

Self-Study

Prepared by the Writing Fellows Committee
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Goals of the Consultation

The Writing Fellows committee was commissioned in December of 2012 with the task of assessing writing and writing practices across campus. In response to this assessment, we were also asked to propose a list of recommendations for programs, resources, and support that would strengthen student writing on our campus. Our task is wide reaching, and thus the Writing Fellows committee has agreed that bringing in the WPA Consultant-Evaluators is necessary to help with the campus-wide assessment and recommendation process. Our hope is that the C-E's visit will help us identify the campus's strengths and also assess what the campus can do to improve student writing across the curriculum. Because our focus is broad, we would like the C-E's to examine not only the Writing Studies department, but also how writing is implemented across campus. We ask that the consultants examine the Writing Studies department as a working part of the overall mechanism of writing and writing instruction at UW Tacoma and not as a standalone unit. In line with this macro view of writing, we would ask the C-E's to first examine UW Tacoma's writing requirements and their current implementation. This would involve assessing graduation writing requirements, disciplinary and interdisciplinary-specific writing requirements, and the freshman Core writing requirements, which include first year composition and a new basic writing program. Secondly, we would like the C-E's to evaluate the resources available for units and individual faculty members and suggest additional resources UW Tacoma could offer faculty for the teaching of writing. Lastly, we want the C-E's to examine current resources available to students and help UW Tacoma strategically offer support for students, no matter their major or writing ability. The C-E's can best help UW Tacoma by helping the institution identify UWT's most pressing needs and plan strategically in a time of rapid change.

Campus Overview: Current Institutional Conditions and Challenges

The University of Washington Tacoma is a branch campus of the University of Washington and is an urban-serving university that primarily serves students from the surrounding area. The mission and values statement (See Appendix 1) of the university reflects UWT's commitment to serving our local community and the wide variety people who live there. It is UW Tacoma's mission to "educate[] diverse learners and transform[] communities by expanding the boundaries of knowledge and discovery," and specifically UWT "seeks out and supports individuals who may experience barriers in gaining access to college." The campus has seven units: Global Honors, Interdisciplinary Arts and Sciences, the Institute of Technology, the Foster School of Business, Nursing, Social Work, and Education and offers both graduate and undergraduate degrees. In the autumn of 2012, there were a total of 3,919 students. 389 of those students were incoming freshmen and 547 were graduate students (See Autumn 2012 Census Day Report). Of the undergraduate student population, 1,768 of undergraduate students are transfer students from a surrounding community college, making transfer students about 52% of

all undergraduate students. Many of our students are first-generation college students, including 32% of all incoming freshmen in 2012. We also have a significant number of students who are multi-lingual. While the exact number of multi-lingual transfer students is unknown, we do know that approximately a third of incoming freshmen in 2012 spoke a language other than English in the home. Our diverse student population enriches our campus and also offers a set of challenges for faculty, particularly when it comes to assigning, evaluating, and teaching academic writing.

Along with the challenges that come with serving a diverse student body, the institution is in a state of rapid change. The dominant institutional change that impacts the writing program is the state of controlled growth in which the university is moving. Student enrollment is increasing by approximately 7.5% per year, and this has obvious implications for staffing courses in the writing program. This rapid growth has required the need for more faculty, particularly lecturers and part-time instructors. In Writing Studies alone, three new full-time lecturers were hired for the upcoming academic year mostly to teach first-year composition and writing support courses. In total there are six full-time lecturers, four tenure-track faculty, one emeritus professor teaching part-time, and a handful of part-time lecturers who fill gaps in the schedule when needed. Along with the need for more faculty, the increase in student enrollment has brought with it the perception that there are an increasing number of higher risk students, specifically non-native English speakers.

Beyond this and closer to home, the Interdisciplinary Arts and Sciences Department, which houses Writing Studies, likewise finds itself in a state of considerable growth, with more than 12 full time faculty set to be added in the coming year and is currently home to over 100 full-time faculty members. This growth has led to numerous governance challenges to IAS functioning as a department, as opposed to a school or a large unit, and as the governance structure changes, the supervision and oversight of the writing program will obviously be in flux. Currently the “writing program” is overseen by a collective group of faculty housed in both the Writing Studies Program within IAS (a major, with both Creative and Technical Writing tracks) and in the university’s Core program housed in the Office of Undergraduate Education, which is a closely related unit to IAS. The Writing Studies program’s most senior faculty member retired at the end of the last academic year. She had previously been the lead for doing WAC/WID training across campus, including the Writing Fellows program (not to be confused with the Writing Fellows Committee) that helped non-writing faculty implement writing into their courses. The sum of all the changes currently taking place within IAS and UWT in general is that the “writing program” has a widely shared set of overseers, yet no clearly delineated governance/oversight structure of its own and with no corresponding faculty member(s) charged directly with serving in this role.

