

Evaluation of ENWR 105 College Writing I – Fall 2008

Did you take ENWR 105 College Writing I at Montclair State in the Fall of 2008 (last semester)?

Yes 755 **(83%)**

No 151 **(17%)**

The percentages that appear for the remaining questions in the survey are based on the students who **did** take ENWR 105 in the Fall semester. (Total is 755 students)

Characterize your senior year high school English class, or equivalent, by checking all the sentences that apply.

For high school, English, I was frequently required to write papers that incorporated ideas and quotes from readings. **(67%)**

In high school English I was required to analyze and critically reflect on both the ideas of others and my own. **(59%)**

My high school English teacher required me to write non-argumentative (descriptive, narrative, etc.) essays primarily. **(57%)**

My high school teacher frequently required drafts. **(56%)**

My high school English teacher frequently responded to drafts that I then revised and re-submitted. **(53%)**

My high school English teacher required me to write argumentative essays primarily. **(51%)**

submitted. **(53%)**

In high school English I wrote several papers of at least five pages length. **(43%)**

My high school classmates regularly read my papers and gave me feedback to help me revise. **(37%)**

I believe my high school English teacher evaluated me at about the same level as my College Writing I teacher did. **(30%)**

All the questions that follow pertain to the College Writing I experience in Fall 2008 semester:

ESSAY WRITING AND FEEDBACK

1. Please indicate how many essays (not homework responses, but academic essays) you were expected to write for College Writing I:

0 **(0%)**

- 1 (0%)
- 2 (1%)
- 3 (20%)
- 4 (65%)
- 5 (14%)

2. Please indicate the TYPICAL drafting process that your College Writing I teacher expected you to go through for the academic essays you wrote:

- Just 1 draft – a final draft that was submitted on the due date (5%)
- 2 drafts -- 1 final and one earlier draft (26%)
- 3 drafts – a first, second, and final draft (70%)

3. In College Writing I, for how many essay assignments did you receive teacher feedback designed to help you revise your draft before you submitted the final draft?

- 0 (4%)
- 1 (11%)
- 2 (18%)
- 3 (12%)
- 4 (18%)
- 5 (38%)

PEER REVIEW

4. In College Writing I were you taught how to read and comment on classmates papers; that is, were you taught how to peer review others' papers?

- Yes (86%)
- No (14%)

5. How many times during the semester did your College Writing I teacher require that you give and receive review of a classmate's draft?

- 0 (2%)
- 1 (2%)
- 2 (6%)
- 3 (13%)
- 4 (21%)
- 5 (34%)
- 6+ (21%)

ACADEMIC HONESTY

6. To what extent in College Writing I were you taught appropriate citation methods for avoiding plagiarism? Check all statements that apply.

I was warned against plagiarism, told briefly what it entailed, and directed to the syllabus or other documents for fuller explanation. **(76%)**

I was given instruction in how to quote a source appropriately, ie, without plagiarizing. **(80%)**

I was given instruction in how to summarize a source appropriately, ie, without plagiarizing. **(66%)**

I was given instruction in how to paraphrase a source appropriately, ie, without plagiarizing. **(65%)**

I was given specific homework or in-class work designed to teach me about plagiarism – what it is and how to avoid it. **(31%)**

7. From your viewpoint, were students academically honest in writing papers for your College Writing I class?

All or most of the time **(50%)**

Most of the time **(36%)**

Some of the time **(8%)**

Seldom **(1%)**

Unsure **(5%)**

THE DOCUMENTED ESSAY

8. Were required to write a documented essay in College Writing I?

Yes **(94%)**

No **(7%)**

9. A documented essay is defined as an essay in which the writer uses essays or articles from sources other than the main classroom text to write an original essay. Please review the list below and check all statements that match what was expected as you completed the documented essay assignment in College Writing I.

I was expected to use proper MLA form throughout the paper. **(91%)**

I was expected to include a correctly written Works Cited page. **(89%)**

I was expected to search for and read sources that would help me better understand the topic I was pursuing. **(84%)**

I had at least one draft reviewed and commented on by my teacher. **(78%)**

I was expected to synthesize the sources I consulted into my own main question or argument. **(62%)**

I was expected to attend a workshop on how to use the library databases. **(57%)**

I was expected to write a paper that consisted mostly or entirely of summary of what the outside sources said. **(37%)**

I was not expected to write a documented essay. **(6%)**

PORTFOLIO

10. Were you required to complete a final portfolio of revised essays at the end of the College Writing I?

Yes **(97%)**

No **(4%)**

READINGS

11. For each unit or essay assignment in College Writing I, how many professional readings were you required to read?

0 **(3%)**

1-2 **(19%)**

3-4 **(39%)**

5-6 **(16%)**

7+ **(23%)**

12. How were readings used in College Writing I? Check all that apply.

To gain greater skill at reading analytically, carefully, and/or deeply. **(76%)**

To provide students with source material to draw on in papers. **(76%)**

To gain skill in writing analysis or interpretation. **(70%)**

To learn about intellectually important topics. **(61%)**

To gain skill in writing summaries. **(35%)**

13. Write briefly about the kinds of readings you were assigned in College Writing I. What kinds of issues were covered, and what kinds of writers did you read?

