global Studies	53	24	31:26:08	00:35:35.2452

1 of 2   11/8/18, 2:59 PM

Appendix A: 2017-2018 SWS Visits by Department

Department	Visit count	Client count	Inst. time sum	Inst. time avg
Information and Decision Sci	53	18	28:41:11	00:32:28.5094
Computer Science	51	20	31:43:08	00:37:18.9803
Ctr for Spirituality/Healing	47	12	29:44:28	00:37:58.0425
Asian Languages and Literature	45	19	28:41:18	00:38:15.0666
Applied Economics	44	12	28:44:30	00:38:19.3333
Law School	42	17	26:11:48	00:37:25.4285
Asian American Studies	41	18	22:29:47	00:32:55.2926
Management of Technology	39	11	25:40:11	00:39:29.5128
Sport Management	37	15	21:21:31	00:34:38.1351
Theatre Arts	33	8	21:07:20	00:38:24.2424
Graphic Design	32	13	19:40:56	00:36:54.2500
American Indian Studies	29	9	17:47:26	00:36:48.4827
Art, Studio	29	20	15:03:17	00:31:08.8620
Scandinavian	29	8	18:20:11	00:37:56.2413
Youth Development and Research	29	4	17:14:27	00:35:40.2413
Apparel Studies	28	3	15:57:26	00:34:11.6428
Marketing	28	16	15:26:57	00:33:06.3214
History of Medicine	27	13	17:12:56	00:38:15.4074
Medical Laboratory Sciences Pr	27	10	14:53:59	00:33:06.6296
Spanish	27	7	17:32:52	00:38:59.7037
Applied Business	23	11	13:31:17	00:35:16.3913
Bioproducts and Biosystems Eng	23	16	13:50:02	00:36:05.3043
Urban Studies	23	8	14:06:52	00:36:49.2173
Biomedical Engineering	19	14	12:04:10	00:38:06.8421
Horticulture	19	4	16:11:45	00:51:08.6842
Unspecified	19	18	10:30:14	00:33:10.2105
Finance	18	8	10:20:48	00:34:29.3333
Environment Sci, Policy, Mgmt	17	14	9:33:47	00:33:45.1176
Civil, Environ, and Geo-Engin	16	3	9:55:04	00:37:11.5000
Foreign Study - SPAN	16	3	11:19:26	00:42:27.8750
Honors Seminar	16	10	9:48:53	00:36:48.3125
Studies in Cinema Media Cultur	15	8	8:16:15	00:33:05.0000
Accounting	14	6	7:07:01	00:30:30.0714
Classical and Near Eastern Std	12	11	6:12:41	00:31:03.4166
Microbiology	12	2	6:40:36	00:33:23.0000
Speech-Language-Hearing Sci	12	8	7:01:17	00:35:06.4166
Grand Challenge Curriculum	11	8	5:11:25	00:28:18.6363
Neuroscience Department	11	5	6:59:56	00:38:10.5454
Biology, Society, and Environ	10	6	5:22:12	00:32:13.2000
Mathematics	10	8	4:54:37	00:29:27.7000
Physiology	10	5	5:56:08	00:35:36.8000
Biochemistry	9	3	4:58:30	00:33:10.0000
Mechanical Engineering	9	7	4:48:17	00:32:01.8888
Ecology, Evolution, and Behav	8	6	4:40:24	00:35:03.0000
Graduate School	8	3	4:59:45	00:37:28.1250
Integrated Behavioral Health	8	2	4:37:17	00:34:39.6250
Arts and Cultural Leadership	7	4	3:49:32	00:32:47.4285
Electrical Engineering	7	7	3:34:44	00:26:50.5000
Landscape Architecture	7	5	4:37:41	00:39:40.1428
Linguistics	7	3	4:43:39	00:40:31.2857
Addiction Studies	6	1	4:15:47	00:42:37.8333
College of Liberal Arts	6	6	2:56:26	00:29:24.3333
Learning and Academic Skills	6	4	2:17:08	00:22:51.3333
Nutrition	6	2	4:24:52	00:44:08.6666

