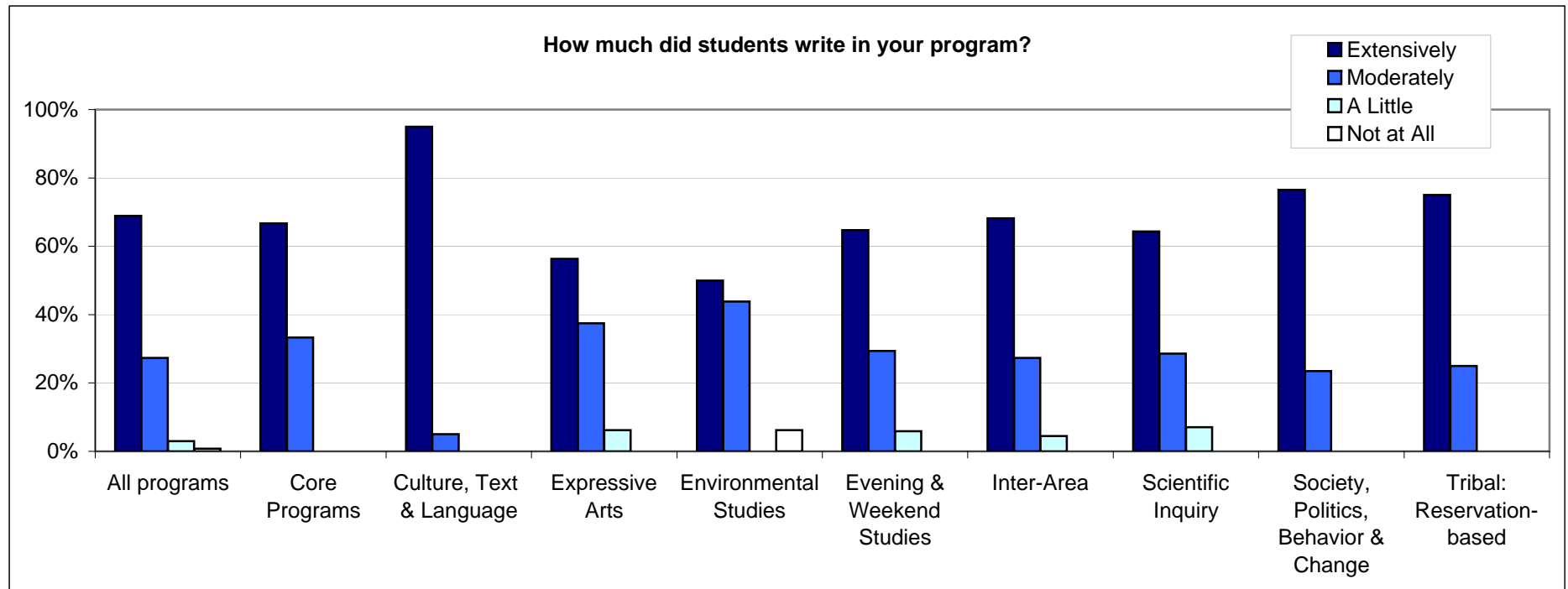


End-of-Program Review 2009-10

Writing in programs



	Extensively	Moderately	A Little	Not at All	Percent of Programs with any Writing	Programs with any Writing (N)	Programs responded (N)
All programs	68.9%	27.3%	3.0%	0.8%	99.2%	131	132
Core Programs	66.7%	33.3%	0.0%	0.0%	100.0%	6	6
Culture, Text & Language	95.0%	5.0%	0.0%	0.0%	100.0%	20	20
Expressive Arts	56.3%	37.5%	6.2%	0.0%	100.0%	16	16
Environmental Studies	50.0%	43.8%	0.0%	6.2%	93.8%	15	16
Evening & Weekend Studies	64.7%	29.4%	5.9%	0.0%	100.0%	17	17
Inter-Area	68.2%	27.3%	4.5%	0.0%	100.0%	22	22
Scientific Inquiry	64.3%	28.6%	7.1%	0.0%	100.0%	14	14
Society, Politics, Behavior & Change	76.5%	23.5%	0.0%	0.0%	100.0%	17	17
Tribal: Reservation-based	75.0%	25.0%	0.0%	0.0%	100.0%	4	4

Note: Courses, contracts and internships were not asked to participate in the End-of-Program Review

Kinds of writing included in programs

Response writing (e.g. Response to text or film, preparation for seminar, reviews)	77.1%
Essays (e.g.expository, integrative)	71.8%
Research papers (e.g. case study,ethnography, final project paper)	65.6%
Research process assignments (e.g. proposal, abstract, literature review, annotated bibliography)	48.1%
Journals (e.g. field, lab, academic, reflective, blog)	40.5%
Technical/Formal/Scientific writing (lab reports, legal briefs)	24.4%
Creative writing (e.g. fiction, nonfiction, poetry)	34.4%
Other	13.7%

Explanation of other

Program	Explanation
Stalin: Legacy in Stone, Steel, and Blood	Writing texts for posters.
SOS: Information Gone Wild: Continuities of Knowledge in the Digital Age	Short Web posts, writing on Google Wave
Forest Fungi: biology and Systematics	Short answers study questions
Foundations of Health Science	Self evaluation
Ready Camera One	Script writing
Community Based Research: Knowledge in Place	Public writing, letter to the editor, testimony
SOS: Experimental Science	Posters/talks
SOS: Performance, Theatre, Dance, and Technical Theatre	Playwriting
Latin American Short Story	Personal narrative
Social Work /Human Services Skill Sets	Memoir
Writers Workshop	Journalism
Autobiography	Intensive group writing
Shakespeare's America	In class examinations
Atoms, Molecules and Reactions I	Homework problems
Anatomy & Physiology I & II	Created brochures about prescription medications
Art Culture, Spirit	Children Studies
Object in Performance	Blog
Fiber Arts	All students were required to write artist statements and an essay exam with forced them

How much writing instruction was in the program? (N=131)

Extensive	27.7%
Moderate	43.1%
A Little	27.7%
Not at All	1.5%

Modes of instruction in programs with some writing instruction (N=131)

Written guidelines	86.3%
Pre-writing activities (e.g. brainstorming)	56.5%
Workshops on aspects of the writing process	46.9%
Share samples or models of assignments	56.9%
Drafts with Revision(s)	66.9%
Detailed faculty feedback	80.8%
Peer Review	65.4%
Tutors	13.0%
Other	11.5%

Program	Explanation
Autobiography	Writing to prompts
Art Worlds	Writing Text
Reservation Based Community Determined Program - Nisqually	WOWL
Risk Assessment in Environmental Health	Weekly progress reposts on final paper with specific goal
Astronomy & Cosmologies	Weekly faculty and peer feedback to essays; weekly faculty feedback to pre-seminar assignments
Native American Knowledge and the Power of History	Tutors: Recommended in some cases, but not as formal part of program
Public Thinking and Public Health	Referral to writing center
Beyond Belief	Poetry intensive
Acts of Translation	Note that there was significant writing instruction in the writing workshop, but not in other areas of the program
Field Experiments in Ecological Genetics	Lots of reading - scientific papers for preparation in writing
Music and the Environment	Library research workshops
General Chemistry	Faculty feedback
What Are Children For?	Exams