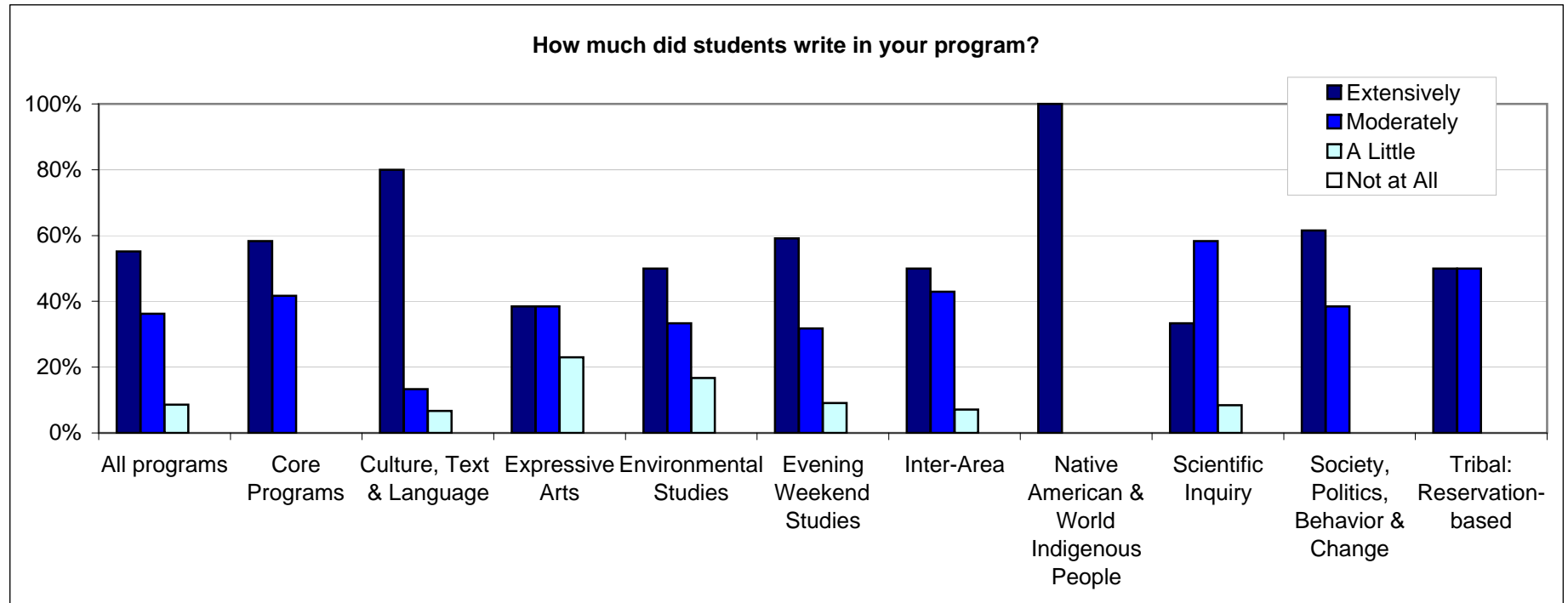


End-of-Program Review 2007-08

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	55.2%	36.2%	8.6%	0.0%	100.0%	116	116
Core Programs	58.3%	41.7%	0.0%	0.0%	100.0%	12	12
Culture, Text & Language	80.0%	13.3%	6.7%	0.0%	100.0%	15	15
Expressive Arts	38.5%	38.5%	23.0%	0.0%	100.0%	13	13
Environmental Studies	50.0%	33.3%	16.7%	0.0%	100.0%	12	12
Evening Weekend Studies	59.1%	31.8%	9.1%	0.0%	100.0%	22	22
Inter-Area	50.0%	42.9%	7.1%	0.0%	100.0%	14	14
Native American & World Indigenous People	100.0%	0.0%	0.0%	0.0%	100.0%	1	1
Scientific Inquiry	33.3%	58.3%	8.4%	0.0%	100.0%	12	12
Society, Politics, Behavior & Change	61.5%	38.5%	0.0%	0.0%	100.0%	13	13
Tribal: Reservation-based	50.0%	50.0%	0.0%	0.0%	100.0%	2	2

Note: Courses, contracts, internships and student originated studies (SOS) programs 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)	85.3%
Essays (expository, integrative)	74.1%
Research papers	61.2%
Journals (field, lab, academic, reflective)	46.6%
Technical/Formal/Scientific writing (lab reports, legal briefs)	26.7%
Creative writing (fiction, nonfiction)	25.0%
Other	13.8%

Explanation of other

Program	Explanation
Children and Education: A Silk Roads Perspective	Travel writing
City Life	Integration paper (final); [note: "field journal" noted after "Journal" selection]
Cognition and Computation	Web Pages
Colonialism and Decolonization	Conclusion and response papers
Contemplative Studies	Ethnographic, self-assessment
Designing Languages	Final Project Papers
Digitizing Movements	Blogs
Evolving Communication: The Ways Humans and Animals Interact	Discourse analysis
Fashioning the Body: Version of the Citizen, the Self and the Subject	Forms
Growing Up American: Class, Race, Gender, Sexuality, Love and Family	Public lecture
Invertebrate Zoology and Evolution	Wiki species descriptions/natural history accounts
Knowing Nature	Peer critiques
Leadership in Action: Transforming Self and Structure	Blog, Self Evaluations
Performing Arts Laboratory	Position papers (manifestoes)
Poetry New York	Poetry
Political Economy and Social Movements	Analytical writing
Seeds of Change: Food, Culture and Work	Comment: Lab journals were not a big part of the course
So You Want to Be a Producer?	Business proposals
Tribal: Port Gamble	Book reviews
War: Consequences and Alternatives	[note: under creative writing, "nonfiction" circled]
Why Businesses Succeed	Business Plan

How much writing instruction was in the program? (N=116)

Extensively	21.6%
Moderately	46.6%
A Little	25.9%
Not at All	6.0%

Modes of instruction in programs with some writing instruction (N=116)

Written guidelines	76.7%
Detailed faculty feedback	81.9%
Peer review	56.0%
Draft with revision(s)	55.2%
Workshops	37.9%
Tutors	8.6%
Others	9.5%

Explanation of other

Program	Explanation
Art and the Sacred	Some faculty feedback
Christian Roots: Medieval and Early Modern Science	Tutors optional, but recommended in many cases
Contemplative Studies	Assignment of two required guides to writing with response essay.
Energy Systems	Use of writing center
Foundations of Visual Art	Guided Journaling
Landscape Processes	Some faculty feedback
Music in Culture	Tutoring RECOMMENDED
Positive Psychology	Had students go to the writing lab (not in-class tutors) when they were having troubles
So You Want to be a Psychologist	Lectures on APA format.
The Gypsy Road: A Study of Roma	Several students were encouraged to visit the Writing Center and to work with a tutor.
Vertebrate Evolution	Several checkpoint on research projects: proposals, annotated bibs, outlines, first drafts, final drafts, posters