Appendix A: 2017-2018 SWS Visits by Department

Department	Visit count	Client count	Inst. time sum	Inst. time avg
Fisheries and Wildlife	3	2	1:59:29	00:39:49.6666
German	3	3	1:50:56	00:36:58.6666
Geographic Information Science	3	2	2:00:24	00:40:08.0000
Gay, Lesbian, Bisexual, Transg	3	1	1:51:10	00:37:03.3333
Interior Design	3	2	1:42:56	00:34:18.6666
Medieval Studies	3	3	1:50:41	00:36:53.6666
Preventive Science Minor	3	1	1:46:09	00:35:23.0000
Social/Administrative Pharmacy	3	1	2:00:13	00:40:04.3333
Agronomy and Plant Genetics	4	3	2:46:20	00:41:35.0000
Chemical Engineering	4	3	1:51:42	00:27:55.5000
Genetics, Cell Biol/Developmnt	4	2	1:44:47	00:26:11.7500
German,Scandinavian, and Dutch	4	4	2:28:19	00:37:04.7500
Health Systems Management	4	2	2:09:23	00:32:20.7500
Latin American Area Studies	4	1	1:55:23	00:28:50.7500
Retail Merchandising	4	4	2:07:14	00:31:48.5000
Environmental Science	5	5	2:46:16	00:33:15.2000
Medical Device Innovation	5	1	3:21:02	00:40:12.4000
Russian	5	3	3:11:02	00:38:12.4000
Addiction Studies	6	1	4:15:47	00:42:37.8333
College of Liberal Arts	6	6	2:56:26	00:29:24.3333
Learning and Academic Skills	6	4	2:17:08	00:22:51.3333
Nutrition	6	2	4:24:52	00:44:08.6666
Religious Studies	6	3	3:24:37	00:34:06.1666
Statistics	6	5	3:14:18	00:32:23.0000
Arts and Cultural Leadership	7	4	3:49:32	00:32:47.4285
Electrical Engineering	7	7	3:34:44	00:26:50.5000
Landscape Architecture	7	5	4:37:41	00:39:40.1428
Linguistics	7	3	4:43:39	00:40:31.2857
Ecology, Evolution, and Behav	8	6	4:40:24	00:35:03.0000
Graduate School	8	3	4:59:45	00:37:28.1250
Integrated Behavioral Health	8	2	4:37:17	00:34:39.6250
Biochemistry	9	3	4:58:30	00:33:10.0000
Mechanical Engineering	9	7	4:48:17	00:32:01.8888
Biology, Society, and Environ	10	6	5:22:12	00:32:13.2000
Mathematics	10	8	4:54:37	00:29:27.7000
Physiology	10	5	5:56:08	00:35:36.8000
Grand Challenge Curriculum	11	8	5:11:25	00:28:18.6363
Neuroscience Department	11	5	6:59:56	00:38:10.5454
Classical and Near Eastern Std	12	11	6:12:41	00:31:03.4166
Microbiology	12	2	6:40:36	00:33:23.0000
Speech-Language-Hearing Sci	12	8	7:01:17	00:35:06.4166
Accounting	14	6	7:07:01	00:30:30.0714
Studies in Cinema Media Cultur	15	8	8:16:15	00:33:05.0000
Civil, Environ, and Geo-Engin	16	3	9:55:04	00:37:11.5000
Foreign Study - SPAN	16	3	11:19:26	00:42:27.8750
Honors Seminar	16	10	9:48:53	00:36:48.3125
Environment Sci, Policy, Mgmt	17	14	9:33:47	00:33:45.1176
Finance	18	8	10:20:48	00:34:29.3333
Biomedical Engineering	19	14	12:04:10	00:38:06.8421
Horticulture	19	4	16:11:45	00:51:08.6842
Unspecified	19	18	10:30:14	00:33:10.2105
Applied Business	23	11	13:31:17	00:35:16.3913
Bioproducts and Biosystems Eng	23	16	13:50:02	00:36:05.3043
Urban Studies	23	8	14:06:52	00:36:49.2173

Appendix A: 2017-2018 SWS Visits by Department

Kirsten J.		Admin	Visits	Schedules	Staff	Logout
Statistics					Thursday, November 8th 2018 - Fall 2018	

Stat model: Visit   Group by: Department   Name: _____   Add a calculation

about	Visit	using function	COUNT	remove
about	Client	using function	COUNT_DISTINCT	remove
about	Instructional time	using function	SUM	remove
about	Instructional time	using function	AVERAGE	remove

