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Writing Priorities across Academic Disciplines

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Writing Priorities across Academic Disciplines

Recommendation Report

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Elizabethtown College Summer Scholarship, Creative Arts and Research Projects
(SCARP) Program

Abstract:

This project examines the writing priorities of varied disciplines at Elizabethtown College to better understand what they value in student writing. A survey sent to faculty collected discipline-specific writing concerns and information about writing requirements beyond foundational courses. It also gathered thoughts on how EN100, Etown's introductory English composition course, supports or fails upper-level writing. Follow-up interviews were conducted with select faculty.

Faculty responded that sentence mechanics errors, paragraphs that lack unity or feel disorganized, failure to find effective sources when needed, and lack of clarity at the word or sentence level were the most problematic common writing errors when seen repeatedly in upper-level students' writing assignments. These issues are addressed in EN100, which shows the introductory course is giving students the tools to write effectively, but the skills are not transferring to disciplinary writing.

To better facilitate the transfer of writing skills from EN100 to the varied disciplines, non-English instructors can create departmental vertical writing programs, incorporate library research guides, develop a more effective partnership with the Writing Wing, base their instruction on writing studies, and give additional support for grammar and mechanics development. Recommendations for EN100 and FYS instructors and the Senior Leadership Team are also provided.

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Executive Summary:

This SCARP project sought to assess how Elizabethtown College's writing program could better support students. My mentor, Dr. Tara Moore, created and sent out a survey to faculty across the College to gain insight on the writing priorities of the varied disciplines on campus, as well as their thoughts on EN100. I conducted follow-up interviews with select survey respondents for more information on their specific disciplinary expectations.

With the data collected from the survey and interviews, I created recommendations for four audiences: First-Year Seminar (FYS) instructors, EN100 instructors, faculty who do not teach first-year writing (FYW), and the College's Senior Leadership Team.

FYS instructors should:

1. Educate on the presentation slide genre.
2. Prioritize APA citation style.

EN100 instructors should:

1. Facilitate greater transparency with other faculty about EN100 Student Learning Outcomes (SLOs).
2. Prioritize APA citation style.
3. Introduce and analyze elements of more genres.

Non-FYW instructors should:

1. Create departmental vertical writing programs.
2. Incorporate library research guides into instruction.
3. Develop a more effective partnership with the Writing Wing.
4. Base instruction on writing studies.
5. Give additional support for grammar and mechanics development.

The Senior Leadership Team should:

1. Provide more composition training for FYS instructors.
2. Educate non-FYW instructors on how to give Writing in the Discipline (WID) support.
3. Offer more varied writing intensive experiences.

I believe the implementation of these recommendations will more effectively prepare Etown students for the writing they will see in upper-level courses and their careers, as well as improve their writing proficiency overall.

Introduction:

In the summer of 2021, I had the opportunity to be mentored by Director of the English Professional Writing and First Year Writing Program at Elizabethtown College Dr. Tara Moore on a SCARP project titled Writing Priorities across Academic Disciplines. We wanted to learn what each discipline wants from its students when it comes to their writing to help the College's writing program adjust its priorities and better prepare student writers to succeed in their chosen fields. This was the first campus-wide writing review at Etown in the past decade, giving new departments opportunity to voice their writing needs.

At Etown, first-year students are required to complete a First-Year Seminar in which they write a term paper and learn to conduct scholarly research with the College's resources. Many first-year students will also take EN100 to satisfy their Power of Language – English Core curriculum requirement. In this course, they learn writing as a process of discovery concerning ideas, drafting, revising, and editing. After these two courses, Etown students move into their chosen fields, in which they will need to complete discipline-specific writing in the upper-levels.

With over 50 majors offered at the College, it is unreasonable to assume that two introductory courses could fully prepare students for every form of specialized disciplinary writing they will encounter in their academic careers; writing instruction needs to be continued and sustained in all fields.

Summary of Relevant Research:

Writing across the curriculum (WAC) programs deny the idea that the responsibility of teaching writing to students is the responsibility of English professors alone. Instead, this responsibility is shared between all faculty at an institution. Scholarly literature recognizes that WAC is a means of enhancing learning within disciplines, serving the twofold purpose of developing writing skills and disciplinary comprehension (Gribbin, 1991). WAC requires that writing be an important aspect of all fields at an institution.

However, when it comes time to implement writing in non-English courses like those in STEM, instructors become wary. They do not consider themselves writing instructors, so they feel as though the addition of writing to their course curriculum will be out of place and take away from the content that needs to be covered.

This specialized writing is called writing in the discipline (WID), and it encompasses the unique types of writing within differing fields of study. WID is a relationship between writing and knowing, and this relationship is different in every discipline. According to Carter (2007), writing often becomes a way of knowing in these fields, as students must both know the content and write about it in a meaningful way. Students' knowledge of the types of writing in their chosen discipline is essential to their success in the field after graduation. These forms of writing require a certain level of disciplinary content mastery, so they cannot be taught in high school or introductory college English courses. Anson (2015) concludes it is necessary for disciplines to include writing in their curriculum, especially since these highly specialized writing styles and skills only authentically exist in their respective disciplines. A lack of WID instruction fails to develop both writing and communication skills as well as prepare students to enter their fields.

A universal issue comes about when institutions look at their students' writing skills. Somehow, even when students complete introductory English and composition courses, they fail to write effectively in their disciplines and at the upper levels. This problem is one of transference, or the lack of transfer of writing skills from first-year composition courses to disciplinary writing.

Although specialized, discipline-specific writing skills cannot all be taught in these introductory courses and therefore transferred to upper-level writing, there are some strategies that all instructors can use to facilitate transfer. These include explicitly abstracting principles, as well as encouraging self-reflection and mindfulness (Wardle, 2009). Utilizing these strategies can help students understand the purpose and requirements of writing assignments and their own writing processes, strengths, and weaknesses, thus allowing them to make connections to previous work and be more successful in the future. Additionally, non-English instructors can help their students transfer disciplinary writing skills by creating assignments or activities that are clear and supportive of following assignments. Making connections between assignments makes it easier for students to understand the purpose of the skills they're developing, and they are therefore more likely to maintain those skills (Anson, 2015).

An annotated bibliography of related scholarly literature can be found in the Additional Files of this JayScholar entry.

Writing Curriculum at Etown:

The College requires three writing courses in our Core curriculum: First-Year Seminar (FYS), Power of Language – English (PLE), and Guided Writing and Research (GWR).

The FYS is taken in the student's first semester of their first year at Etown. According to the College Catalog, students should be able to accomplish the following Student Learning Outcomes (SLOs) upon completion of the FYS:

- Demonstrate an understanding of the academic expectations of college life.
- Demonstrate effective critical thinking skills.
- Communicate orally in an effective manner.
- Produce an appropriately researched, documented, and written academic paper.
- Relate opportunities for learning outside the classroom to academic courses, personal interests, and intended program of study.

The PLE Core can be satisfied by two English courses (EN100 or EN150), a Philosophy course (PH110), or AP or transfer credits. Most students take EN100. The College Catalog describes the SLOs for the PLE Core as students being able to:

- Construct logical and persuasive argument.
- Read carefully and critically.
- Analyze and synthesize new ideas.
- Explain how language affects thinking and conceptual development.

The EN100 and EN150 courses make up the First Year Writing (FYW) Program at Etown. Of first-year students, 86% take their PLE Core, mainly EN100, at the College. All first-year students complete the FYS. Therefore, EN100 and FYS instructors will be referred to as FYW instructors in this report, and instructors beyond these courses will be referred to as non-FYW instructors.

Lastly, after students have completed both their FYS and PLE Core, they must complete one Core course that is scheduled as a GWR. There are several courses across multiple disciplines which satisfy this requirement. They include English, Politics, Philosophy, Legal Studies, Religious Studies, Modern Languages, Fine and Performing Arts, History, Sociology, and Psychology. According to the College Catalog, GWR courses:

- Provide direct instruction in writing and research, including instruction in locating and analyzing sources, in organizing logical arguments, in paraphrasing, and in citing information from sources.
- Require a total of at least 15-20 pages of finished writing.
- Provide periodic instructor feedback on writing and practice in revision.
- Incorporate an evaluation of the student's performance in research and writing in their final grade.
- Have an appropriately reduced class size to facilitate careful instruction in research and writing.

How We Rank Among Our Peers:

Table 1. below shows how Etown's writing curriculum compares to similar, nearby institutions.

