Stanford Study of Writing
Year 4 Spring Survey

My academic major(s) is (are) _______________ and _______________.

My academic minor(s) is (are) _______________ and _______________.

I plan to graduate (or I have graduated) in fall/winter/spring/summer of 2003/2004/2005.

My plans for next year include (please check all that apply):

___ Travel               ___ MA                      ____Law School                   ____MFA
___ Job                    ___ PhD                     ____Dentistry School            ____Fellowship
___ Co-term            ___ MBA                   ____ Medical School            Other ________________

If you are still taking classes at Stanford, please list your classes for this year (2004-2005):

During Fall Quarter this school year (2004-2005), I was enrolled in the following courses (please include off-campus study):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

During Winter Quarter this school year (2004-2005), I was enrolled in the following courses (please include off-campus study):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This quarter, Spring 2005, I am enrolled in the following courses (please include off-campus study):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I am writing a senior thesis or senior project: Yes or No in _______________ Department.

The title of my thesis is: ___________________________________________________.
Please Note: In the following questions about class-related writing, "writing" includes a wide variety of forms of writing: lab reports; academic essays; creative writing; proposals; emails; multimedia projects; collaborative writing; presentations, etc.

The amount of writing required in the following courses for this academic year was or is:

<table>
<thead>
<tr>
<th></th>
<th>Large</th>
<th>Moderate</th>
<th>Small</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (e.g., English History, Philosophy)</td>
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<td></td>
<td></td>
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<tr>
<td>Math and Sciences (e.g, Calculus, Biology, Chemistry)</td>
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<tr>
<td>Social Sciences (e.g., Political Science, Economics, Psychology, Anthropology)</td>
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<tr>
<td>Engineering and Computer Science</td>
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<tr>
<td>Writing-in-Major</td>
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<tr>
<td>Senior Project</td>
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</table>

The expectations of instructors and faculty in the following courses for the quality of writing at Stanford are:

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<thead>
<tr>
<th></th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Humanities (e.g., English History, Philosophy)</td>
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<tr>
<td>Senior Project</td>
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</table>
I receive clear instruction in how to write effectively for my following courses:

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<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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Humanities (e.g., English, History, Philosophy)  
Math and Sciences (e.g., Calculus, Biology, Chemistry)  
Social Sciences (e.g., Political Science, Economics, Psychology, Anthropology)  
Engineering and Computer Science  
Writing-in-Major  
Senior Project

The following questions address your confidence in your class-related writing. Please try to be as accurate as possible in your responses.

1. My confidence in my writing ability during my first year (2001-2002) at Stanford was

   very high      high          moderate       low        none  
   5             4              3              2            1

2. My confidence in my writing ability now (2004-2005) is

   very high      high          moderate       low        none  
   5             4              3              2            1

3. My confidence in my ability to write well in my major is

   very high      high          moderate       low        none  
   5             4              3              2            1

4. My confidence in my ability to write well across various academic disciplines is

   very high      high          moderate       low        none  
   5             4              3              2            1

The next questions in the survey should reflect your writing in class-related writing this year (2004-2005).
5. I have been asked to produce the following kinds of writing in my classes this year (check all that apply):

- lab reports
- lab notebooks
- problem sets
- reflection papers
- analytical essays
- class presentations
- creative writing
- (fiction, poetry, short stories, etc)
- grant and research proposals
- slide shows (PowerPoint)
- annotations and annotated bibliographies
- summaries
- outlines
- research papers
- group writing
- peer review
- computer code
- opinion papers
- blogs
- Web site(s)
- listserves (mailing lists)
- bulletin board postings (PanFora, etc.)
- outlines
- journals
- peer review
- proposals
- computer code
- blogs
- Other: please specify

6. In my writing assignments, I think about the audience(s) that I am addressing

<table>
<thead>
<tr>
<th>always</th>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
<th>never</th>
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7. My instructors ask me to address different audiences in my writing assignments

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<tr>
<th>always</th>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
<th>never</th>
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<td>1</td>
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8. I use scholarly online databases (Socrates, First Search, Lexis-Nexis, etc.) for my writing assignments

<table>
<thead>
<tr>
<th>always</th>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
<th>never</th>
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</thead>
<tbody>
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<td>5</td>
<td>4</td>
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<td>2</td>
<td>1</td>
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</table>

9. When I do use such online databases, I find them to be useful resources

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<tr>
<th>always</th>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
<th>never</th>
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<td>5</td>
<td>4</td>
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10. I use the Web (Yahoo, Google, etc.) to find information/sources for my writing assignments

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<th>sometimes</th>
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<th>never</th>
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</table>

11. When I do use the Web, I find it to be a useful resource

<table>
<thead>
<tr>
<th>always</th>
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<th>never</th>
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</table>

12. I receive writing assignments online (email, coursework, blackboard, etc.)
13. I submit writing assignments online (email, coursework, blackboard, etc.)