Visit status: Completed   Visit count ✗ ● asc ○ desc   Weekday: _____

Location: _____   more ...   Sort   Date: 9/1/2017-5/19/2018

Mode: _____   Time: _____

Consultant: _____   ☑ Department   ☑ Inst. time sum   Meeting status: Joined

Comment: _____   ☑ Visit count   ☑ Inst. time avg   Course dept: _____

Cons. requested: _____   ☑ Client count   Course number: _____

Home Country: _____   ○ scrolling view   ● full view   Language: _____

Home Location: _____   International: _____

Clear filters   Get stats   switch to advanced querying

Department	Visit count	Client count	Inst. time sum	Inst. time avg
Apparel Design	1	1	0:17:53	00:17:53.0000
Animal Science	1	1	0:12:19	00:12:19.0000
Applied Professional Studies	1	1	0:22:28	00:22:28.0000
Applied Plant Sciences	1	1	0:46:03	00:46:03.0000
American Sign Language	1	1	0:45:34	00:45:34.0000
Comparative & Molecular Biosci	1	1	0:34:12	00:34:12.0000
Dental Hygiene	1	1	0:44:36	00:44:36.0000
Experimental and Clinical Phar	1	1	0:36:56	00:36:56.0000
Educational Policy & Admin	1	1	0:48:38	00:48:38.0000
Education	1	1	0:44:03	00:44:03.0000
Financial Mathematics	1	1	0:47:39	00:47:39.0000
Foreign Study	1	1	0:30:04	00:30:04.0000
Human Sexuality	1	1	0:18:18	00:18:18.0000
Industrial Engineering	1	1	0:24:52	00:24:52.0000
Master of Business Admin	1	1	0:47:52	00:47:52.0000
Master of Development Practice	1	1	0:40:47	00:40:47.0000
Manufacturing Operations Mgmt	1	1	0:21:31	00:21:31.0000
Master of Science in Finance	1	1	0:47:04	00:47:04.0000
Office of Undergrad Education	1	1	0:24:35	00:24:35.0000
Pharmaceutics	1	1	0:39:28	00:39:28.0000
Soil, Water, and Climate	1	1	0:53:53	00:53:53.0000
Sustainability Studies	1	1	0:00:46	00:00:46.0000
University College	1	1	0:46:06	00:46:06.0000
Veterinary Clinical Sciences	1	1	0:22:28	00:22:28.0000
Study Abroad in Venezuela	1	1	0:02:48	00:02:48.0000
Veterinary Medicine, Graduate	1	1	0:49:05	00:49:05.0000
Work and Human Resource Educ	1	1	0:46:20	00:46:20.0000
Adult Education	2	1	1:01:12	00:30:36.0000
Aerospace Engineering and Mech	2	2	1:26:09	00:43:04.5000
Agri, Food, and Environ Educ	2	1	1:10:46	00:35:23.0000
Academic Health Center Shared	2	1	1:01:15	00:30:37.5000
Aerospace Studies	2	2	1:03:11	00:31:35.5000
Biomed Inform & Comput Biology	2	1	1:23:44	00:41:52.0000
International Business	2	2	0:56:18	00:28:09.0000
Interdepartmental Study	2	2	0:41:57	00:20:58.5000
Jewish Studies	2	2	1:15:51	00:37:55.5000
Museum Studies	2	2	1:02:09	00:31:04.5000
Neurology	2	2	1:14:01	00:37:00.5000
Physical Education	2	2	1:07:55	00:33:57.5000
Rhetoric	2	2	0:55:26	00:27:43.0000
Rehabilitation Science	2	1	1:20:50	00:40:25.0000
Supply Chain and Operations	2	1	1:12:00	00:36:00.0000
Construction Management	3	2	1:22:36	00:27:32.0000
Design, Housing, and Apparel	3	2	1:45:21	00:35:07.0000
Dance	3	3	1:19:36	00:26:32.0000
Data Science	3	2	1:30:59	00:30:19.6666
French	3	3	2:27:13	00:49:04.3333

1 of 2   11/8/18, 3:42 PM

Appendix B: Staff Survey Distribution Emails

Radio K

Hello everyone!

I'm working on a research project about student perceptions of writing for my other job as a writing consultant at Student Writing Support. As part of my research, I'm distributing a survey to any University of Minnesota students interested in responding. The survey has 10 questions and should take about 5 minutes.

Skipping questions, providing partial answers, or only answering some questions are all acceptable ways to respond to this survey. While you are under no obligation to complete the survey once started, participants who choose to fully answer all questions will be entered into a drawing for a **$15 Visa gift card** (valid anywhere that accepts Visa). The survey closes on Friday, November 9th.

I would like to invite all students to take this short, 5-minute, anonymous survey:

https://z.umn.edu/inquiry-survey

NOTE: by participating in this online survey, you are consenting to participate in this study. Please see the attached consent form for more detailed information.

Thank you, I greatly appreciate any help you can give by taking this survey!

Best,

Student Writing Support

to sws-staff ▾

Hello everyone!

I'm exploring student perceptions on the goals and characteristics of good writing as part of the inquiry project research in WRIT 3751 (the undergraduate consultant seminar) and I would really appreciate your help! I'm trying to survey students from a broad variety of levels and disciplines on their thoughts on what makes writing good, what the goals of writing for assignments are, and the influences on their writing. I would greatly appreciate it if any consultants who feel comfortable distributing the survey link to students would do so during their consultations.

I've placed a stack of consent forms stapled with the survey link next to the mailboxes in Nicholson 10. If you feel comfortable distributing the survey link to clients in your consultations, please take some packets and offer your clients one stapled packet each at some point during the consultation. Offering the client the survey to fill out on their computer or the C4W computer while you read their work has worked well in past inquiry projects, but you could also offer the survey at the end of the consultation if there is time.

If you are a student at the University of Minnesota in any level of study, please feel free to fill out this survey yourself at: https://z.umn.edu/inquiry-survey

NOTE: By typing in the link to this survey and entering answers, you consent to participate in this research study. Please read the attached consent form before beginning the survey.

Thank you in advance for any help in distributing these surveys! I'll be bringing in some baked goods as a thank-you in the next few weeks, so please let me know if you plan to distribute the surveys and would like to eat baked goods and have any dietary needs I should know.

Best,

Looking for something to do while you wait?

Take this 10-question survey at:
https://z.umn.edu/inquiry-survey

This survey is part of a student research project in a class for writing consultants. Please feel free to type in this address in a search engine on your phone or computer and take the survey if you would like to provide your views on the purpose of writing and what makes good writing. This survey is anonymous and voluntary, and all responses are optional.

Skipping questions, providing partial answers, or only answering some questions are all acceptable ways to respond to this survey. While you are under no obligation to complete the survey once started, participants who choose to fully answer all questions will be entered into a drawing for a **$15 Visa gift card** (valid anywhere that accepts Visa).

NOTE: By typing in the link to this survey and entering answers, you consent to participate in this research study. Please take and read the consent form below before beginning the survey. Contact Liv Riggins at riggi030@umn.edu with any questions.

CONSENT INFORMATION SHEET
Inquiring about Writing and Consulting

You are invited to participate in a student-directed research project for WRIT 3751W: The Theory and Practice of Writing Consultancy. The research study explores student perceptions of writing and to what extent these attitudes correlate with discipline-specific writing conventions. You were selected as a possible participant because you are a student who has visited the Center for Writing. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

The study is being conducted by Liv Riggins, Center for Writing, Department of Writing Studies.

INFORMATION

The purpose of this study is to explore students' perceptions of what is important in writing and to what extent these attitudes correlate with discipline-specific writing conventions.