Core Writing Courses

Institution	First Year Seminar	100-Level Composition	200-Level+ Composition	Writing Intensive	Writing in the Major
Elizabethtown College	X	X		X	
Messiah University	X	X			X
York College of Pennsylvania		X	X		
Millersville University		X	X	X	
Franklin & Marshall College	XX				
Lebanon Valley College	XX		X		
University Of Pittsburgh		X		X	X

X = one course; XX = two-course series

Table 1. Required Writing Courses at Local Pennsylvania Institutions

Etown's writing curriculum is basically on par with that of our fellow institutions. The median number of required writing courses is three, and Etown matches that standard.

Many local institutions' writing curricula are made up of the same types of writing courses as Etown's – 50% require at least one FYS, 67% require a 100-level composition course, and 33% require a writing intensive course outside the student's major.

These local institutions differ from Etown, too, as 50% require a composition course at the 200-level or beyond and 33% require a writing course within the student's major.

Methods:

For this project, we collected data in two forms: survey and interview.

The Survey:

Dr. Moore created the Writing Priorities across Academic Disciplines Survey, 2021, consisting of 18 questions about writing expectations at the College. The goals of the survey were to identify discipline-specific writing concerns, gather information about college writing requirements beyond that of foundational courses, and ascertain how EN100 skills support or fail upper-level writing. As EN100 and the faculty who teach it are charged with preparing Etown students for the writing they will complete the rest of their time on campus, the survey aimed to create a means of communication between the EN100 faculty and the varied disciplines at the College.

The survey was sent to faculty from all disciplines via email and was available for two weeks. At the end of the two weeks, 47 faculty members completed responded.

For the full list of survey questions, see Appendix A.

The Interviews:

In the survey, one question asked respondents if they would be willing to complete a 15-minute follow-up Zoom interview to discuss their department's writing needs and goals more specifically. There were 31 faculty members who volunteered.

We asked one volunteer from each responding discipline to participate in a follow-up interview. Interviewees were asked 10 questions about their disciplines' writing styles, demands, and expectations, as well as their opinions on the College's current writing curriculum. I conducted 14 interviews.

For the full list of interview questions, see Appendix B.

Results:

The results of the survey and interviews are detailed below. For more information on this data, see Appendix C.

Respondent Breakdown:

There were 47 faculty members who responded to the survey. This is roughly 26% of all Etown faculty. Three of the survey respondents were considered part-time. If we account for just the full-time respondents, then about 44% of full-time faculty completed the survey.

The survey respondents represented diverse disciplines across the College. Their fields were grouped into the four categories: Science, Technology, Engineering, and Mathematics (STEM); Humanities; Social Sciences; and Other. The Other category encompasses the Business department and Honors Program. The breakdown is displayed below in Figure 1.

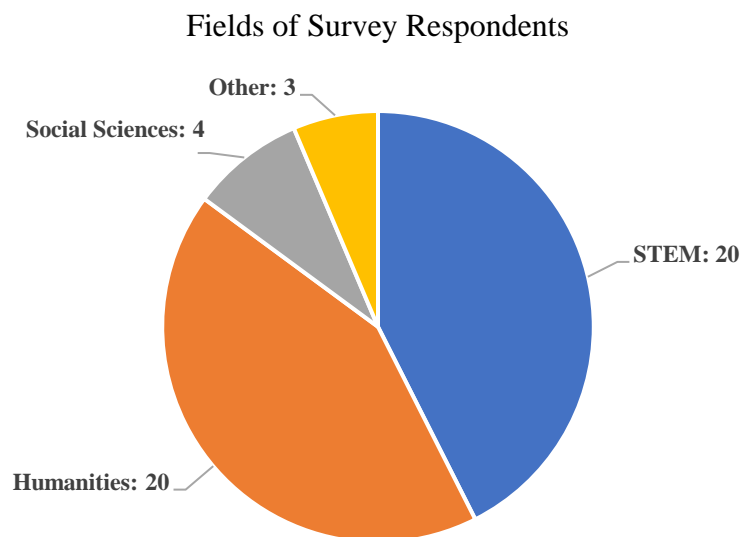


Figure 1. Survey Respondents' Fields

Table 2 lists the disciplines of the survey respondents, grouped by the aforementioned categories. The fields of the 14 interviewees are bolded.

List of Respondents' Disciplines	
<i>STEM</i>	Biological & Environmental Sciences Biology Chemistry Chemistry & Biochemistry Engineering Engineering & Physics Mathematics Occupational Therapy Physician Assistant
<i>Humanities</i>	Communications Education English Fine & Performing Arts History Music Music Therapy Religious Studies
<i>Social Sciences</i>	Political Science Psychology Sociology
<i>Other</i>	Business Honors Program

Table 2. Survey Respondents' Disciplines with Interviewee Disciplines Bolded

Writing Concerns:

In the survey, respondents were asked to rank how problematic common forms of student writing errors were when seen repeatedly in an upper-level student's writing assignment. Overall, faculty found these errors to be the most problematic: sentence mechanics errors, paragraphs that lack

unity or feel disorganized, failure to find effective sources when needed, and lack of clarity at the word or sentence level.

Respondents were also asked to rank the importance of certain student writing skills based on how they assess writing in their upper-level courses. Most faculty found these skills the most important: organization of ideas and information, correct grammar and sentence mechanics, coherence of argument and data, and avoidance of sloppy writing.

STEM:

STEM faculty found these errors the most problematic when seen repeatedly in upper-level students' writing: paragraphs that lack unity or feel disorganized, failure to find effective sources when needed, and sentence mechanics errors. Their responses did not fall far from the overall consensus, as 90% of the STEM faculty ranked lack of clarity at the word or sentence level problematic or very problematic, too.

All responding STEM faculty found these writing skills to be important or very important: organization of ideas and information, depth of content, correct grammar and sentence mechanics, coherence of argument and data, and avoidance of sloppy writing. Again, their priorities align mostly with the overall consensus, with the additional importance placed on depth of content.

Interviews with STEM faculty revealed they assess writing with appropriateness of sources and proper citations, grammar and mechanics, and synthesis and integration of research and ideas in mind.

When asked if there was anything they want EN100 instructors to know about college writing in their discipline, STEM faculty responded with the following:

- Grammar and sentence structure matters.
- Word choice is essential; scientific writing requires formal language with no filler words and should be written in the past tense.
- Clarity and concision are key.

- Direct quotes are not utilized in scientific writing. Instead, students should be able to paraphrase, properly synthesize sources without retelling, and incorporate relevant and supportive information.

From this, it appears STEM faculty value mechanics, use of sources, and quality of content in their students' writing.

Humanities:

Humanities faculty found these errors the most problematic when seen repeatedly in upper-level students' writing: sentence mechanics errors, citation errors, failure to find effective sources when needed, and lack of clarity at the word or sentence level. Their additional emphasis on citation errors differs from the overall consensus.

Of the Humanities faculty, 95% found these writing skills to be important or very important: overall quality of ideas, organization of ideas and information, depth of content, and coherence of argument and data. They place more emphasis on quality of ideas and depth of content and less on correct grammar and sentence mechanics and avoidance of sloppy writing than did the overall consensus.

Interviews with Humanities faculty revealed they assess writing with grammar, spelling, mechanics, and application of relevant evidence in mind.

When asked if there was anything they want EN100 instructors to know about college writing in their discipline, Humanities faculty responded with the following:

- Mechanics and editing are important.
- The Music department places great importance on writing.
- Passive voice is discouraged, but students seem to be unfamiliar with it.
- Therapy students need to be able to summarize and make inferences off objective observations.

From this, it appears Humanities faculty value mechanics, grammar, and quality of ideas and content in their students' writing.

Social Sciences:

All Social Sciences faculty found these errors the most problematic when seen repeatedly in upper-level students' writing: sentence mechanics errors, paragraphs that lack unity or feel disorganized, inability to adapt to new forms of writing, citation errors, failure to find effective sources when needed, lack of clarity at the word or sentence level, sloppy errors, failure to incorporate instructor feedback on earlier drafts or submissions, and lonely quotes. Quotes are considered lonely when they have not been integrated into a sentence. Social Sciences faculty's responses included the overall consensus, with an additional emphasis on inability to adapt to new forms of writing, citation errors, sloppy errors, failure to incorporate instructor feedback on earlier drafts or submissions, and lonely quotes.

All Social Sciences faculty found these writing skills to be important or very important: organization of ideas and information, correct grammar and sentence mechanics, coherence of argument or data, appropriateness of tone for the writing situation, avoidance of sloppy writing, and adherence to particular document or genre expectations. They placed more importance on appropriateness of tone for the writing situation and adherence to particular document or genre expectations than did faculty overall.