Writing Requirements for Graduation

Though the campus is in a state of change for the past several years, the writing requirements for graduation have remained stable. Every student must take at least 5 credits in a C (composition) course, and they must take at least two W (writing-intensive) courses. The W requirement outlines the types of required writing courses students must take to graduate (Appendix 2). Not all classes that assign writing qualify as a W course; they must meet specific criteria (Appendix 2). W courses must incorporate drafting, feedback on drafts from the instructor, in-class time spent on writing instruction, and must require at least 10 pages of revised work. According to conversations with faculty members, there is a sense that not all current W designated courses

are meeting the requirements of the W policy, but whether or not this is true has not been verified. However, a few respondents to the survey stated that they were unfamiliar with the specifics of the W requirement, suggesting that all faculty, especially new faculty members, need more education on the policy and require support to implement it.

Perceived Difficulties and Challenges: A Faculty Perspective

To better understand the challenges faculty faced in their classrooms across the curriculum, the Writing Fellows committee held open roundtable discussions, collected syllabi, met with unit and department heads, and implemented a campus-wide survey. (See Appendix 5 for a detailed description of the survey participants and limits of survey data.) The data indicate several perceived challenges faculty face when incorporating writing into their courses. One of the most widely expressed concerns, as indicated by the survey as well as from faculty conversations, was that entering students exhibit varying degrees of preparedness upon entry to UW Tacoma (figure 1). For incoming freshmen, the data show that 60% of students would be required to take a basic writing course other than TCORE 101 if they were attending the Seattle campus based on their SAT and ACT scores. UW Tacoma is addressing the issue of underprepared incoming freshmen with its new set of support courses. The other issue, which the committee believes needs more attention, is the perceived under-preparedness of transfer students. Even though students are entering with their associate's degree, faculty report that many students are not ready for disciplinary writing and are unfamiliar with disciplinary-specific genres. This problem of under preparedness is magnified in the classroom, where faculty report that students have a wide range of writing skills, making it challenging to assign writing when certain groups of students require extra assistance. At present, transfer students can get assistance from the Teaching and Learning center to help them adjust; however, there are almost no writing courses in place to help students make the transition to upper division writing other than the writing course offered by the business school for contingently accepted business majors. Closely related to the perception that students are underprepared is the perception that many English language learners struggle with writing, especially grammar and mechanics (figures 1 and 2). Many faculty, especially those teaching in the freshman Core, have expressed deep concern for second language students who struggle to pass their freshman courses.

Along with the challenges that come with our particular student population, some faculty suggest that their large courses make it difficult to address the needs of their students (figure 1). In IAS, in conjunction with our survey data (figure 1), some faculty who teach upper division courses express frustration with class size. With no graduate assistants for help, faculty teach W courses with enrollments of 40 or more. Some changes have been made to address this issue: for instance, class size was recently lowered to 20 from 25 for the Intro to Academic Writing course. It should also be noted that what constitutes a "large" class is relative and the committee did not gather specific data about what constitutes too large of a course, and not every unit has identified large class size as a pressing issue.

Finally, faculty who took the survey identified quality of explanations, analysis, logical thinking, and clarity as a set of issues they see in student writing. Writing is one of the main ways UWT faculty ask students to apply concepts to demonstrate their mastery of course content. UWT faculty assign writing to assess if students have gone beyond rote memorization and are able to apply their knowledge, problem solve, or support an argument. The survey data suggest that faculty perceive students struggling to demonstrate their critical thinking through

writing (figure 2). The remaining self-study will provide unit and program specifics, gathered largely from interviews with faculty.

