SURVEY OF ENGLISH 111 INSTRUCTORS

The following survey was designed and administered by a committee of faculty assessing student learning in the Basic Skills: College Reading and Writing requirement of the University Studies Program at Winona State University in November of 2005. Sixteen instructors of English 111—of 22 recipients—responded to the survey.

1. NUMBER OF FORMAL WRITING ASSIGNMENTS/PROJECTS assigned in English 111.

Responses were evenly divided (eight each) between those indicating assigning 3-4 and 5-6 formal projects.

2. NUMBER AND TYPE/GENRE OF FORMAL ASSIGNMENTS/PROJECTS assigned in 111.

Responses indicated that argumentative and analytical papers were the most frequently assigned as indicated below. Instructors indicated the number of each kinds of assignment they required.

<table>
<thead>
<tr>
<th>type of assignment</th>
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<tbody>
<tr>
<td>argumentative (position papers, evaluations, problem/solution, etc.)</td>
<td>20</td>
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<tr>
<td>analytical/interpretive (cause/effect, synthesis, literary/critical interpretation, etc.)</td>
<td>17</td>
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<tr>
<td>narrative/descriptive based on experience (memoir, profile, autobiography)</td>
<td>12</td>
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<tr>
<td>traditional library research papers (any type)</td>
<td>12</td>
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<tr>
<td>narrative/analytical based on observation (microethnography, case studies, oral history)</td>
<td>8</td>
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<tr>
<td>expository/informational (reports, definition/explanation, classification)</td>
<td>7</td>
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3. Number of FORMAL WRITING ASSIGNMENTS/PROJECTS requiring the use of DOCUMENTED SOURCES.

Seven respondents indicated one or two.
Seven respondents indicated three or four.
Two respondents indicated five or six.

4. Number of FORMAL WRITING ASSIGNMENTS/PROJECTS requiring the use of LIBRARY AND/OR FIELD RESEARCH beyond those works assigned all students in the class.

Ten respondents indicated one or two.
Five respondents indicated three or four.
One respondent indicated five or six.

5. DOCUMENTATION FORMAT(S) employed by students in these assignments.

Thirteen respondents required MLA format.
One respondent required APA format.
Two respondents indicated that students had a choice of format.

6. Number of PAGES OF FORMAL, POLISHED WRITING required for formal projects.

Eleven respondents indicated 20 pages.
Five respondents indicated 25 pages.
7. **Opportunities for REVISION on formal projects.**

Please note that for this and subsequent responses, graphs provide response data. The bars represent the percentage of respondents indicating each item.

- only prior to submission
- after review by classmates
- after review by instructor
- as required by instructor
- optional for portfolio or later assignment

8. **Types of FEEDBACK students receive on formal projects.**

The bars represent the percentage of respondents indicating each item as provided by the instructor (yellow) or students (blue).
9. The PERCENTAGE OF STUDENTS’ FINAL COURSE GRADE determined by formal projects. The bars represent the percentage of respondents indicating each item.

10. Number of pages of INFORMAL WRITING students complete PER WEEK. The bars represent the percentage of respondents indicating each item.
11. Number of pages of READING assigned students PER WEEK. The bars represent the percentage of respondents indicating each item.

12. TYPES or GENRES OF READING assigned to students. The blue bars indicate the number of respondents indicating the item. The yellow bars indicate the weighted strength of response (48 highest possible), weighting the item with three points for high priority, two for moderate, and one for low. For example, fifteen respondents (of 16 possible) indicated that students read other students' writing.
13. **CLASSROOM ACTIVITIES employed.** Respondents were asked to indicate each activity employed and to rank its priority as 1 (high), 2 (moderate), or 3 (low). The blue bars indicate the number of respondents indicating the item (16 possible). Note: the same scale is employed for subsequent questions.

14. **Use of COMPUTER/NETWORK TECHNOLOGY.** The blue bars indicate the number of respondents indicating the item (16 possible). The yellow bars indicate the weighted strength of response (48 highest possible).
15. Means of IMPROVING THE TEACHING OF ENGLISH 111. The blue bars indicate the number of respondents indicating the item (16 possible). The yellow bars indicate the weighted strength of response (48 highest possible).

16. Perceived PRIMARY GOAL(S) of the Basic Skills: College Reading and Writing requirement in the University Studies Program. The blue bars indicate the number of respondents indicating the item (16 possible). The yellow bars indicate the weighted strength of response (48 highest possible).