Interviews with Social Sciences faculty revealed they assess writing with evidence supporting ideas, organization, clarity, citation style adherence and incorporation, and grammar and structure in mind.

When asked if there was anything they want EN100 instructors to know about college writing in their discipline, Social Sciences faculty responded with the following:

- Editing and self-revision are important.
- Analytical thinking to synthesize and integrate ideas across sources is a necessity.

From this, it appears Social Sciences faculty value ability to adapt to genres, editing, and incorporation of sources in their students' writing.

Other:

All responding faculty from the Business department and Honors Program found these errors the most problematic when seen repeatedly in upper-level students' writing: sentence mechanics errors, paragraphs that lack unity or feel disorganized, failure to find effective sources when needed, lack of clarity at the word or sentence level, filler, sloppy errors, and failure to incorporate instructor feedback on earlier drafts or submissions. Their responses included the overall consensus, with additional emphasis on filler, sloppy errors, and failure to incorporate instructor feedback on earlier drafts or submissions.

These faculty found the following writing skills to be important or very important: overall quality of ideas, organization of ideas and information, depth of content, correct grammar and sentence mechanics, coherence of argument and data, and avoidance of sloppy writing. Again, their responses included the overall consensus, but they also ranked quality of ideas and depth of content as highly important.

Interviews with Business and Honors Program faculty revealed they assess writing with effective communication, source use, organization, spelling, and grammar in mind.

When asked if there was anything they want EN100 instructors to know about college writing in their discipline, Business and Honors Program faculty responded with the following:

- Clarity and concision are key.
- Quotes should be used to effectively support positions.
- Writing should be objective and in the third person.
- Students must be able to determine the credibility of sources and use them to take a stance.

From this, it appears Business and Honors Program faculty value clarity of ideas, editing, and incorporation of sources in their students' writing.

Genres:

Across the College, the most commonly assigned forms of writing are presentation slides, results of research, and academic posters.

In the STEM fields, presentation slides, results of research, and academic posters are the most assigned forms of writing. These mirror the overall consensus.

In the Humanities fields, presentation slides, journal entries, and essay tests are the most assigned forms of writing.

In the Social Sciences fields, thesis/persuasive essays, results of research, literature reviews, academic posters, and presentation slides are the most assigned forms of writing.

In Other fields, case reports, essay tests, thesis/persuasive essays, results of research, journal entries, and presentation slides are the most assigned forms of writing.

Citation Styles:

With 40% of respondents saying they use APA in their classes, faculty prefer APA over any other citation style. Figure 2 below shows the citation styles faculty reported requiring in their classes.

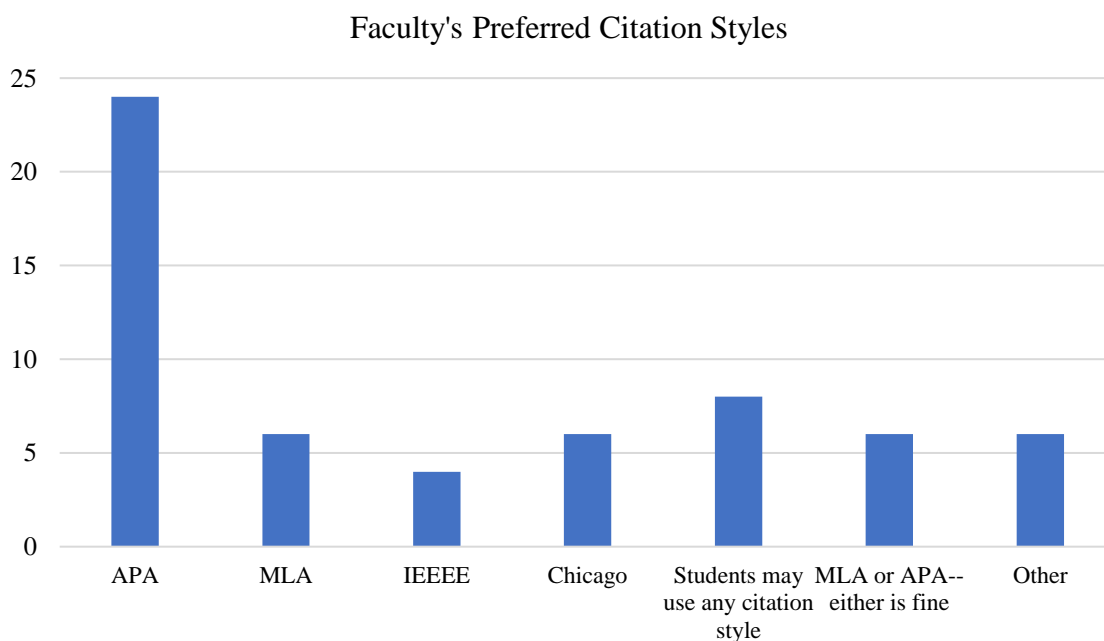


Figure 2. Survey Respondents' Preferred Citation Styles

No faculty reported requiring Turabian citation style or that students never need to cite in their class. Those who selected 'Other' did not otherwise name their chosen style.

Figure 3 below shows the citation preferences of STEM, Humanities, Social Sciences, and Other fields.

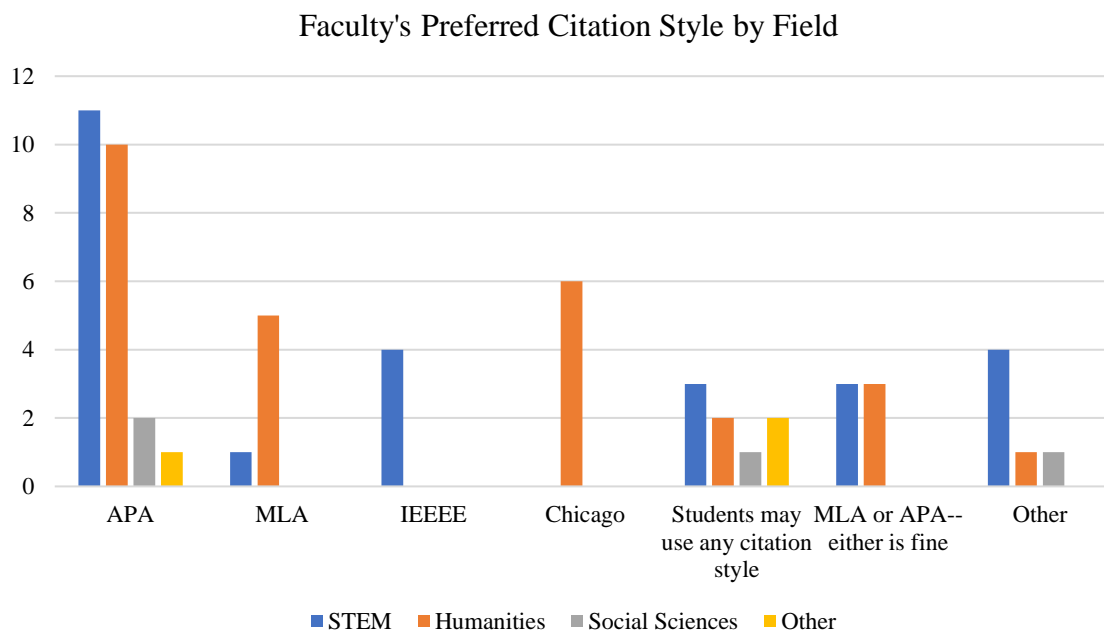


Figure 3. Preferred Citation Styles of the Different Fields

In every category except Other, APA is the preferred citation style. The Other (Business and Honors Program) faculty say students may choose any citation style.

Perspectives on EN100:

All responding faculty ranked the following potential EN100 objectives as important or very important: how to write and use a thesis, how to apply instructor feedback about writing, revision strategies, how to avoid plagiarism, citation skills, and sentence mechanics.

Most faculty believe students learn the basics of writing and communication, introduction to different genres of academic writing, and citations in EN100. Of the respondents, 12% reported

not knowing what occurs in the EN100 classroom, and 22% incorrectly categorized the EN100 program.

STEM:

All responding STEM faculty ranked the following potential EN100 objectives as important or very important: how to write and use a thesis, how to apply instructor feedback about writing, revision strategies, how to avoid plagiarism, citation skills, and sentence mechanics. These mirror the overall consensus.