always often sometimes rarely never
5 4 3 2 1

14. I receive online feedback (email, Web posting, tracking in Word, etc.) from my instructors

always often sometimes rarely never
5 4 3 2 1

15. I read and respond to other students' class-related writing informally

always often sometimes rarely never
5 4 3 2 1

16. I participate in assigned group projects and/or collaborative writing

always often sometimes rarely never
5 4 3 2 1

17. When writing, I apply what I learned in PWR

always often sometimes rarely never
5 4 3 2 1

18. When writing, I apply what I learned in WIM

always often sometimes rarely never
5 4 3 2 1

19. I use the following visual elements in my class-related writing assignments (check all that apply)

<table>
<thead>
<tr>
<th>Tables</th>
<th>Photographs</th>
<th>Other (please specify): ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts and graphs</td>
<td>Illustrations</td>
<td>________________________________</td>
</tr>
<tr>
<td>Audio-visual clips</td>
<td>Clip art</td>
<td>None</td>
</tr>
<tr>
<td>Reproductions of art</td>
<td>Drawings</td>
<td></td>
</tr>
<tr>
<td>Reproductions of art</td>
<td>Drawings</td>
<td></td>
</tr>
</tbody>
</table>

20. I have created the following multimedia texts in my class-related work (check all that apply)

<table>
<thead>
<tr>
<th>Web pages</th>
<th>Video files</th>
<th>Other (please specify): ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio files</td>
<td>Slide shows</td>
<td>________________________________</td>
</tr>
<tr>
<td>Film</td>
<td>(Power Point)</td>
<td>None</td>
</tr>
<tr>
<td>Posters</td>
<td>Blogs</td>
<td></td>
</tr>
</tbody>
</table>

21. The total number of pages that I have submitted for my classes this year is about:
22. The total number of presentations (slide shows, posters, etc.) that I have done for my classes this year is about:

- __ 1-3 __
- __ 4-6 __
- __ 7-9 __
- __ 10-12 __
- __ 12-15 __
- __ 15+ __

In this section of the survey, please provide information about your **out-of-class writing** activities. “Out of class writing” includes writing for extracurricular activities, work-related writing, applications or proposals, performances, and personal writing.

23. I do the following kinds of writing out of class (check all that apply):

- __ letters __
- __ e-mail __
- __ instant messaging __
- __ work-related/ professional writing (resumes, cover letters, etc.) __
- __ slide shows (PowerPoint) __
- __ Web pages __
- __ computer code __
- __ journalism __
- __ chat room __
- __ creative writing __
- __ journal or diary __
- __ group writing __
- __ listservs __
- __ blogs __
- __ bulletin board postings __
- __ freelance __
- __ none __

24. My confidence in my out of class writing is

<table>
<thead>
<tr>
<th>very high</th>
<th>high</th>
<th>moderate</th>
<th>low</th>
<th>none</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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</tbody>
</table>

25. In my out of class writing, I think about the audience(s) that I am addressing

<table>
<thead>
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</table>

26. I participate in group projects and/or collaborative writing in my out of class writing

<table>
<thead>
<tr>
<th>always</th>
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<th>sometimes</th>
<th>rarely</th>
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</table>

27. I use the following visual elements in my out of class writing. Out-of-class writing includes any writing that you do out of personal and for extracurricular purposes (check all that apply):

- __ tables __
- __ charts and graphs __
- __ audio-visual clips __
- __ photographs __
- __ illustrations __
- __ clip art __
- __ computer code __
- __ none __

Other (please specify): _____
28. I have created the following multimedia texts out of class. Out-of-class writing includes any writing that you do out of personal and for extracurricular purposes (check all that apply):

- Web pages  
- audio files  
- film  
- posters

- video files  
- slide shows (Power Point)  
- blogs

Other (please specify): __________

In the following questions, please reflect on your both your class-related and out of class writing.

29. I use the following resources for help with my writing (check all that apply):

- peer tutors (Stanford Writing Center)  
- lecturers support (Stanford Writing Center)  
- Undergraduate Advising Center tutors  
- friends  
- family

- TA or instructor office hours  
- Disabilities Resource Center tutors  
- Other (please specify) __________

30. I do my best writing in: (choose only one):

- scientific writing/lab reports  
- academic essays/papers  
- e-mails/instant messaging  
- Web pages/blogs

- creative writing (fiction, poetry, etc.)  
- journal/diary entries  
- presentations (posters, PowerPoint, etc.)

31. On average, the total number of emails that I write per day is about

- 1-5  
- 6-10  
- 11-15

- 16-20  
- 21-26  
- 26+

32. On average, the total number of hours I spend on Instant Messenger per day is about

- 1-3  
- 4-6  
- 7-9

- 10-12  
- 12-15  
- 15+

33. What type of writing or writing activities helped you the most in developing your writing abilities? What type of skills did they help you hone?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

34. What are the main differences between your class-related writing and out-of-class writing?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
35. What extracurricular activities are you involved in? Has your participation in out-of-class activities changed in time spent or types of activities) since you started at Stanford?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

36. What writing experiences do you wish you had at Stanford? Is there any writing or writing related activity you want to learn, participate in, or accomplish before you graduate?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

These final questions are about your submissions to the Stanford Study of Writing Database. This will support the research team in understanding the true amount of writing at Stanford, whether you were able to submit that writing to the Study database or not.

33. As a participant in the Stanford Study of Writing, what amount of your total writing (class-related and out of class) have you submitted to the online database?

<table>
<thead>
<tr>
<th>all</th>
<th>most</th>
<th>some</th>
<th>a little</th>
<th>not very much</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
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</table>

34. If you did not submit all of your writing, could you please describe the kinds of writing you did not submit and why?
______________________________________________________________________
______________________________________________________________________