Figure 1

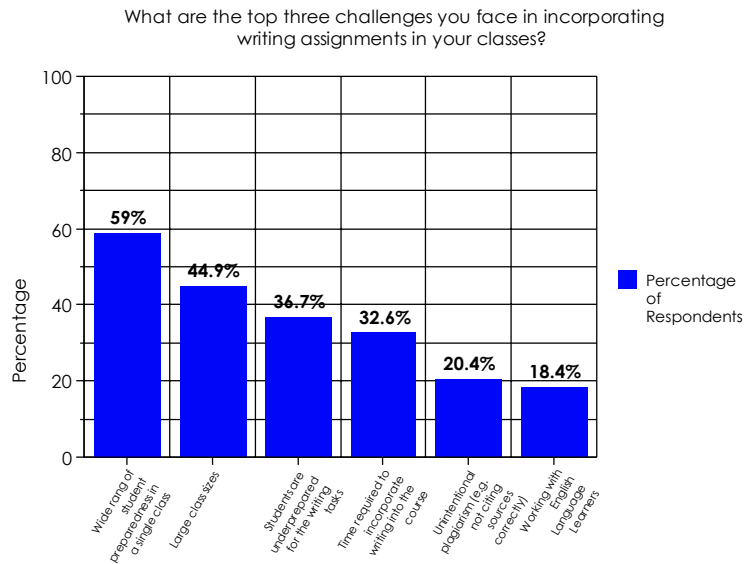
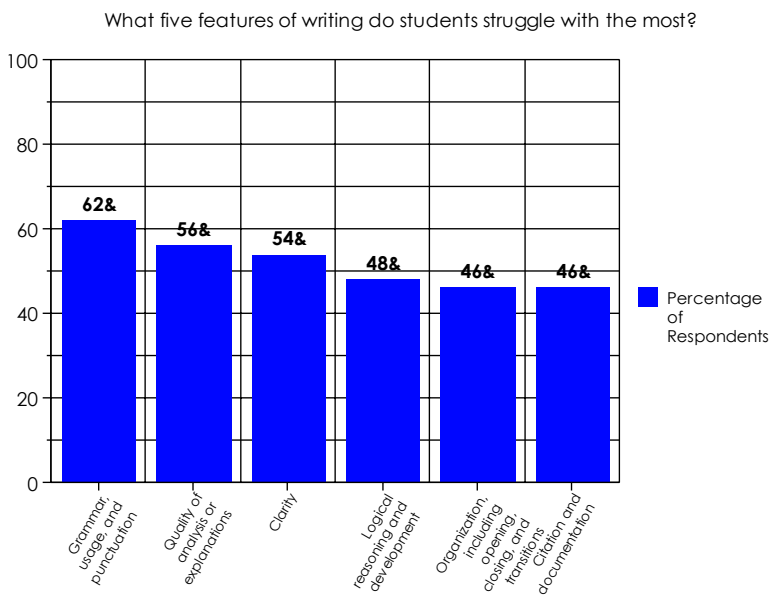


Figure 2



The Teaching and Learning Center

The Teaching and Learning Center houses the Writing Center and support for quantitative courses. The Writing Center is staffed by Jeff Fitzgerald, the Writing Center Coordinator; Kelvin Keown, the English Language Consultant; and Jeanie Jacobson, an Instructional Consultant. Beckie Etheridge oversees the Teaching and Learning Center as Director. The Writing Center reports that 10% of students regularly use the Writing Center. Students make appointments with

consultants or turn in their paper for an online consultation, but there is currently no drop-in. The Writing Center reports that it is not able to serve every student who wants a consultation during the busiest parts of the quarter. After week 4, appointments are 80% booked, and after mid quarter, 100% booked until the end of the quarter. Online consultations have expanded exponentially over the past few years. The Writing Center also offers consultations and visits classrooms, especially in the Freshman Core, to do workshops on various aspects of writing. The TLC has increased its graduate student support considerably since last spring. They increased the number of graduate student consultants from 3 to 6 and are also engaged in a search for a 1 temporary FTE professional staff person to provide support for graduate writers.

Student consultants support the work of the staff and are hired based on faculty recommendations. Consultants required to take the Writing Center Theory course and have mandatory training in consulting methods and helping second language students. The Teaching and Learning Center staff report that they see the need to expand to meet current student demand and to expand hours for more options for students who have difficult schedules due to family and work obligations. Currently, the TLC reports to Academic Affairs and relies upon this entity for funding.

On the whole, TLC staff identify several recurring issues in student writing at UWT. First, it appears that transfer students who come in are having difficulty adjusting to the kinds of writing required at UWT. The Writing Center also serves many multi-language students, and while students show improvement if they come in often, the Writing Center believes students need to be supported curricularly alongside the consultations to better assist multi-lingual students. The TLC also sees a need to increase resources available for graduate students. Writing Center staff report that they have a strong relationship with Writing Studies faculty. The Writing Center hopes to expand their vital role on UWT's campus.