PROCEDURES

If you agree to participate in this study, we will ask you to do the following things: Respond to an online survey with 10 questions, which should take between 5 and 10 minutes to complete.

The survey will ask you to respond to general questions on your background, reflect on what you think is important in writing for assignments and why, identify who influences your writing, and describe how your writing may have changed since beginning your course of study at the University of Minnesota. The majority of questions are open-ended, though you will also be asked to rate your agreement with various statements about writing.

RISKS AND BENEFITS OF BEING IN THE STUDY

This study has no risks.

The benefits to participation are providing more information on student writer perspectives. This may improve consultants' abilities to effectively collaborate with student writers. You may also benefit from reflecting on your writing through the survey.

CONFIDENTIALITY

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Names will be recorded with the data, but names will not be used in the report and will be destroyed at the end of the project for which this research is conducted—no later than December 17, 2018. Research records will be stored securely; only the investigator will have access to the records. Any audio recordings of potential interviews will be destroyed by December 17, 2018.

VOLUNTARY NATURE OF THE STUDY

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or the Center for Writing. If you decide to participate, you may decline to answer any questions or withdraw from the study at any time without affecting those relationships.

CONTACTS AND QUESTIONS

The researcher conducting this study is Liv Riggins. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact Liv Riggins at the Center for Writing, 10 Nicholson Hall, 216 Pillsbury Drive SE, Minneapolis, MN 55455; 507-301-4965; and riggi030@umn.edu. The advisor is Kirsten Jamsen; (612) 625-5355; kjamsen@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

You will be given a copy of this information to keep for your records.

Liv Riggins's Inquiry Project Survey

Hello fellow writing consultants!

I'm exploring student perceptions on the goals and characteristics of good writing as part of the inquiry project research in WRIT 3751 (the undergraduate consultant seminar). I'm surveying both student writers who use the center and students who do not through a 10-question, approximately 5-10 minute long written survey. All survey responses will be kept anonymous, and students should feel free to fill out the survey in any way they want.

If you feel comfortable distributing the survey link to clients in your consultations, please take some packets and offer your clients one stapled packet each at some point during the consultation. Offering the client the survey to fill out on their computer or the C4W computer while you read their work has worked well in past inquiry projects, but you could also offer the survey at the end of the consultation if there is time.

If you are a student at the University of Minnesota in any level of study, please feel free to fill out this survey yourself at: https://z.umn.edu/inquiry-survey.

NOTE: By typing in the link to this survey and entering answers, you consent to participate in this research study. Please read the consent form below before beginning.

Thank you in advance for any help in distributing these surveys!

Best,
Liv Riggins

Q23.
This survey explores student perceptions of writing and asks you to reflect on what you think is important in writing for assignments and why, identify who influences your writing, and describe how your writing may have changed since beginning your course of study.

This survey is voluntary and anonymous, and all responses are optional. Skipping questions, providing partial answers, or only answering some questions are all acceptable ways to respond to this survey. There are 10 questions in total over three pages. The majority of questions are open-ended but you will also be asked to rate statements on writing and rank characteristics of writing.

While you are under no obligation to complete the survey once started, participants who choose to fully answer all questions will be entered into a drawing for a $15 Visa gift card (valid anywhere that accepts Visa).

Q2. What is your college?

Q5. What is your major?

Q6.
What is your level of study (undergraduate, graduate, postgraduate) and year within your course of study?

Q8.
What kind of writing projects will you do for school in this semester?

Q9.
What kind of writing projects will you do outside of school during this semester?