Most STEM faculty believe students learn basic composition skills, grammar, mechanics, and introduction to different writing styles in EN100. Of responding STEM faculty, 24% reported they did not know or were unsure of what occurs in the EN100 classroom.

When asked what they expect sophomore through graduate students to know about writing when entering upper-level courses, STEM interviewees said they wanted to see good mechanics of composition, organizational techniques, and the ability to cite and avoid plagiarism. These skills are within the scope of EN100.

Humanities:

All responding Humanities faculty ranked the following potential EN100 objectives as important or very important: how to write and use a thesis, how to apply instructor feedback about writing, revision strategies, how to avoid plagiarism, citation skills, sentence mechanics, and research skills. Their responses included the overall consensus, with additional emphasis on research skills.

Most Humanities faculty believe students learn the fundamentals and mechanics of writing, how to write a thesis-driven research paper, how to cite sources and avoid plagiarism, and introduction to different genres of academic writing in EN100.

When asked what they expect sophomore through graduate students to know about writing when entering upper-level courses, Humanities interviewees said they wanted to see proper grammar,

mechanics, spelling, and sentence construction; editing skills and attention to detail; and the ability to write a cohesive academic paper. These skills are within the scope of EN100.

Social Sciences:

All responding Social Sciences faculty ranked the following potential EN100 objectives as important or very important: how to write and use a thesis, how to apply instructor feedback about writing, revision strategies, how to avoid plagiarism, citation skills, sentence mechanics, research skills, topic selection, and greater confidence as a writer. Their responses included the overall consensus, with additional emphasis on research skills, topic selection, and greater confidence as a writer.

Most Social Sciences faculty believe students learn organization, grammar, sentence construction, mechanics, citation format and standards, and how to find sources and synthesize and integrate information in EN100.

When asked what they expect sophomore through graduate students to know about writing when entering upper-level courses, Social Sciences interviewees said they wanted to see a basic understanding of a recognized documentation format or style manual and the abilities to develop a thesis, organize a research paper, find and use appropriate sources, and incorporate instructor feedback. These skills are within the scope of EN100.

Other:

All responding faculty from the Business department and Honors Program ranked the following potential EN100 objectives as important or very important: how to write and use a thesis, how to apply instructor feedback about writing, revision strategies, how to avoid plagiarism, citation skills, sentence mechanics, research skills, topic selection, and greater confidence as a writer. Their responses included the overall consensus, with additional emphasis on research skills, topic selection, and greater confidence as a writer. Their responses mirror that of the Social Sciences faculty.

These faculty believe students learn basic writing skills and college-level writing expectations in EN100. Of these responding faculty, 33% reported not knowing what happens in the EN100 classroom.

When asked what they expect sophomore through graduate students to know about writing when entering upper-level courses, these interviewees said they wanted to see experience writing a research paper and the ability to communicate their thoughts. These skills are within the scope of EN100.

The effect of faculty perception on EN100 instruction:

Most faculty believe that EN100 teaches research and citation. Currently, this is true. However, it should be noted that research and citation are not included in the SLOs of the EN100 course.

Because so many non-FYW faculty believe that EN100 teaches these skills, EN100 instructors have incorporated them into course instruction. Hence, the incorrect assessment of the EN100 course influences the teaching of it.

This is not to say this is wrong, nor is it a negative reflection of EN100 and its instructors. Rather, it is an observation of the way the perception of a course can alter how it is taught.

Faculty Writing Support:

In the interviews, faculty members were asked how their career training prepared them to teach writing as a part of their discipline. The majority of interviewees reported graduate school research advisor or mentor feedback, faculty workshops and professional development, and writing for publication as their most beneficial experiences.

Some interviewees said they would prefer to lean on the English department for assistance teaching writing. For instance, an Engineering professor said the following:

And to the extent possible that I can have the experts [English professors] like, [...] do their thing and I could focus more on what I know awhile, like I think that that's really a benefit to everyone, especially the students.

One interviewee mentioned receiving specific training on giving feedback on writing, and that was in a clinic setting as a supervisor. Another was educated in writing pedagogy because they taught freshmen composition for a number of years. Of the interviewed faculty, 93% had no experience in courses specifically focused on teaching writing to undergraduates.

Discussion:

Using the data from both the survey and the interviews, I created recommendations to help improve the approach to teaching writing at the College. The recommendations differ by audience, and they are: FYS instructors, EN100 instructors, non-FYW instructors, and the Senior Leadership Team. The issue of grammar is also discussed.

Recommendations for FYS Instructors:

Survey data suggest the following insights for FYS instructors:

1. Educate on the presentation slide genre.
2. Prioritize APA citation style.

Educate on the presentation slide genre:

With 87% of survey respondents reporting that they assign presentation slides in their major courses, they are the most assigned form of writing at the College. Since oral presentation is listed as an SLO for the FYS course, it would be fitting for FYS instructors to place an emphasis on educating students on how to create good slides for presentation. All first-year students at the College take an FYS course, and it would be beneficial for instruction on this genre to be paired with the research students complete in the course. Then, students will have experience with this ever-prevalent form of writing before entering their fields.

Prioritize APA citation style:

As previously mentioned, APA was reported as the most preferred citation style at the College. In fact, of all respondents who named a preferred citation style, APA featured at 63%. As such, I recommend the FYS place an emphasis on APA.

However, as FYSs are specific to certain disciplines, we must recognize that certain citation styles are authentic to the field. This being said, some citation styles are so niche that it may not

be beneficial for students to learn the intricacies, as they may never see the style again. Professors should absolutely discuss their field's citation style, but they should more broadly educate on APA style. When possible, an emphasis on APA would be more useful for first-year students as a whole, as it is very likely students will encounter it again sometime in their academic career at the College.

An idea about the focus of FYS writing:

In the FYS course, students complete a research paper and give an oral presentation on their topic. In interviews with faculty, some had conflicting ideas about the focus of the FYS.

A Chemistry professor presented the idea of changing the focus of FYS from a research paper and oral presentation to just the oral presentation backed by research. They said:

I would definitely not be opposed to saying, like, FYS, becomes focused on [...] how do you talk in public? Because there's still the research process there, right. So, it's still the research process, but focused on the oral presentation.

Whereas an Honors Program professor expressed that the more research students do, the better off they are. They said:

So, the more [research papers] you do, I think the better it is. The more practicing that you do, the better it is for overall [...] writing, I think. And to explain the mindset of being flexible and being, you know, open to the feedback is so important, I think. And being willing to work on the projects on a regular basis, to perfect it, to improve it in the next draft version that is also very important for a writing discipline as well.

Two SLOs of the FYS course are 1) communicate orally in an effective manner and 2) produce an appropriately researched, documented, and written academic paper. It could be beneficial to shift the research paper instruction into the EN100 course and focus more on the oral presentations in the FYS. On the other hand, the more experience students have with research paper writing, the better they will be with it in the future. Both are interesting perspectives. Either way, both courses should focus on process writing. Whether the writing is for a paper or a presentation, students should be learning to write as a process and in stages. This is a basis for

writing instruction, and first-year students need to get experience with it as early in their college career as possible.

Recommendations for EN100 Instructors:

The results of the survey suggest the following insights for EN100 instructors:

1. Facilitate greater transparency with other faculty about EN100 Student Learning Outcomes (SLOs).
2. Prioritize APA citation style.
3. Introduce and analyze elements of more genres.

Facilitate greater transparency with other faculty about EN100 Student Learning Outcomes (SLOs):

Respondents found these common forms of student writing errors the most problematic when seen repeatedly in an upper-level student's writing assignment: sentence mechanics errors, paragraphs that lack unity or feel disorganized, failure to find effective sources when needed, and lack of clarity at the word or sentence level. They ranked organization of ideas and information, correct grammar and sentence mechanics, coherence of argument and data, and avoidance of sloppy writing as the most important skills. Both correcting these errors and teaching these skills are within the scope of the SLOs of EN100. Additionally, 12% of respondents reported not knowing what occurs in the EN100 classroom and 22% incorrectly categorized the EN100 program.

These facts indicate that the EN100 learning objectives are not universally known. This presents an issue, especially considering most faculty expect students to have a certain level of writing proficiency upon entering their upper-level classes, and 86% of Etown students take their PLE Core while at the College. Without the knowledge of what occurs in the EN100 classroom, it is difficult for non-FYW instructors to gauge how developed their students' writing skills are.

