

Franklin College of Arts and Sciences Writing Intensive Program

Student Responses Fall 08

"The ability to work through [drafts] with less pressure allowed me to relax and think about my writing more. In the past, I've been worried and often overwhelmed when I was unable to get feedback before the assignment was due."
"I am glad I got the chance to work on my writing skills in this discipline, on this subject, and on this level. I do not consider myself a strong academic writer and was nervous about taking this course. Further, [without this class] I would not be prepared to begin writing in this discipline in a 4000-level course. I am pleased this course was offered."

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

1) My experience in this course strengthened my writing.		SA	A	D	SD
<i>"The weekly response papers were great, and they really helped me work confusion with the material out in my head while writing." "I believe that my ability to write my thoughts forces me to fully explain my answers. Sometimes I thought I understood a theory, but when I attempted to write my explanation, I realized I was not quite sure of the answer." "Before this class, I had never written a paper longer than 4 pages. This class pushed me to write 10 pages—more than twice as long as any other class before. In order to make sense of 10 pages, I had to get a lot better at paper organization as well." "I have taken numerous writing-intensive classes, and my writing still continues to improve."</i>		97	211	79	16
		24%	53%	19%	4%
		SA + A = 77%			
<i>The classes have really improved my writing, making me think more critically and better express my thoughts."</i>	BIOL 1103L	63	172	95	21
		18%	49%	27%	6%
		SA + A = 67%			
<i>"The writing projects were useful in strengthening my writing because I had to communicate the experiments through my own words. This along with the use of more than one draft helped me hone in on what I needed to work on in my writing."</i>	BIOL 1108L	35	111	41	8
		18%	57%	21%	4%
		SA + A = 75%			
2) The writing assignments enhanced my learning of the subject matter of this course.		SA	A	D	SD
<i>"As I would use my writing to explain how to do the problem, I was able to figure it out in my head. If I was confused about how a problem worked, I would just start writing until the explanation appeared." "It was much more beneficial than just taking a random test on the subject. You actually had to really think about and critically analyze the topics in order to complete assignments." "Although I got the hands-on experience from doing the lab, what I learned from participating in the lab was further reinforced and retained by writing papers."</i>		122	223	50	7
		30%	56%	12%	2%
		SA + A = 86%			
<i>"When I was asked to write a paper on an experiment, it made me understand it a lot better because I had to replay it in my head. During this replay, I would think in a different way than when I did the experiment."</i>	BIOL 1103L	84	207	53	11
		24%	59%	15%	3%
		SA + A = 83%			
	BIOL 1108L	29	109	47	10
		15%	56%	24%	5%
		SA + A = 71%			

3) The writing assignments encouraged me to be actively involved in the course.

"I felt a lot less pressure on daily performance, which was helpful, because I was able to learn the material at my own pace, rather than feeling like I was learning to a test." "It was a way for me to gauge my understanding of the course material." "I'm glad we had a chance every week to respond to what we read; it helped me think about the books and let me collaborate with others to learn new perspectives." "I understood a lot more of what was going on from doing the papers, so I was a lot more likely to speak up in class." "Because I knew I would later write a paper on the lab, I paid more attention and focused on doing the lab properly and collecting sufficient data." "The writing assignments helped to facilitate learning & discussion w/ in the classroom, creating an active learning environment for us all."

SA	A	D	SD
111	188	82	20
28%	47%	20%	5%

SA + A = 75%

98	193	53	11
28%	55%	15%	3%

SA + A = 83%

37	99	50	10
19%	51%	26%	5%

SA + A = 70%

4) The writing assignments helped me to understand the ways of writing that are particular to this subject

(for example: the ways of writing in the sciences, the social sciences, or the humanities). *"Dr. Norman's guide to writing papers in archeology was especially effective and helpful. She made it feel as though we were actually submitting our research papers to the AJA, which was exciting." "I have learned that scientific writing praises brevity and short, specific points, not extensive elaboration or developed writing style. More or less just data with a short explanation. Perhaps in the future, science majors should take science writing courses instead of English classes because the switch is difficult for some." "I'd never really written a history paper before, so Daleah's feedback helped me learn to 'historicize' my claims in papers." "I learned to structure scientific papers, and I also learned what information is important to include in scientific papers."*

SA	A	D	SD
132	186	73	10
32.5%	47%	18%	2.5%

SA + A = 79.5%

81	186	74	14
23%	53%	21%	4%

SA + A = 76%

58	111	19	6
30%	57%	10%	3%

SA + A = 87%

5) The coaching I received from the teaching assistant

was effective: *"The TAs left wonderful comments and suggestions, which typically challenged my thought process. Even a 'good!' was motivating because I knew that they understood and agreed with my explanation." "The TA was very helpful in communicating ideas to improve our papers; his suggestions challenged me to go deeper into the subject matter regarding the paper, and he was very understanding of how demanding the course could be." "Tom was one of the most effective TAs I have ever had. Not only did he give us great feedback on our writing, but when we did better than average, he encouraged us to expand and think on the subject that much more. I'm very impressed with his dedication to our class." "She made herself available to students anytime for help. She offered excellent feedback (sometimes in the form of criticism, which was always constructive and in our best interest). And she encouraged us through the writing process, giving us tips and techniques to improve."*

SA	A	D	SD
120	183	70	27
30%	46%	17%	7%

SA + A = 76%

94	175	66	14
27%	50%	19%	4%

SA + A = 77%

83	97	14	0
43%	50%	7%	

SA + A = 93%

6) The writing element of this class increased my satisfaction with the overall course: *"Since writing doesn't come easy for me, I'm sure I would have enjoyed this course much more without the writing. However, because I need to work on developing my writing skills, it's good that this course provided a well-structured system in which I could grow." "The writing component provided a sensed feeling of cohesion [to the course]." "After I completed a research paper, I was extremely satisfied like I had accomplished something, and it boosted my self-confidence." "The praise or criticism of the TA redeemed this class for me. The writing assignments were the only thing that challenged me, and that consistent feedback motivated me to attend classes."*

	SA	A	D	SD
	93	183	70	27
	23%	46%	17%	7%
	SA + A = 69%			
BIOL 1103L	52	143	119	35
	15%	41%	34%	1%
	SA + A = 56%			
BIOL 1108L	21	76	68	29
	11%	39%	35%	15%
	SA + A = 50%			