Q11. Rate your response to the following statements by selecting one answer on the scale from 'strongly disagree' to 'strongly agree.'
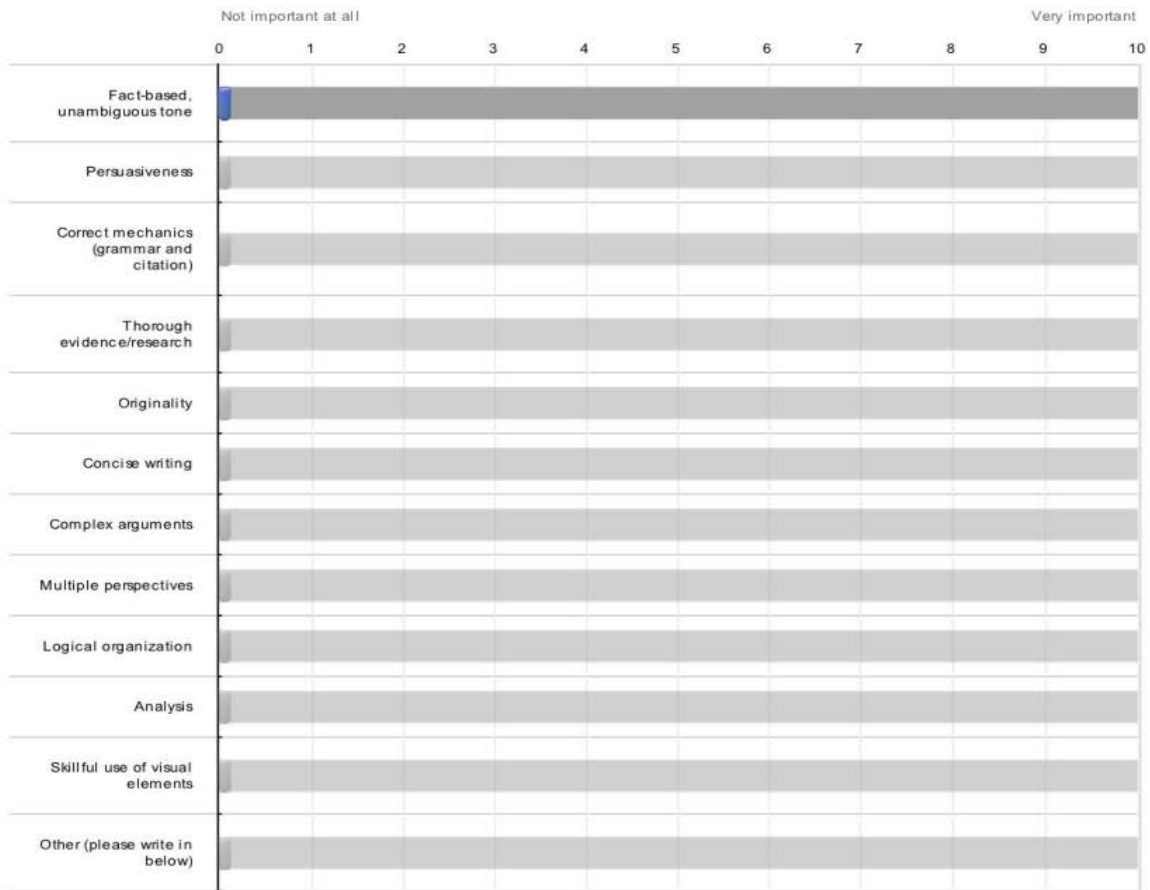
	Strongly Disagree	Disagree	Neutral	Somewhat agree	Agree	Strongly agree
I am good at writing.	○	○	○	○	○	○
I enjoy writing.	○	○	○	○	○	○
Class instruction (rubrics, instructor's verbal instructions, written feedback) shapes my writing.	○	○	○	○	○	○
Influences outside of school shape my writing.	○	○	○	○	○	○

Q12. Optional: Elaborate on what influences other than academic instruction shape your writing.

Q13.
Indicate how important these characteristics are for writing for assignments by moving the slider between 0 ("not important at all") and 10 ("very important").

Q14. Other:

Q16. Why did you choose your three highest rated characteristics as most important?

> (blank box)

Q17.
Indicate YOUR beliefs on writing by selecting one answer on the scale from 'never' to 'always' for each statement below.

	Never	Rarely	Often	Always
Writing for assignments should communicate information clearly and straightforwardly to readers.	○	○	○	○
Writing for assignments should allow students to express their feelings.	○	○	○	○
Writing for assignments should be an imaginative process.	○	○	○	○
Writing for assignments should be a way for students to think through and organize ideas.	○	○	○	○
Writing for assignments should show that students are following instructions.	○	○	○	○

Q18.
Who or what has been the biggest influence in how you write and what you think is important in writing?

> (blank box)

Q19.
How has your writing for assignments changed between high school and now?

> (blank box)

Q24. How has your writing for assignments changed in the past semester?

> (blank box)

Q20. Please write anything else you would like me to know below.

> (blank box)

Q21.
Please provide an email address if you have completed all the questions and would like to be entered into the drawing for a $15 Visa gift card.

Default Report

3751 inquiry email survey

November 20th 2018, 1:35 pm MST

Q2 - What is your college?

CLA

CLA

College of Science and Engineering

CFANS

CCAPS

College of Biological Sciences

Liberal Arts

CSE

CLA, UHP

Carlson School of Management

CLA

CLA

College of Liberal Arts

CLA

CLA

CEHD

CLA

CLA

CLA

College of Liberal Arts

CSE

Q5 - What is your major?

Economics

Economics

History of Science, Technology, and Medicine

Conservation Sciences

Multidisciplinary Studies

Ecology, Evolution, Behavior

Gender, Women, and Sexuality Studies

Chemical Engineering

English

Management Information Systems, Human Resources and Industrial Relations

Q5 - What is your major? (continued)

English + Communication Studies

English and History

Linguistics

English

Linguistics

Family Social Science

English

English

English

Journalism: Strategic Communications

Chemical Engineering

Q6 - What is your level of study (undergraduate, graduate, postgraduate) and year within your course of study?

Undergraduate, Junior

Undergraduate

Graduate

Graduate

undergraduate

Q6 - What is your level of study (undergraduate, graduate, postgraduate) and year within your course of study? (continued)

graduate

undergraduate

Undergrad

undergraduate, 2nd year, 2nd semester junior class standing

third year undergraduate student

Undergraduate - Sophomore

Undergraduate junior

Second-year undergraduate

graduate, 4th year

undergraduate

Undergrad

undergraduate

Undergraduate

Undergrad

Undergraduate

Undergraduate

Appendix F: Survey Data

Q8 - What kind of writing projects will you do for school in this semester?

Research papers

Research papers

Dissertation work

Dissertation

two short papers in German and three longer (~10 pages) papers in Englisn

my dissertation, grant proposals, fellowship applications, job applications (for jobs in my discipline), student recommendations, scientific journal articles

3 take home exams (pick 2 questions to write 2 600-750 word essays) canvas discussion posts research paper 4 microthemes: 300 word essays answering question final paper: 1500-1750 words using at least 6 readings from course

Personal reflections, research paper

Lots of literary analysis

Research papers, reflections, presentation scripts

Essays, News Analyses, Production Books

Research papers, legal briefs, court opinions, in class writing.