UWT Summer Bridge to Success Program

The summer bridge program began seven years ago to help high school students make the transition from high school to college. As part of the bridge program, students are enrolled in a 5-credit university course. Writing is an integral part of the bridge course; however, the type of writing assignments varies depending upon the course topic and the discipline. The writing assignments are designed to allow students the opportunity to think about writing in a holistic way (i.e. prewriting, focus, content development, organization, grammar, mechanics). The writing assignments are also designed to teach students how to use the library and to give students the opportunity to take advantage of support services offered by writing instructors in the TLC and peer consultants who have strong writing skills and act as peer reviewers of individual student papers. Writing is also a central part of the study-skills piece of the bridge and varies depending on the instructor. In general, students in the study-skills piece write response papers, reflective essays on who they are as learners, and keep journals on their experience as first year students.

Freshman Core Program

The curriculum for first year students, overseen by the Office of Undergraduate Education, is designed to address four areas of knowledge: 1) Natural World, 2) Individual and Society, 3) Visual Arts, Literature and Performing Arts, and 4) Composition. In each of these areas of

knowledge, faculty require writing as a primary assessment of learning tool. The approaches to teaching writing vary within disciplines, and while Composition provides the primary set of courses through which writing instruction is implemented, each area of knowledge includes writing assignments on a regular basis. For instance, in one of the Natural World courses, “Where the water meets the road: examining the environmental impacts of urbanization on aquatic ecosystems,” the instructor has asked for 1 major paper, but has also included a rough draft in his final assessment process. In an Individual and Society course, also on the 100 level, the instructor requires two précis and an “article evaluation paper,” which includes a rough draft as well. Finally, in one of the 100 level VLPAs, the instructor requires writing throughout the quarter, in the form of homework questions and papers. Freshmen are required to write in a wide variety of genres: essays, research papers, reflection papers, journals, blogs, reports, etc. Each of the faculty who teach these first year courses is also cognizant of the learning objectives for first year students and plans their courses accordingly (See Core Master Rubric). Instructors generally will utilize a rubric modeled from the student learning objectives for first year students as well as the learning objectives in their disciplines. In addition, faculty who teach in the Core also engage in a series of pedagogy workshops throughout the academic year, geared towards refreshing and improving the kinds of techniques and strategies that are most effective for first year students. Some examples include paper norming sessions, assignment scaffolding, and developing new methods to engage students in writing assignments that are meaningful both inside and outside the classroom.

Interdisciplinary Arts and Sciences

The largest department on campus, IAS houses faculty in the arts, social sciences, and humanities, with faculty taking an interdisciplinary approach to their scholarship. The majors and concentrations are also interdisciplinary; for instance, students can major in Politics, Philosophy and Economics (PP&E); Arts, Media, and Culture (AMC); or Environmental Studies, among others. IAS has historically integrated writing into every course. Upon its founding, all IAS courses were writing intensive, but as the department grew and class size increased, not all courses emphasized writing as they once did. Currently, IAS faculty choose whether or not to designate their course as a W (Appendix 2).

Another writing-related difficulty faculty face in IAS is that few classes have prerequisites. This means that in many cases a freshman could take a 300 or 400 level course, and in doing so, they do not have the knowledge background or the writing skills needed to complete the coursework successfully. While not requiring prerequisites helps students with difficult schedules and allows for a more interdisciplinary curriculum, this lack of sequenced courses does not allow students to progressively build their writing skills. The difficulties facing IAS can be summed up in this response from a survey participant:

“I spend a lot of time on writing in my courses, and I appreciate the support I have received to do this (Writing Fellowship with Anne [Beaufort], especially). I think it is fundamental to student success, and I am committed to continue to do it even in larger classes. However, there is a limit to what I can do effectively, and growing class size is definitely the largest impediment to teaching writing effectively. In addition, I wish there was a follow up writing fellows program for curricular groups to work on writing among courses. No one teaches writing in a vacuum, and I wish we did a better job of scaffolding skills and having multi-course SLOs to teach students over years instead of a quarter.”