Wide range of issues (social, cultural, gender, diversity / racial, environmental, political, historical, educational, etc.) **(41%)**

Advertising **(3%)**

American dream **(3%)**

Cultural diversity **(11%)**

Current issues **(4%)**

Education **(6%)**

Environment **(7%)**

Ethics/ plagiarism **(4%)**

Fairy Tales **(4%)**

Family / social values **(15%)**

Fiction **(2%)**

Gender roles **(16%)**

History (8%)
 Humor (2%)
 Media (4%)
 Newspaper /magazine articles (5%)
 Opinion/Editorial (3%)
 Politics (14%)
 Popular culture (15%)
 Racism (12%)
 Sexism (15%)

GENERAL ASSESSMENT

14. In your judgment, IN GENERAL, how helpful was College Writing I in terms of improving your abilities to write focused, analytic, developed and clear essays about contemporary or academic issues?

Not helpful (4%)
 Somewhat helpful (17%)
 Moderately helpful (36%)
 Very helpful (43%)
 Unsure (0%)

15. In your judgment, how helpful was College Writing I in improving your abilities to write an essay that has a clear thesis or main point that is carried through your whole paper?

Not helpful (4%)
 Somewhat helpful (19%)
 Moderately helpful (35%)
 Very helpful (42%)
 Unsure (1%)

16. In your judgment, how helpful was College Writing I in improving your abilities to develop (expand, deepen, further explain and analyze) your essays?

Not helpful (5%)
 Somewhat helpful (16%)
 Moderately helpful (42%)
 Very helpful (37%)
 Unsure (0%)

17. In your judgment, how helpful was College Writing I in improving your abilities to analyze or critically think and write about ideas in your essays?

Not helpful **(3%)**
 Somewhat helpful **(19%)**
 Moderately helpful **(43%)**
 Very helpful **(34%)**
 Unsure **(0%)**

18. In your judgment, how helpful was College Writing I in improving your abilities to write in an organized and clear way?

Not helpful **(5%)**
 Somewhat helpful **(16%)**
 Moderately helpful **(40%)**
 Very helpful **(37%)**
 Unsure **(1%)**

19. Compared to other classes you have taken at Montclair State, please rate the difficulty of College Writing I.

Much less difficult than most **(2%)**
 Less difficult than most **(9%)**
 About the same difficulty level as most **(42%)**
 More difficult than most **(39%)**
 Much more difficult than most **(9%)**

20. In your own words, please let us know what you found MOST valuable about College Writing I.

Analysis / Argumentation skills **(10%)**
 Improved critical thinking **(7%)**

Documented Essay / research **(3%)**
 MLA Documentation / Citation **(6%)**
 Synthesis of sources in essays **(1%)**

Drafting process **(7%)**
 Peer review **(9%)**

Essay structure / organization **(12%)**
 More concise / focused writing skills **(15%)**

Thesis writing skills **(2%)**
 Focus on a topic **(2%)**

Improved reading skills **(4%)**

Instructor availability / individual help **(5%)**
 Instructor feedback **(15%)**

21. In your own words, please let us know what you found LEAST valuable about the College Writing I experience.

Excessive drafts (3%)
 Excessive number of essays / essay length (6%)
 Excessive work load (5%)
 Topics / readings uninteresting (27%)
 Excessive lecture (1%)
 Documentation lessons (1%)
 Repetitive, unchallenging curriculum (3%)
 Peer Review (12%)
 Confusing plagiarism instruction (2%)
 Portfolio (3%)
 Thesis writing instruction (1%)
 Documented essay (1%)
 Unhelpful / insufficient feedback on drafts (1%)
 Reading aloud in class (1%)
 Not enough emphasis on writing instruction (10%)
 Poor / inconsistent instruction / unclear expectations (10%)
 Grading too strict/ punitive (3%)
 Library instruction (1%)
 In-class essay (1%)
 Grammar instruction / emphasis (1%)
 Quizzes (1%)
 Writing Center unhelpful (1%)
 Class Discussion (1%)

22. I received the following grade:

A (19%)
 B (53%)
 C (29%)
 D (1%)
 F (0%)

END OF SURVEY

Notes on Survey Methodology:

This survey was conducted in April of 2009. Survey participants were drawn from College Writing II sections and the survey was administered electronically, primarily

with a facilitator and a mobile media cart that enabled all students present to access the survey at the same time. This methodology ensured that all students in attendance completed the survey.

The population of Fall 2008 ENWR105 students includes those students who have not chosen or been able to take ENWR106 in the spring. This means we are not capturing some portion of unsuccessful students, as well as those who have left the university, and possibly some reluctant students who put off taking ENWR106 in the recommended second semester.