I am writing personal essays, research papers, and literary analyses.

dissertation, conference proposals, conference paper

Q8 - What kind of writing projects will you do for school in this semester? (continued)

I mostly work on research and reflective analysis essays. Over the course of the semester, I think I'll have written 13 essays ranging from 3 to 20 pages each, as well as worked with the university libraries to develop informational pages on their website.

Reflections, recommendations to parents and educators

Part of a thesis, an oral history project, various essays

None

Research projects for my Environmental Science courses, and lots of lit analysis for my two English classes. Small weekly reading journals or in class written assignments.

Journalism stories, podcast transcripts, research/academic papers

Research projects, personal essays

Q9 - What kind of writing projects will you do outside of school during this semester?

Poetries, short stories and anything like journal writing

Personal creative writing

Résumés, cover letters, fellowship applications

Scientific articles

Working on personal statement for graduate school applications and working on polishing a previous writing assignment for submission as an example of work for graduate school applications.

job applications (for jobs not in my discipline)

poetry, fictional stories

Q9 - What kind of writing projects will you do outside of school during this semester? (continued)

Letters to family, job applications, cover letters, helping my sister with college applications (not sure if this one counts)

email correspondence, scholarship and application essays, thesis proposal

resumes, cover letters, short stories

Creative Writing, Emails, Scholarship Essays

None.

I am writing personal statements for various scholarship applications.

Cards for family and friends

Not a whole lot, possibly some poetry readings but not much else . . .

Resumes, cover letters, writing for fun

Poems, short stories, and essays

Album of the years

Journaling, really nothing
Writing for a radio play, poetry, short stories, just writing for fun in general.

Journal

Q11 - Rate your response to the following statements by selecting one answer on the scale from 'strongly disagree' to 'strongly agree.'

#	Question	Strongly Disagree		Disagree		Neutral		Somewhat agree		Agree		Strongly agree		Total
1	I am good at writing.	0.00%	0	0.00%	0	0.00%	0	22.73%	5	50.00 %	11	27.27%	6	22
2	I enjoy writing.	0.00%	0	0.00%	0	4.55%	1	27.27%	6	13.64 %	3	54.55%	12	22
3	Class instruction (rubrics, instructor's verbal instructions , written feedback) shapes my writing.	4.55%	1	0.00%	0	13.64 %	3	18.18%	4	40.91 %	9	22.73%	5	22
4	Influences outside of school shape my writing.	0.00%	0	4.55%	1	9.09%	2	13.64%	3	31.82 %	7	40.91%	9	22

Appendix F: Survey Data

Q12 - Optional: Elaborate on what influences other than academic instruction shape your writing.

My experiences, feelings and travelling

My experiences. My surroundings and my feelings

I think reviewing my friend's writing has a strong influence on my own writing. Understanding how someone close to me influences my own thinking and subsequently my writing. I also think reading broadly has a big effect on my expression and prioritization of ideas.

Storytelling

I definitely see my early experiences with my mother shaping my writing -- she was an extremely formal person who valued a wide vocabulary, literary references and following strict grammar rules. I think I still retain the idea that writing is formal, permanent, and serious -- even thought I know it can be so many other things now. Interestingly, the question above asks what "shapes" (present tense) my writing currently. I assume the books/articles I am reading shape my writing...though I often read fiction but write scientific journal articles so sometimes I wonder how those two connect to each other. Maybe I have started to dissociate myself from my mother's definition of writing because I have other models now... in friends, on the internet, in authors, in colleagues?

Reading more peer-reviewed journals in my discipline as I progress through college will ultimately shape the way I write because I have a continuous stream of model pieces of writing I can look to. Personal values of expression and writing style.

My mom is an expert on application essays and taught me about what she has learned about professional correspondence.

Constant Revision, Others' suggestions, What I read recently

My writing is heavily shaped by what I read, and advice I get from people outside school who read my writing.

My personal experiences, as well as the feedback of my peers, influence my writing.

Q12 - Optional: Elaborate on what influences other than academic instruction shape your writing (continued).

Published writing: fiction. I think beautiful, clever, concise writing in fiction and journalism can sometimes influence how I write. It's not as readily apparent or transferrable as other academic writing, but I still think it can influence my writing.

What I'm interested in at the time - tv, movies, etc.

Reading I do for fun whether it be poetry, fiction, or nonfiction

Sometimes my writing is influenced by my personal interests. When I'm doing a lit analysis I sometimes like to delve into topics that are not necessarily related to class. As a lgbtq person I like to apply queer criticism to whatever text I'm writing about. I also encorporate aspects of ecocriticism into my writing even if thats not part of the assigment because I'm passionate about the environment.

My love for writing started in sophomore year when I joined the "Louder Than A Bomb" Slam Poetry competition team as a high schooler. From there it was a lot of self interest that led me to learn.

Q13 - Indicate how important these characteristics are for writing for assignments by moving the slider between 0 ("not important at all") and 10 ("very important").