General Writing Courses Offered by Writing Studies (Appendix 4)

Freshmen Writing Support Courses

In response to the perceived need at the freshmen level for expanded student support, a new series of support courses, designed by Alison Cardinal and Riki Thompson, is being launched this year. Prior to these support courses, students were mainstreamed into their first-year composition courses regardless of their preparedness for college writing. The first course, TCORE 100, is a 2 credit course that students take before they take their first year composition course (FYC). This 2-credit pass/no credit course is designed to help students get acquainted with college writing before they actually take the FYC course. The second course, a studio entitled TWRT 111, is taken with their FYC course and offers two hours extra per week to workshop one's writing with a Writing Studies faculty member, who may or may not be their current FYC instructor. Students are placed in these courses via directed self-placement, and students scoring in the low range on standardized tests were highly encouraged to sign up, but the courses are not mandatory. A variation of TWRT 111 for graduate students is being taught this fall to support incoming graduate students at the Institute of Technology. Along with this new curriculum, Writing Studies is conducting a research study to assess the effectiveness of these courses on student writing ability and retention.

TCORE 101: Introduction to Academic Writing

This course, as previously discussed in this self-study, teaches argumentation, working with sources, and understanding general principles of academic discourse. Each instructor teaches their course based on a series of themed readings, such as popular-culture texts or on identity in the digital age. The group that teaches FYC meets to discuss common goals and learning outcomes during the Core faculty development workshops. The course is integrated into the Core program and is required for all incoming freshmen.

TWRT 211: Argument and Research in Writing

Other than TCORE 101, Writing Studies offers TWRT 211, Argument and Research in Writing. This course is not required for students to take, but it does fulfill the composition requirement for graduation. The course can be taken at any level, and half the spots in a section are reserved for freshmen and sophomores while the other half are reserved for juniors and seniors. The wide range of student ability makes this course challenging to teach, and its impact on student learning varies since some students find the course too difficult while others, especially seniors, find the course not challenging enough. Some TWRT 211 instructors teach writing in the sciences, writing in humanities, or writing in the social sciences. Regardless of the disciplinary focus, all courses attempt to include some aspect of interdisciplinarity in their research methods and assigned essays. The course used to be identified based on its disciplinary orientation, but currently it is not identified as such when students enroll.

Global Honors

Writing is an integral part of the Global Honors Program. All writing assignments are designed to help students think critically about the global honors curriculum and to prepare them for their research papers and capstone thesis or essay. In addition to writing research papers, capstone theses and essays, the global honors students are given writing assignments designed to help them understand the historical contexts from which various concepts including but not limited to cultural imperialism, colonialism, postcolonialism, capitalism, and globalization have emerged. The students also write response papers, theory papers, and literature reviews.

Nursing

Writing is an integral part of the nursing courses offered at UWT. Courses such as TNURS 350 Critical Analysis; TNURS 414 Health, Communities, and Populations; and TNURS 430 Interpersonal Communication for instance emphasize critical thinking and writing in nursing and healthcare.

Institute of Technology

For an undergraduate degree, the Institute requires expository analytical writing in TCSS 325 Ethics and Computing. Throughout their remaining coursework, students write primarily in service of documenting code. Overall, the Institute believes its students need more opportunities to write since communication is a vital skill for the workplace. The Institute has also run into difficulties with their international graduate students who are unfamiliar with Western standards of ownership of information and citation standards. The institute recommends actualizing interdisciplinarity as a way to strengthen writing by returning to team teaching. The Institute also suggests implementing more opportunities for students to write about quantitative data and apply them to real world contexts.

Business

The Milgard School of Business integrates writing throughout their curriculum, since communication, both written and oral, is obviously an essential piece of the business world and a stated learning outcome of the business school. To be accepted to the business school, students must first take a timed writing placement test that measures their writing ability, particularly in the way it relates to the kinds of writing required by the business school. Students that pass the timed writing assessment are admitted. Those that do not are conditionally admitted and must take BUS 311, a dedicated business writing course that focuses on the fundamentals of business writing along with style and mechanics. Writing is then integrated throughout the curriculum, starting with the core business courses and culminating in a senior capstone that requires an extensive written project. The main problems the business school reports encountering is students' difficulty with critical thinking and also students' difficulty transferring the skills they learned and genre knowledge from one course to another.

Social Work

In Social Work, writing is also assigned in every course, but the teaching of writing in that discipline is not addressed in the same way in every course. The director of Social Work has

even asked that Writing Studies provide a course in that unit for writing in Social Work, but no such course is currently offered. Social Work is a small unit and thus finds it challenging to address all of the writing concerns within their discipline in every course.

Education

We have no information about Education at this time.

Urban Studies

We have no information about Urban Studies at this time.

Self Study Appendices

Appendix 1: Campus Mission and Values

Mission

The University of Washington Tacoma educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery.

Values

Our fundamental purpose is to educate students for life as global citizens. UW Tacoma is a distinctive expression of the University of Washington that provides access to an exceptional education for citizens who choose to live and learn in the South Puget Sound region.