Also, the EN100 SLOs are slightly vague. A non-EN100 instructor may have issues looking at the SLOs and understanding what exactly occurs in the course. This, coupled with the fact that

some respondents expressed the belief that there is inconsistency between sections of EN100, is problematic.

More communication about the EN100 SLOs may aid this issue. Through greater transparency of the objectives learned in this introductory course, non-FYW instructors can know the types of writing and skills to which their students have been exposed, and thus be able to make connections to previous learning. Then, non-FYW won't have to feel like they are starting from scratch when asking students to write; they will know that students have used these skills previously and work up from that level. Students will then be more likely to carry over, or transfer, their writing skills from their FYW classes to their disciplinary writing, as explicit connections make skills more likely to transfer (Anson, 2015).

Prioritize APA citation style:

Of all responding faculty, 40% reported they had students use APA citation style in their classes. Within the categorized fields, that percentage was also high (55% in STEM, 37% in Humanities, 50% in Social Sciences, and 33% in Other). Many respondents also noted that students could choose any citation style they preferred.

Since APA is so commonly used across the disciplines at the College, students would benefit from an emphasis on it in the EN100 classroom. Even though MLA citation style is generally prioritized by the Humanities, it would be more useful to teach first-year students APA, as it is most likely what they will encounter in their academic career, no matter the field. If the EN100 instructor does not want to solely teach APA, they should still make their students aware of the prevalence of APA on campus and give students that option.

Introduce and analyze elements of more genres:

In response to a question about how to create a more holistic approach to writing at the College, a Biology faculty member expressed the hope that scientific writing is at least mentioned as being different from other disciplinary writing in the introductory courses. They said:

In terms of exploring writing, you know, I would hope there's some mention of scientific writing and that at a minimum that it's different in many ways than [...] essay writing, for example, which is probably more typical for the students and across the whole curriculum.

Writing in STEM differs from that of Humanities. As all current EN100 instructors hail from a Humanities background, it presents the issue of whether this introductory composition class prepares non-Humanities students for the writing they will see in their fields.

It is not realistic, nor would it be useful, to ask EN100 instructors to add every genre from every discipline into the course. However, it would be helpful to expose students to more genres before they enter their fields. One way this could be done would be an addition of a module to the Canvas page with supplemental materials about these forms of writing. These modules could differ by the categories of fields used in this report (STEM, Humanities, Social Sciences, and Other), and they could include samples of disciplinary writing, as well as links to resources about writing expectations. This would help students have some exposure to the disciplinary writing they will experience without placing the burden of teaching numerous genres in EN100.

Recommendations for Non-FYW Instructors:

Results suggest the following insights for instructors who do not teach writing in the first year:

1. Create departmental vertical writing programs.
2. Incorporate library research guides into instruction.
3. Develop a more effective partnership with the Writing Wing.
4. Base instruction on writing studies.
5. Give additional support for grammar and mechanics development.

Create departmental vertical writing programs:

When answering a question about how Etown could develop a more holistic approach to writing, a Psychology professor discussed how their department sets writing goals for every course level in the discipline. They said:

I think [the Psychology department has] tried to be intentional about crafting sort of a model whereby [the students] gradually kind of gain more and more experience that builds on itself and [...] it's not a perfect system, but it's helpful that we know students [that] have gone through you know X number of 200 or 300 level courses have had some of that sort of unified experience.

This format of building skills from course-to-course and year-to-year is known as a vertical writing program, and it can be a very useful tool if implemented within departments at the College.

With EN100 as the first rung, these departmental vertical writing programs can create a ladder for students to climb, gradually building their writing skills throughout their years at the College. By drawing connections between assignments and genres, more skills will be transferred across courses. Assignments get more complex and difficult as the course levels increase, but if students are slowly prepared for them by completing smaller, supportive assignments prior, they will be more successful.

As Anson (2015) noted, assignments and activities that are clear and supportive of the next facilitate the transfer of skills because students will be able to see the connections in their work and carry over the important strategies that helped them succeed.

These programs can help upper-level students retain the writing skills they have learned while in college and graduate as proficient writers in their discipline.

Incorporate library research guides into instruction:

Of all survey respondents, 93% reported the failure to find effective sources when needed as problematic or very problematic when seen repeatedly in upper-level students' writing assignments. Our study is limited by the fact that we do not know how often these issues occur, but we do know that there is high botheration when this failure occurs often and in the upper levels. This means when faculty see students failing to find effective sources, they are highly disappointed. To aid this, it is beneficial to give students resources to locate and access better sources.

The High Library has research guides for numerous courses at the College. They can be found at: <https://libraryguides.etown.edu/>. These guides show students places to find statistics, scholarly articles, newspaper articles, books, films, and other sources relevant to the course.

One way to circumvent the issue of student failure to find effective sources is for instructors to work with the library to incorporate these research guides into course instruction. Then, the students would have at least a basis off which to work when completing their own research. Hopefully by seeing appropriate sources and having ways to find them, students' source use would become more appropriate and beneficial to their studies.

The librarians are also available to meet with classes to have formal research instruction sessions. This is an excellent resource, yet in the 2020-2021 academic year, only 6.5% of non-FYW instructors reached out to the library for formal instruction. The issue of upper-level students failing to find effective sources when necessary could also be lessened through an increased use of these formal instruction sessions.

To obtain a course-specific research guide or schedule one of these sessions, instructors can reach out to the librarians at the High Library.

Develop a more effective partnership with the Writing Wing:

In the survey, a respondent said the following in response to a question asking for opinions on writing on campus:

There seems to be a stigma about going to a writing tutor. I think writing tutors are really beneficial, but I can't get my students to use the Writing Center.

Etown's Writing Wing is a great resource for students, but it seems to be the general consensus that students avoid utilizing it. While it is not possible to force students to attend writing tutor sessions, it is possible to decrease the stigma around receiving writing help.

One way this can be done is through a Canvas module with Writing Wing resources. This may include the link to the Writing Wing session request form, as well as two informational videos I made earlier in my SCARP project about the Writing Wing itself and what it is like to meet with a writing tutor. These resources can be found by contacting Dr. Moore at mooret@etown.edu.

Base instruction on writing studies:

When teaching writing, be it foundational or specialized WID, the pedagogy needs to be based on researched writing studies. Writing is a skill just as much as disciplinary knowledge and it, too, has ways it is most effectively taught and learn.

Non-FYW instructors can most certainly strive to educate themselves on how to teach writing in their courses, but I recommend in the next section that the College create opportunities for faculty to develop in this area. Workshops for faculty can share literature about composition best practices, as composition is its own field with several associations and journals. See page 31 for more on this topic.

Give additional support for grammar and mechanics development:

All grammar and mechanics recommendations can be found on page 33.

Recommendations for the Senior Leadership Team:

The following recommendations would help faculty not specialized in composition assist students in their writing development and make students' required writing more beneficial:

1. Provide more composition training for FYS instructors.
2. Educate non-FYW instructors on how to give Writing in the Discipline (WID) support.
3. Offer more varied writing intensive experiences.

Provide more composition training for FYS instructors:

While it seems natural to assume that the PLE Core should take care of teaching first-year students writing skills, this idea is challenged by students who come with transfer credits. As previously mentioned, 86% of students take their PLE Core during their first year at Etown. However, 100% of first-year students take FYS their first year on campus.

This means that there is a percentage of students every year for whom FYS is the only composition instruction they will receive during their first year of higher education. This becomes a slight issue when one realizes that although a large component of FYS is the research paper, many FYS instructors are not trained in composition. This does not mean their instruction in the subject of their FYS is poor, but it does mean that they may struggle to give meaningful feedback to and help develop the foundational college writing skills of first-year students.

To help this, I recommend that FYS instructors be provided additional opportunities to receive professional development in teaching composition. This would be beneficial to them not only when teaching FYS, but their disciplinary classes as well. In their FYS courses, they will be able to give more authentic writing instruction in a course heavily focused on research writing, which will better prepare students for their discipline-specific writing later. In their disciplinary courses, these FYS instructors will have the ability to apply this compositional knowledge to WID, which will in turn help their students become more proficient writers in their field.

Educate non-FYW instructors on how to give Writing in the Discipline (WID) support:

Like the previous recommendation, I think it would also be beneficial for non-FYW instructors to have the opportunity to participate in compositional professional development. Instead of for the purpose of helping first-year students write research papers, however, these non-FYW instructors should have the ability to develop their own disciplinary writing instruction.

This specialized writing only authentically exists in the individualized fields, making it unproductive to try and educate students on it outside of that field. In order to properly develop students' WID skills, though, there needs to be faculty that is trained in writing pedagogy in that department.