#	Field	Minimum	Maximum	Mean	Std. Deviation	Variance	Count
9	Logical organization	4.00	10.00	8.33	1.62	2.62	15
10	Analysis	5.00	10.00	8.29	1.71	2.92	14
6	Concise writing	5.00	10.00	7.47	1.78	3.18	15
5	Originality	3.00	10.00	7.20	1.80	3.23	15
4	Thorough evidence/research	4.00	10.00	8.13	1.82	3.32	15
7	Complex arguments	3.00	9.00	6.13	2.00	3.98	15
8	Multiple perspectives	1.00	10.00	6.53	2.16	4.65	15
2	Persuasiveness	1.00	10.00	7.07	2.32	5.40	15
11	Skillful use of visual elements	2.00	10.00	5.79	2.43	5.88	14
3	Correct mechanics (grammar and citation)	2.00	10.00	6.67	2.57	6.62	15
1	Fact-based, unambiguous tone	0.00	10.00	4.61	3.02	9.13	18
12	Other (please write in below)	0.00	10.00	3.40	4.27	18.24	5

Q14 - Other

Relevance with regards to time, audience, and discipline

Following the professor's rubric closely

N/A

Q16 - Why did you choose your three highest rated characteristics as most important?

I see analysis, organization, and thorough evidence as critical to most kinds of writing, but particularly in my field. I can't make an argument without these elements. I'm being a bit narrow in my answers here because I might have slightly different priorities if I was focusing on creative writing. I find it hard to decide what characteristics are most important for writing assignments universally.

We are visual animals. Visual elements give meaning and making thing more engaging. I love when they are used efficiently. Originality: brings my inner curiosity up Evidence: I love to learn things based on research

It's either highlighted in the rubric, and/or I have received feedback from instructors to improve in that area

I think logically, and the majority of the science academia think the same way as well. To develop a strong argument for why a certain phenomenon is observed, for example, my writing needs to be organized in a logical manner, must have strong support, be clear and concise so others can understand, and must analyze the situation and not just list out the things that occurred.

Overall, if no one can understand the paper due to structure, grammar, concision, etc. then the paper can not be successful regardless of the analysis.

I think a paper that is logical, complex, and analytical is a paper that is able to make the points it is trying to get across in a meaningful way. I think these aspects of writing really encompass the others.

I just think those are the things professors notice the most. Without organization, grammar, or thorough research, professors are quick to dismiss the things you say.

Q16 - Why did you choose your three highest rated characteristics as most important? (continued)

I think these are really hard to rank because it depends completely on the type of writing, the audience, the genre, and the purpose of the writing.

My top three characteristics were persuasiveness, logical organization, and concise writing. I think that these are both a product of my familiarity with academic writing as well as my tendency to be very direct and to the point with my words. I appreciate it when writers say what they mean and say it in a way that the reader can understand rather than skirt around their main points. I also think that these three characteristics contribute heavily to "meaning-making" in writing.

It is because of how my outside interests shape my writing and what I value in writing. I am also a visual learner.

I think in-depth analysis bolstered by research is the key to any good writing or fact-based argument.

I'm honestly not enitrely sure?

First of all I believe in grammar. Also I hate it when writing is redundant so being concise is key. Mostly I hate it when people write surface level papers that never really try to suggest anything new or interesting.

I think having an original, concise idea that is part of a larger complex argument is the most gripping way to write.

Q17 - Indicate YOUR beliefs on writing by selecting one answer on the scale from 'never' to 'always' for each statement below.
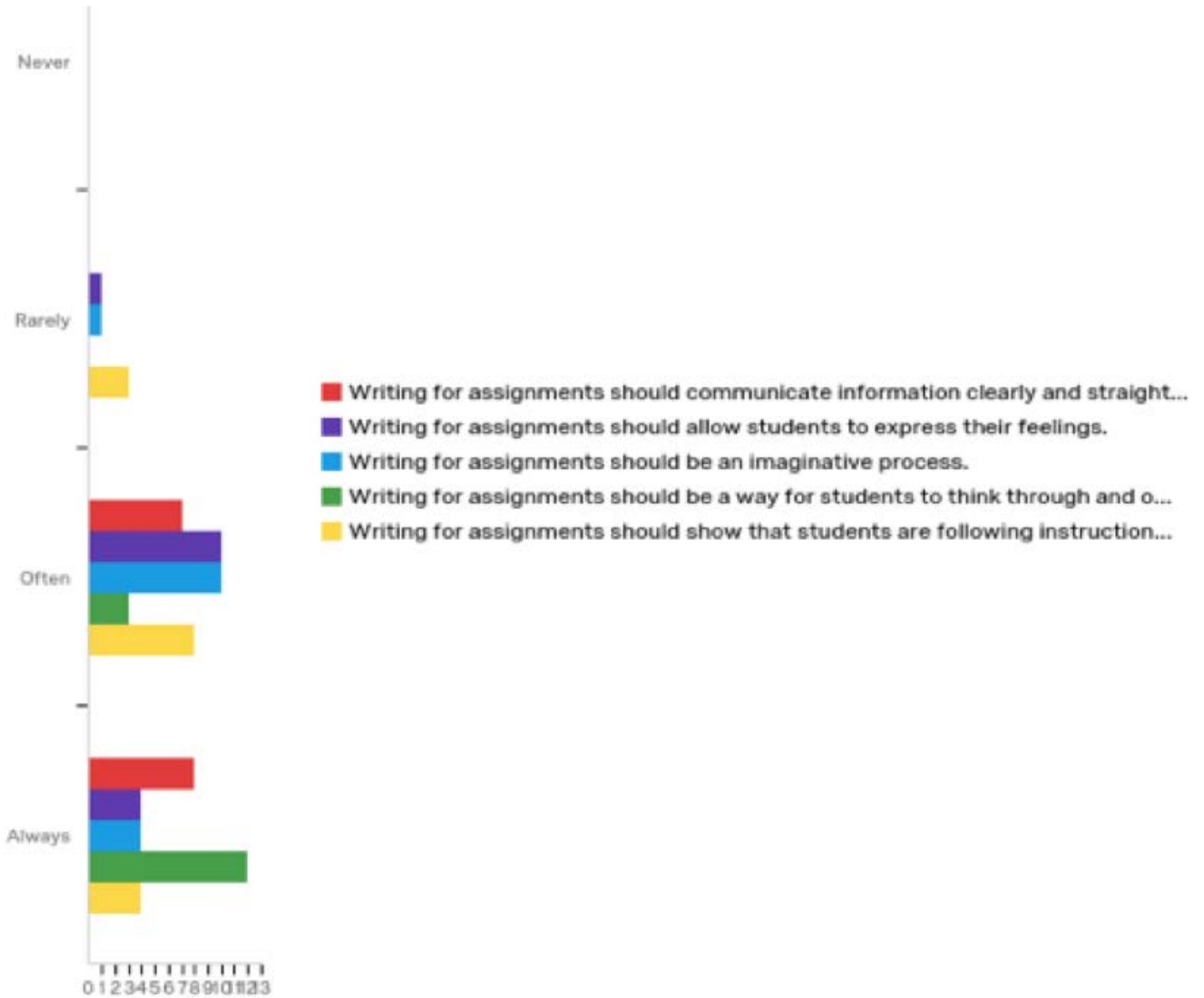
Q18 - Who or what has been the biggest influence in how you write and what you think is important in writing?