We recognize that an excellent education connects knowledge across disciplines. At UW Tacoma, excellence is founded on integrity, dedication and collaboration. We believe that learning is a vehicle that advances students toward fulfilling lives and meaningful careers.

Our community of learners is strengthened by a diversity of voices. Listening to the UW Tacoma community, we have identified four core values that guide us: Excellence, Community, Diversity and Innovation. We share these values and strive to live by them.

Excellence

UW Tacoma...

commits to excellence in teaching, scholarship, research and service;

offers a curriculum that balances core knowledge and skills with responsiveness to student and community need;

embraces an interdisciplinary approach to knowledge that instills problem-solving and critical thinking skills for meaningful lives;

engages minds by connecting knowledge with experience, fostering wisdom;

infuses global and local awareness into its thinking and actions;

encourages student-faculty-staff interaction and a reciprocal exchange of knowledge;

nurtures a community of learners and develops the whole person by offering opportunities to learn and grow both inside and outside the classroom;
provides an environment where students can succeed.

Community UW Tacoma...

celebrates the success of its people;
fosters an atmosphere in which individuals work together to make their best contributions;
preserves a culture of connection and collaboration as it grows;
partners with communities to improve the human condition;
cultivates mutually supportive relations with educational partners;
contributes knowledge that serves diverse communities;
honors the cultural and civic heritage of its community;
serves as a catalyst for economic, technological and community development.

Diversity UW Tacoma ...

promotes an environment where diverse perspectives and experiences are expected;
seeks out and supports individuals who may experience barriers in gaining access to college;
stimulates a vibrant learning community by presenting lectures, events and performances that inspire new views;
encourages and rewards intercultural competence;
aligns its values with its actions in support of justice and fairness;
attracts and retains a community of people and ideas representing diverse cultures and experiences.

Innovation UW Tacoma...

generates new knowledge and embraces varied ways of knowing;
perpetuates the pioneering spirit of UW Tacoma's beginnings;
seeks new ways to create opportunity;
inspires creative ways of seeing and solving problems;
expands resources and makes thoughtful use of existing ones;

lives in harmony with the environment and is a wise steward of natural resources;
grows stronger through the collective wisdom of its community.

Vision

Within the next ten years, UW Tacoma will become a more comprehensive institution that will respond with distinction to the needs of the region, state, nation and the world. UW Tacoma will achieve distinctiveness as an urban campus of the University of Washington through its commitment to three principles:

Access to an exceptional university education;

An interdisciplinary approach to knowledge and discovery in the 21st century;

A strong and mutually supportive relationship between the campus and its surrounding communities.

As the campus grows, UW Tacoma will strengthen its learning culture, research, institutional structures, and academic and co-curricular programs necessary to embody these three commitments and to uphold the standards of excellence, shared governance and academic freedom that are hallmarks of the University of Washington. It will also develop and implement assessment plans that serve as measurable benchmarks for institutional progress.

The core values of the institution — excellence, community, diversity and innovation — will shape the specific goals and methods UW Tacoma chooses to address these commitments and build its distinction as a campus.

Appendix 2: W Course Designation

Sect. 1: W Course Designation

Not all courses that include writing assignments qualify as W courses. Only those meeting the following criteria should be so designated. The faculty of each program or school should ensure that sufficient W courses are offered each year to allow students to meet W course requirements. To be designated as a W course, the course must include:

- A) Out-of-class writing assignments in appropriate discipline-specific genres that account for 30% or more of the final grade, including either:
 - (1) At least two shorter writing projects (3-5 pages each), OR
 - (2) One longer writing project that includes developmental feedback during the term, such as instructor-supported pre-writing, drafting, peer review.
- B) Student revision of at least some portion of his/her writing. A revision process is important in order for students to reflect on writing feedback.

- C) Feedback on writing from the faculty member for out-of-class writing projects. Writing feedback should be limited to 2 or 3 areas for improvement (research shows this strategy to be most effective for improving student skills).
- D) Some class time dedicated to building writing skills needed for success in projects, for example, critical analysis skills appropriate to the subject matter, knowledge of genre conventions of the project, research skills as needed, standard conventions for paragraphing, etc.
- E) Occasional, brief, in-class, ungraded writing to promote critical thinking, fluency, and increased retention of subject matter. Examples of such writing may include responses to questions posed in class or summaries of key ideas from a discussion.