In the conducted interviews, 15% of faculty said their career training did not prepare them to teach writing as a part of their discipline, and 38% said their undergraduate and graduate advisors' feedback on their writing helped them learn how to teach writing. Replication of the teaching styles that faculty received when they were students is a very narrow interpretation of what writing instruction can be. Therefore, education on current, up-to-date writing pedagogy would be ever beneficial to our non-compositional faculty.

In the conducted interviews, only one professor had specific training in writing pedagogy, as they taught freshmen composition for a number of years. This leaves 93% of interviewees with no formal instruction in writing pedagogy, and that is an issue.

This is a big ask of non-English professors, though, and we cannot expect them to make the change completely on their own with no support. Therefore, I call upon the Senior Leadership Team at Etown to help our professors develop and become more confident in their own writing instruction in order to better prepare our students for post-graduation. This can happen through workshops or consultations with a writing expert, either one from campus or a guest.

Offer more varied writing intensive experiences:

At Etown, students are required to take one Guided Writing and Research (GWR) course to satisfy their Core curriculum. The offered GWR courses are from a variety of disciplines, but are mainly focused in the Humanities and Social Sciences fields.

Looking at our nearby institutions, we can take a note from Messiah University and University of Pittsburgh. At these schools, students are required to take one writing in the major course to graduate. These are writing intensive courses focused specifically on WID, giving students authentic experience and opportunities for growth in their discipline-specific writing.

Etown may benefit from offering similar writing intensive opportunities. We currently have senior capstones and senior theses that students can complete in their majors. However, 19% of survey respondents reported that their disciplines do not include writing-heavy versions of these courses.

In response to a question asking for open comments on WID, EN100, or on campus, an Occupational Therapy faculty member mentioned how some of the GWR courses may not be serving students in their disciplinary skills. They recognized that Etown is a liberal arts college, though, and would never discourage a student from branching out beyond their major.

I do not recommend we force students to do GWRs strictly within their major, as that defeats the purpose of a liberal arts education. However, students may benefit from more varied writing intensive opportunities, specifically in their major. Learning WID from professors who are

experts in the field is the most authentic and effective way to gain experience. This will prepare students for field writing, as well as reinforce their disciplinary knowledge through realistic application.

If we offer these kinds of courses, faculty will need additional support for teaching writing. As previously mentioned, I recommend faculty be given additional opportunities for this type of professional development. This support in addition with their disciplinary expertise will help students get meaningful instruction on how to effectively write and communicate in their field, preparing them more fully for success post-graduation.

The Issue of Grammar:

In response to nearly every question about writing priorities, faculty members mentioned grammar and mechanics. Of survey respondents, 96% said they assessed writing based on correct grammar and sentence mechanics in their upper-level courses. Thus, it seems as though I should be recommending the College implements strict grammar education in EN100, FYS, and every other composition-based course. However, this may not be the most effective approach.

Scholarly literature makes a differentiation between learning-to-write (LTW) and writing-to-learn (WTL). LTW focuses on correctness in the presentation and formal characteristics of writing, whereas WTL worries less about style and correctness and more on exploration of ideas (Anson, 2015). The worry is that LTW limits students' writing skills, as they become more concerned with the way they present ideas than the quality of them. As Stanley (2020) noted, most people who consider themselves bad writers do so because they struggle with grammar. So, if we place an emphasis on grammar above all else, it will discourage students who may already dislike writing from working to better communicate their thoughts.

This then brings the question of how we should address grammar at the College. Gribbon (1991) discourages instructors from using grammar as a major part of evaluation, as the focus should be on the writing and the thinking and learning it creates. However, we cannot discount grammar instruction as a whole. As Gubala (2020) remarked, frequent writing errors negatively affects readers' opinion of the writer. People make exceptions for their colleagues, as they have a

rapport with them and know their grammar may not be a true representation of their intelligence, but this is problematic for college graduates. Many times, employers may only see a cover letter and resume from applicants, and any writing errors are going to be poor reflections of them, as they lack a reputation with the company. For recent college graduates, this means their lack of grammar knowledge could cost them a job in the field in which they desire to hold a career. Therefore, we cannot eliminate all grammar instruction and focus purely on ideas.

Because they are educated on how to teach students writing, I reached out to several EN100 instructors to see how they approached the issue of grammar in the course. While instructors don't generally devote a majority of the course to this, it is still a topic that is addressed quite often. The main ways EN100 instructors choose to address grammar are miniature in-class lessons, feedback on submissions, one-on-one meetings, and supplemental materials.

The in-class lessons are by no means a majority of the instruction that takes place in the EN100 course. Instructors estimated that these lessons take up anywhere from 0 to 20% of class content, and they are not always strict lectures. At times, discussions arise because the instructor notices a positive example of grammar usage in assigned readings, and other times instructors focus on a grammar topic of the day and elaborate on it.

EN100 instructors also leave feedback on their students' submissions. By pointing out not only grammar issues but also other compositional errors and providing ways to improve in early drafts, the students have the opportunity to self-correct or reach out for additional assistance.

One-on-one meetings provide a means of individualized grammar instruction. Every student is at their own individual level of writing proficiency, and by meeting one-on-one, professors are able to help them improve on the specific issues with which they struggle.

Many EN100 instructors also provide resources for students to improve upon their own mechanics, such as the handbook and Canvas modules with supplemental readings and sources.

From this, we can conclude that the EN100 effectively teaches and gives students the resources to improve their own grammar and mechanics skills. If this is true, then, how do we fix the issue of students not retaining these skills?

I believe this issue can be remedied through the departmental vertical writing programs previously mentioned, but also a college-wide recognition of the importance of writing and the teaching of it. All instructors must recognize that writing is central to every discipline, not just English. WAC programs succeed when all disciplines share the responsibility of teaching writing instead of assuming English instructors can bear the weight of preparing first-year students for every form of writing they will see in their four years of college as well as their careers.

This is not to say our faculty does not share the belief that writing is important. In an interview, a Chemistry professor expressed the value and importance of good writing in the sciences. They said:

Sometimes students think like, quality writing doesn't matter in the sciences. And the opposite is true. Because again [...] if you can't write well, you're [going to] have a really hard time [in science]. Even though you're writing scientifically, you're [going to] have a hard time being concise and clear.

Our faculty recognizes the importance of writing, and they grade based on the mechanics of it, but there is not any true instruction on composition in the disciplinary courses where these skills are expected.

We might be able to help remedy this issue by taking notes from our English faculty. One of their effective strategies that can be incorporated across courses is the implementation of process writing. Some of the below-par writing in other disciplines may be a result of students waiting until the night before an assignment is due to write it in its entirety. Process writing requires students to submit drafts of assignments leading up to its final due date, and they receive feedback both from their instructors and peer-review. Perhaps requiring students to spend more time with the assignment will help them recognize their own faults, make better edits, and produce stronger writing.

Etown students would benefit from an overall emphasis on the importance of writing in every discipline, not just in the first year.

On Rubrics:

In the interviews, I asked faculty members if they would be willing to send along writing assignment descriptions and rubrics from their courses. Several interviewees sent multiple examples, and I received 13 total.

Only two interviewees explicitly stated that they assess writing using a rubric. However, the provided rubrics make it clear that they are a large part of evaluation. Rubrics play a significant role in grading student writing, and one interviewee expressed that they would be interested in seeing newer resources and best practices for creating good rubrics. Hence, I decided to look more into the topic.

I reached out to a faculty member on campus with graduate-level experience in curriculum and education to learn more about this topic. Notes on creating effective rubrics are below.

Instructors should try to avoid vague language in their rubrics. Criterion that are nonspecific or subjective can cause confusion when students are completing their work, as well as create an issue of instructor objectivity in grading. This language is not inherently bad, nor should it be barred from being included in all rubrics. However, if instructors choose to include these descriptions, they should ensure that they clarify what that entails to their students. As Selke (2013) remarked, instructors using nondescriptive language should be sure to include examples of what it means to follow their guidelines. They can also make exercises to help students align their work with the given standards.

Instructors can also look to the Six Traits of Writing on which to base their rubrics. These are ideas, organization, voice, word choice, smooth sentences, and conventions. These criteria can be adapted according to the context and course-level, but they can be a strong foundation to guide students' writing through their college years.

Student checklists can be an effective tool. Including a checklist for students to work through as they write can help them stay on track with the rubric criteria. Be sure not to make students think the checklists ensure that they will receive high grades, as true evaluation depends on the instructor.