Working in writing centers has been the biggest influence on my writing and has opened my mind to different forms of expression and considerations of the process.

Gloria Anzaldúa, Margaret Atwood, Wildbow, Tracy K. Smith

Highschool senior year composition teacher.

My AP Lit teacher told me that AP stood for "arrogant people" which means that if I could write an essay that gave a semi coherent idea, explained it and backed it up, I would do well on the writing assignment. Now, I do not really worry if my ideas are all that important or anything, instead I look and see if I can back the idea up.

My teachers throughout my K-12 years were very influential in shaping me as a writer. Their expectations shaped the way that I write for college, and generally, professors are very happy with what I write.

Literally no one else had this experience, but my first year writing (WRIT 1301) professor was absolutely amazing and I think that class was what kind of broke me out of my strict idea that all writing followed the same pattern and I was able to think creatively through my writing.

I think authors that talk about the power that social justice in writing has.

Some of my foundational English classes, like Intro to Creative Writing and Textual Analysis, have been big influences on me.

Reading others stories.

Probably my high school AP english courses tbh.

The slam poetry competitions I did in high school, but also my high school english teachers really encouraged me as well.

Appendix F: Survey Data

Q19 - How has your writing for assignments changed between high school and now?

Haha! It's less formulaic but just as grueling.

In high school I didn't do any research papers longer than like 4 pages.

In highschool it was very much regurgitation of information. Now it's much more contributing to a conversation.

I definitely know what information to include that will further my ideas.

I don't know. I write a lot now but I didn't write much in high school. Perhaps I'm less formulaic now than I was in high school; high school writing necessitated formulas because of standardized testing. I think I also realize now that there is no "right" or "wrong" way to write, something I had a lot of anxiety about in high school.

I'm not so stuck in writing five-paragraph essays, not only because they're no longer required but also because they just don't suit my style anymore. I like the idea of layering topics rather than jumping between 3 supporting points.

Less strict, but more expected of me.

It's gotten more complex and required more effort.

I'm not sure?

They've gotten longer and more frequent but that's about it.

Definitely, my academic writing has gotten worse by the oppressive collegate system.

Appendix F: Survey Data

Q24 - How has your writing for assignments changed in the past semester?

How has your writing for assignments changed in the past semester?

I've been doing more free writing and then filling in the evidence later. I've been focused on generating ideas, so free writing has been helpful for me.

I'm learning how to balance my voice with the voices of my sources, as well as not forgetting to include the voice of a counter perspective.

Learned new things in class to make my writing deeper.

I am more willing to talk to other people for advice on how to better my writing.

I have started brainstorming more and embracing the revision process! I used to write my final drafts for things the first time around, but now I write outlines and multiple drafts before submitting anything.

I think my process has changed more than my writing itself. I tend to free-write more and not focus so much on organizing my thoughts the first time I think through them.

More responsibility to cite the source and integrate the source into my writing.

It hasn't really.

A little bit.

I'm experimenting with different literary theories in my writing like ecocriticism and spatial theory. Incorporating the language of those discourses has been difficult.

Not at all.

Q20 - Please write anything else you would like me to know below.

It took me a long time to realize I experience writing anxiety. I always hear about test anxiety, but I don't hear much about writing anxiety. In my major we don't take any tests really, it's always papers.

N/A

I'm basically a big nerd who likes to write literary analysis and critical analysis, but I'm always trying to make my writing more interesting to read. So I don't believe in a lot of rules.

Q21 - Please provide an email address if you have completed all the questions and would like to be entered into the drawing for a $15 Visa gift card.

[responses redacted for anonymity]

Q22 - Please provide an email or phone number below if you would be willing to be contacted for follow-up questions by the student researcher conducting this survey. Anonymity will be maintained for students who chose to participate in follow-up questions, the same as all students participating in the survey.

[responses redacted for anonymity]