Appendix 3: Student Learning Outcomes: TCORE 101, TWRT 111, TCORE 100, and TWRT 211

TCORE 100 Introduces reading and composing skills needed for successful writing in interdisciplinary academic settings, including close reading, critical thinking, and writing in response to others' ideas. Also focuses on organization of ideas developing style, and improving writing skills for or academic audiences. Alison Cardinal, Riki Thompson

Reading

- Uses appropriate reading strategies when approaching non-fiction and scholarly texts.
- Locates the main argument of non-fiction and scholarly texts.

Critical Thinking

- Responds to the ideas in a text by making connections to previous knowledge.
- Synthesizes ideas among a group of related readings
- Develops the ability to assess one's writing
- Develops the ability to assess one's learning process

Writing

- Compose a 2-3 page thesis-driven essay.
- Cites sources with appropriate style.
- Revises and improves writing for organizational structure.
- Revises and improves writing for grammar and style.

TWRT 111 Discourse Foundations (2) Helps improve academic writing skills. Students must enroll concurrently in another writing course. Teaches reading skills to comprehend and analyze complex texts, review and analyze grammar structures as they appear in academic writing, and build advanced vocabulary skills. Instructor Course Description: [Kelvin Keown](#)

Learning Objectives

- Develop awareness of genre and genre conventions

- Develop metacognitive skills about your learning and writing
- Understand what professors want you to write and how to seek out that information if you don't understand what the professor wants
- Evaluate your own writing
- Evaluate your peers' writing and give concrete feedback
- Interpret a professor's comments and implement them to improve one's writing
- Become self-sufficient writers
- Seek out resources to address writing challenges
- Evaluate one's own writing and develop the ability to effectively revise
- Become familiar with the conventions of academic discourse

T CORE 101 Introduction to Academic Writing (5) C Introduces principles of argument, critical thinking, and analytical readings, and writing and research skill needed for academic writing. Covers skills for managing the writing process and how to transfer learning to other disciplinary contexts for writing. Offered: AWSp. Instructor Course Description: *Anne Beaufort Talitha Ikeda*

Learning Outcomes

Reading

- Read 20-100 pages a week, depending on difficulty
- Locate key points and sub-points in scholarly and non-fiction texts

Research

- Choose the appropriate database for the task through UWT library

Critical Thinking

- Summarize main arguments in texts
- Synthesize readings in support of an argument

Writing

- Plan for composing and writing strategies
- Compose a 4-6 pg. thesis driven essay (2 papers for avg 10 pages of essay)
- Reference sources with appropriate style
- Revise and improve for structure
- Reflect on SLOs by creating a portfolio (assesses strengths and weaknesses)

TWRT 211 Argument and Research in Writing (5) C Focuses on writing critical analyses of texts in the arts and sciences. Emphasizes close reading, critical thinking, and developing well-supported arguments as well as advanced library research skills. Stresses managing the writing process so that good work can be produced within given time constraints. Prepares students for upper-division writing tasks. Prerequisite: minimum 2.0 grade in either TWRT 112, T CORE 101, or ENGL 131; may not be taken if credit earned for TCXG 272. Instructor Course Description: *Sushil Oswal*

Learning Objectives:

Close reading:

- ability to recognize and explain key points and subpoints of scholarly articles

Research:

- Ability to use at least 2 academic databases through UWT library website that are specific to field of study.

Critical thinking:

- Succinctly summarize the central point of scholarly and general trade books and article and analyze texts for credibility and persuasive techniques.
- Support a position with reasons and evidence.

Writing:

- Write thesis-driven critical analyses that are well-organized and clear.
- Use in-text and bibliographic citations in APA or MLA or another appropriate citation format.

Writing process skills:

- Do a major revision of a draft that entails changes in content and structure as well as sentence-level editing to improve the work.
- Give in-depth feedback on others' writing.
- Use appropriate pre-writing strategies to brainstorm and analyze subject matter before writing.