Rubrics should have the highest points category in the leftmost column. People read from left to right, so the criterion for the best student writing should be in an area that students will most likely read.

Rubrics should fit on one page. For the sake of being manageable during grading as well as easy for students to follow, instructors should aim to keep the rubric on one page, front and back if necessary.

When rubrics are clear and descriptive, they can be strong tools to guide students as they write and make grading easier. The strategies listed can help make these rubrics more effective, no matter the discipline.

Conclusion:

Elizabethtown College's liberal arts education ensures every student graduates well-rounded not only in their studies, but also as a person. Though not always considered as such, writing is an important aspect of all fields of study, both during and after college. In fact, Elizabethtown puts writing first in its list of skills and competencies needed in today's 21st century job market. The proposed recommendations would more effectively develop students' writing skills and proficiency, better preparing them to leave and represent Elizabethtown.

During this SCARP project, I was surprised to learn how many faculty members had little to no idea of what happens in the EN100 course, even though they expect their students to become proficient writers in it. Our EN100 course hits mostly every major writing concern our faculty expressed in the survey and interviews. My research suggests the EN100 course is, in fact, effective, but the issue of student writing happens once they leave to their respective disciplines and do not transfer the EN100 writing skills with them.

It is my belief that the recommendations I created along with a college-wide recognition of the importance of writing will help our students become better writers and maintain their skills, even outside of English courses. I feel as though the Elizabethtown College writing program, as well as the individual disciplines, would highly benefit from the recommendations provided.

Should the recommendations I derived be implemented, students at Elizabethtown College will better retain, transfer, and apply their writing skills from their first year to their individualized fields, allowing them to graduate more prepared for success.

This project had its limitations, some of which could be looked into for continuing research. For instance, when asking about student writing errors, we lumped together sophomores through seniors. We never inquired if seniors demonstrated fewer of the errors, and thus did not get any information on student writing growth. We also did not ask faculty how often the writing errors occur – just how problematic they are. Lastly, we did not get any student perspectives about these important writing skills. All these areas could be worthwhile for future research.

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Appendix A: Survey Questions

1. Please list your department or discipline.
2. Do you mainly teach for GPS (formerly SCPS)?
3. How do you rank these common forms of student writing errors when you see them repeatedly in an upper-level student's writing assignment? Very problematic, problematic, not problematic, or this error does not apply to me/my field?
 - a. Sentence mechanics errors (like run-ons, fragments, or improper punctuation)
 - b. Paragraphs that lack unity/feel disorganized
 - c. Inability to adapt to new forms of writing
 - d. Citation errors (like intext citation or works cited mistakes)
 - e. Intentional plagiarism
 - f. Failure to find effective sources when needed
4. How do you rank these common forms of student writing errors when you see them repeatedly in an upper-level student's writing assignment? Very problematic, problematic, not problematic, or this error does not apply to me/my field?
 - a. Lack of clarity at the word/sentence level
 - b. Filler (meaning writing empty content to hit a page count)
 - c. Sloppy errors (like spelling errors and missing words)
 - d. Failure to incorporate instructor feedback on earlier drafts or submissions
 - e. A weak logical argument
 - f. Lonely quotes (meaning quotes that haven't been integrated into a sentence)
5. How important are these skills to student writing based on how you assess writing in your upper-level courses? Very problematic, problematic, not problematic, or does not relate to me/my discipline?
 - a. overall quality of ideas
 - b. organization of ideas and information
 - c. depth of content
 - d. correct grammar and sentence mechanics
 - e. coherence of argument/data

- f. appropriateness of tone for the writing situation
 - g. avoidance of sloppy writing (meaning student demonstrates excellent editing skills)
 - h. adherence to particular document/genre expectations
6. What types of writing do you assess in your major courses? Select all that apply.
- a. Essay tests
 - b. Thesis/persuasive essays
 - c. Results of research
 - d. Abstracts/Annotations of readings
 - e. Literature reviews
 - f. Lab reports
 - g. Journal entries
 - h. Case reports
 - i. Technical reports
 - j. Lesson plans
 - k. Web writing
 - l. Academic posters
 - m. Presentation slides
 - n. Creative Writing
 - o. Business correspondence/ messages to clients
7. If we have missed a form of writing you assess in your upper-level classes, list it here.
8. What citation style do you require your students to use?
- a. APA
 - b. MLA
 - c. IEEE
 - d. Chicago
 - e. Turabian
 - f. Students may use any citation style
 - g. MLA or APA—either is fine
 - h. Students never need to cite in my class
 - i. Other

9. Does your discipline include a writing-heavy capstone or senior course?
10. If your discipline includes a writing-heavy capstone or senior class, what is the course number or name?
11. What do you think students learn about in EN100?
12. To what extent do you think that the following skills are emphasized by the EN100 program? A major focus of the program, a minor focus of the program, some EN100 faculty may cover this, or not covered in EN100?
 - a. Research skills
 - b. How to write and use a thesis
 - c. Literary analysis
 - d. How to apply instructor feedback about writing
 - e. Topic selection
 - f. Revision techniques
 - g. How to avoid plagiarism
 - h. Citation skills
 - i. Greater confidence as a writer
 - j. Sentence mechanics
 - k. How to write a lab report
 - l. Creative writing
13. Rank the level of importance of these potential EN100 objectives based on your perspective. "In EN100 students will be introduced to..." Very important, important, or not important?
 - a. Research skills
 - b. How to write and use a thesis
 - c. Literary analysis
 - d. How to apply instructor feedback about writing
 - e. Topic selection
 - f. Revision strategies
 - g. How to avoid plagiarism
 - h. Citation skills
 - i. Greater confidence as a writer

- j. Sentence mechanics
 - k. How to write a lab report
 - l. Creative writing
14. Did you attend Tara Moore's presentation at the Spring 2021 First Year Seminar workshop before taking this survey?
 15. What do you want EN100 instructors to know about college writing in your discipline?
 16. Would you be willing to participate in a 15-minute, follow-up Zoom interview to discuss your department's writing needs and goals more specifically? Interview data will be part of the study to inform writing instruction on campus. If you are willing to give a Zoom interview, please include your name/email address below.
 17. Can you think of anything else that we should know regarding writing on campus?
 18. If you would like to be entered into a drawing for a \$50 Amazon card, enter your name and email below.

Appendix B: Interview Questions

1. What writing do students do in your disciplines?
2. How much does writing affect students' grades in your upper level courses?
3. How do you assess writing in your classes? What do you look for?
4. How did your career training prepare you to teach writing as part of your discipline?
5. What do you expect SO through graduate students to know about writing when they come into your courses?
6. Does your department use a standard writing rubric across the department? Would you be able to share it with us for our research?
7. Could you share a writing assignment description and rubric from a course that involves writing with us for our research?
8. What changes do you think Etown could make to develop a more holistic approach to writing during students' four years?
9. Is there anything else you would like to note about writing in your discipline, EN100, or on campus?

Appendix C: Significant Data

Significant data is displayed below. The first table shows significant data from all survey responses and interviews, and the following tables show data divided by academic fields.

Overall:

	Question	Answer	Percentage
How do you rank these common forms of student writing errors when you see them repeatedly in an upper-level student's writing assignment?	Sentence mechanics errors		98% problematic or very problematic
	Paragraphs that lack unity/feel disorganized		96% problematic or very problematic
	Failure to find effective sources when needed		93% problematic or very problematic
	Lack of clarity at the word/sentence level		93% problematic or very problematic
How important are these skills to student writing based on how you assess writing in your upper-level courses?	Organization of ideas and information		98% important or very important
	Correct grammar and sentence mechanics		96% important or very important
	Coherence of argument/data		96% important or very important
	Avoidance of sloppy writing		96% important or very important
What types of writing do you assess in your major courses?	Presentation slides		87%
	Results of research		81%
	Academic posters		61%

What citation style do you require your students to use?	APA	40%
	Students may use any citation style	13%
Does your discipline include a writing-heavy capstone or senior course?	Yes	62%
	No	19%
	I'm not sure	19%
What do you think students learn about in EN100?	Basics of writing and communication	32%
	Introduction to different genres of academic writing	32%
	Citations	32%
Rank the level of importance of these potential EN100 objectives based on your perspective. "In EN100 students will be introduced to..."	How to write and use a thesis	100% important or very important
	How to apply instructor feedback about writing	100% important or very important
	Revision strategies	100% important or very important
	How to avoid plagiarism	100% important or very important
	Citation skills	100% important or very important
	Sentence mechanics	100% important or very important
	How did your career training prepare you to teach writing as part of your discipline?	Graduate school research advisor/mentor feedback
	Faculty workshops	29%
	Writing professionally/getting published	21%
	Undergraduate writing courses	14%
	It didn't	14%