Appendix 4: Survey Data

The survey administered to faculty was 20 questions and was based almost entirely on a survey designed by Doug Hesse at the University of Denver. The goal of the survey was to gather specific information about what kinds of writing teachers are assigned in their classes and the types of classroom practices faculty utilize in their classrooms. We also wanted to know what features of writing instructors are privileging and what kinds of problems instructors are identify in student writing. Lastly, we wanted to understand what kinds of barriers instructors were encountering when they teach writing. 50 faculty responded to the survey, which means approximately 25% of full-time faculty responded. We also got a good spread of faculty, getting responses from every unit and at every rank, from part-time instructor to professor. There are limits, however, to the survey and the types of claims we can make about writing practices at UWT. It's clear that every respondent assigns some type of writing who responded. The data suggest that the faculty that chose to respond are those that already implement writing and are invested in its practice. We theorize that the results are skewed in favor of those faculty that are already actively incorporating writing into their courses, but further research is needed to confirm this hypothesis. We also asked those that are a part of Writing Studies to take the survey, which might also account for the high level of writing required by those who filled out the survey. In hindsight, we would have included some kind of identifying questions to separate out those that teach in Writing Studies to help us better analyze the data. We should also mention that the unit that is the least represented is Education, with only one response. We also did not get as many responses from part-time faculty as we had hoped, so their contribution is also under-represented. We interpreted the survey data with generous help from statistician Su-Miao Lai, a quantitative Instructional Consultant in the Teaching and Learning Center.

Total submissions: 50

Multiple choice - one answer (button)

Question

In which college, school or department do you teach?

Total responses (N): 50 Did not respond: 0

| <i>Numeric value</i> | <i>Answer</i> | <i>Frequency</i> | <i>Percentage</i> |
|----------------------|-------------------------------------|------------------|-------------------|
| 1 | Milgard School of Business | 5 | 10.00% |
| 2 | Urban Studies | 3 | 6.00% |
| 3 | Education | 1 | 2.00% |
| 4 | Institute of Technology | 5 | 10.00% |
| 5 | Nursing | 3 | 6.00% |
| 6 | Social Work | 4 | 8.00% |
| 7 | Interdisciplinary Arts and Sciences | 29 | 58.00% |

*Response statistics**

Mean 5.52

Median 7.00

Mode 7

Min/Max 1/7

Standard deviation 2.13

Multiple choice - one answer (button)

Question

What is your rank?

Total responses (N): 49 Did not respond: 1

| <i>Numeric value</i> | <i>Answer</i> | <i>Frequency</i> | <i>Percentage</i> |
|----------------------|---------------------|------------------|-------------------|
| 1 | Part-Time Lecturer | 8 | 16.33% |
| 2 | Lecturer | 10 | 20.41% |
| 3 | Multi-year Lecturer | 2 | 4.08% |
| 4 | Assistant Professor | 8 | 16.33% |
| 5 | Associate Professor | 13 | 26.53% |
| 6 | Professor | 8 | 16.33% |

*Response statistics**

Mean 3.65

Median 4.00

Mode 5

Min/Max 1/6

Standard deviation 1.79

Multiple choice - one answer (button)

Question

What was the level of this course?

Total responses (N): 50 Did not respond: 0

| <i>Numeric value</i> | <i>Answer</i> | <i>Frequency</i> | <i>Percentage</i> |
|----------------------|---------------|------------------|-------------------|
| 1 | 100 | 4 | 8.00% |
| 2 | 200 | 5 | 10.00% |
| 3 | 300 | 22 | 44.00% |
| 4 | 400 | 13 | 26.00% |
| 5 | 500 | 6 | 12.00% |

*Response statistics**

Mean 3.24

Median 3.00

Mode 3

Min/Max 1/5

Standard deviation 1.06

Multiple choice - one answer (button)

Question

What was the enrollment in the course?

Total responses (N): 50 Did not respond: 0

| <i>Numeric value</i> | <i>Answer</i> | <i>Frequency</i> | <i>Percentage</i> |
|----------------------|---------------|------------------|-------------------|
| 1 | 15 or fewer | 5 | 10.00% |
| 2 | 16-24 | 10 | 20.00% |
| 3 | 25-40 | 31 | 62.00% |
| 4 | 41-60 | 4 | 8.00% |
| 5 | 61 or more | 0 | 0.00% |

*Response statistics**

Mean 2.68

Median 3.00

Mode 3

Min/Max 1/4

Standard deviation 0.77

Multiple choice - one answer (button)

Question

Was the course a W (Writing Intensive) designated course?

Total responses (N): 50 Did not respond: 0

| <i>Numeric value</i> | <i>Answer</i> | <i>Frequency</i> | <i>Percentage</i> |
|----------------------|---------------|------------------|-------------------|
| 1 | Yes | 17 | 34.00% |
| 2 | No | 31 | 62.00% |
| 3 | Not sure | 2 | 4.00% |

*Response statistics**

Mean 1.70

Median 2.00

Mode 2

Min/Max 1/3

Standard deviation 0.54

What are the top seven criteria do you use to evaluate student writing?