Training on giving supervisees feedback	7%
Teaching freshman composition	7%

STEM:

Question	Answer	Percentage
How do you rank these common forms of student writing errors when you see them repeatedly in an upper-level student's writing assignment?	Paragraphs that lack unity/feel disorganized	100% problematic or very problematic
	Failure to find effective sources when needed	95% problematic or very problematic
	Sentence mechanics errors	95% problematic or very problematic
How important are these skills to student writing based on how you assess writing in your upper-level courses?	Organization of ideas and information	100% important or very important
	Depth of content	100% important or very important
	Correct grammar and sentence mechanics	100% important or very important
	Coherence of argument/data	100% important or very important
	Avoidance of sloppy writing	100% important or very important
What types of writing do you assess in your major courses?	Presentation slides	100%
	Results of research	95%
	Academic posters	85%
What citation style do you require your students to use?	APA	55%
	IEEE	20%
	Other	20%

Does your discipline include a writing-heavy capstone or senior course?	Yes	60%
	No	25%
	I'm not sure	15%
What do you think students learn about in EN100?	Basic composition skills, grammar, mechanics	47%
	Introduction to different writing styles	29%
	Unsure	24%
Rank the level of importance of these potential EN100 objectives based on your perspective. "In EN100 students will be introduced to..."	How to write and use a thesis	100% important or very important
	How to apply instructor feedback about writing	100% important or very important
	Revision strategies	100% important or very important
	How to avoid plagiarism	100% important or very important
	Citation skills	100% important or very important
	Sentence mechanics	100% important or very important
What do you want EN100 instructors to know about college writing in your discipline?	Grammar and sentence structure	50%
	Word choice (formal language with no filler words, verb tense)	38%
	Clarity and concision (38%)	38%
	Paraphrasing, proper synthesis of sources without retelling, incorporating relevant and supporting information	25%

No direct quotes in science writing	13%
Science writing uses past tense	5%

Humanities:

Question	Answer	Percentage
How do you rank these common forms of student writing errors when you see them repeatedly in an upper-level student's writing assignment?	Sentence mechanics errors	100% problematic or very problematic
	Citation errors	95% problematic or very problematic
	Failure to find effective sources when needed	95% problematic or very problematic
	Lack of clarity at the word/sentence level	95% problematic or very problematic
How important are these skills to student writing based on how you assess writing in your upper-level courses?	Overall quality of ideas	95% important or very important
	Organization of ideas and information	95% important or very important
	Depth of content	95% important or very important
	Coherence of argument/data	95% important or very important
What types of writing do you assess in your major courses?	Presentation slides	75%
	Journal entries	70%
	Essay tests	70%
What citation style do you require your students to use?	APA	37%
	Chicago	22%
	MLA	19%

Does your discipline include a writing-heavy capstone or senior course?	Yes	65%
	No	15%
	I'm not sure	20%
What do you think students learn about in EN100?	Fundamentals and mechanics of writing (grammar, etc.)	53%
	How to write a thesis-driven research paper	47%
	How to cite sources and avoid plagiarism	41%
	Introduction to different genres of academic writing	41%
Rank the level of importance of these potential EN100 objectives based on your perspective. "In EN100 students will be introduced to..."	Research skills	100% important or very important
	How to write and use a thesis	100% important or very important
	How to apply instructor feedback about writing	100% important or very important
	Revision strategies	100% important or very important
	How to avoid plagiarism	100% important or very important
	Citation skills	100% important or very important
	Sentence mechanics	100% important or very important
What do you want EN100 instructors to know about college writing in your discipline?	Importance of mechanics (grammar, spelling, capitalization, etc.) and editing	43%
	Music department places great importance on writing	21%

and it is a large component in courses

Passive voice is discouraged 14%

but students are unfamiliar

Therapy students must be 7%

able to summarize and make

inferences off objective

observations

Social Sciences:

Question	Answer	Percentage
How do you rank these common forms of student writing errors when you see them repeatedly in an upper-level student's writing assignment?	Sentence mechanics errors	100% problematic or very problematic
	Paragraphs that lack unity/feel disorganized	100% problematic or very problematic
	Inability to adapt to new forms of writing	100% problematic or very problematic
	Citation errors	100% problematic or very problematic
	Failure to find effective sources when needed	100% problematic or very problematic
	Lack of clarity at the word/sentence level	100% problematic or very problematic
	Sloppy errors	100% problematic or very problematic
	Failure to incorporate instructor feedback on earlier drafts or submissions	100% problematic or very problematic
	Lonely quotes	100% problematic or very problematic

How important are these skills to student writing based on how you assess writing in your upper-level courses?	Organization of ideas and information	100% important or very important
	Correct grammar and sentence mechanics	100% important or very important
	Coherence of argument/data	100% important or very important
	Appropriateness of tone for the writing situation	100% important or very important
	Avoidance of sloppy writing	100% important or very important
	Adherence to particular document/genre expectations	100% important or very important
What types of writing do you assess in your major courses?	Thesis/persuasive essays	100%
	Results of research	100%
	Literature reviews	100%
	Academic posters	100%
	Presentation slides	100%
What citation style do you require your students to use?	APA	50%
	Students may use any citation style	25%
	Other	25%
Does your discipline include a writing-heavy capstone or senior course?	Yes	75%
	No	0%
	I'm not sure	25%
What do you think students learn about in EN100?	Organization	75%
	Grammar, sentence construction, mechanics	50%
	Citation format and standards	50%
	How to find sources and synthesize/integrate information	50%

Rank the level of importance of these potential EN100 objectives based on your perspective. "In EN100 students will be introduced to..."	Research skills	100% important or very important
	How to write and use a thesis	100% important or very important
	How to apply instructor feedback about writing	100% important or very important
	Topic selection	100% important or very important
	Revision strategies	100% important or very important
	How to avoid plagiarism	100% important or very important
	Citation skills	100% important or very important
	Greater confidence as a writer	100% important or very important
	Sentence mechanics	100% important or very important
What do you want EN100 instructors to know about college writing in your discipline?	Students need to think analytically to synthesize and integrate ideas across sources	67%
	Editing and self-revision are important	67%

Other:

Question	Answer	Percentage
How do you rank these common forms of student writing errors when you see them repeatedly in an upper-	Sentence mechanics errors	100% problematic or very problematic
	Paragraphs that lack unity/feel disorganized	100% problematic or very problematic

level student's writing assignment?	Failure to find effective sources when needed	100% problematic or very problematic
	Lack of clarity at the word/sentence level	100% problematic or very problematic
	Filler	100% problematic or very problematic
	Sloppy errors	100% problematic or very problematic
	Failure to incorporate instructor feedback on earlier drafts or submissions	100% problematic or very problematic
How important are these skills to student writing based on how you assess writing in your upper-level courses?	Overall quality of ideas	100% important or very important
	Organization of ideas and information	100% important or very important
	Depth of content	100% important or very important
	Correct grammar and sentence mechanics	100% important or very important
	Coherence of argument/data	100% important or very important
	Avoidance of sloppy writing	100% important or very important
What types of writing do you assess in your major courses?	Case reports	100%
	Essay tests	67%
	Thesis/persuasive essays	67%
	Results of research	67%
	Journal entries	67%
	Presentation slides	67%
What citation style do you require your students to use?	Students may use any citation style	67%

	APA	33%
Does your discipline include a writing-heavy capstone or senior course?	Yes	33%
	No	33%
	I'm not sure	33%
What do you think students learn about in EN100?	Basic writing skills	67%
	College-level writing expectations	33%
	Not sure	33%
Rank the level of importance of these potential EN100 objectives based on your perspective. "In EN100 students will be introduced to..."	Research skills	100% important or very important
	How to write and use a thesis	100% important or very important
	How to apply instructor feedback about writing	100% important or very important
	Topic selection	100% important or very important
	Revision strategies	100% important or very important
	How to avoid plagiarism	100% important or very important
	Citation skills	100% important or very important
	Greater confidence as a writer	100% important or very important
	Sentence mechanics	100% important or very important
	What do you want EN100 instructors to know about college writing in your discipline?	Determining credibility of sources and using them to take a stance
Clarity and concision		50%

Using quotes to effectively support position	50%
Objective third person	50%