

Communication Standards Faculty Survey

The McCormick School is trying to determine what writing standards McCormick faculty and students consider to be most important. Once we have that information, we will create a website to provide writing guidelines for engineering students in all majors. Please help us in this effort by taking a few minutes of your time to fill out the short survey. The information you provide here is completely confidential: nobody except the researchers will have access to your responses. We will report the findings anonymously: without any identification of the participants. Thank you.

Directions: Please read the items carefully and indicate your responses as appropriate: by circling one of the indicators (1 to 5), checking the boxes, or filling in the blanks.

Name : _____
 Department : _____

1. My **discipline** (field) has commonly shared standards for “good writing.”

1 2 3 4 5
 strongly disagree strongly agree I don't know

2. Please indicate below which standards (writing ability) your **discipline** values. Put a check mark in one of the boxes next to each ability (i to viii) to show its level of importance for your discipline.

Ability to:	Unimportant	Fairly important	Very important
i- write grammatically correct sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii- write sentences that are spelled and punctuated correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii-write sentences that are clear and direct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv- organize a document effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v- write clear explanations of technical subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi- provide evidence or reasoning to support an argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii- summarize information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii- write complete and accurate bibliographic information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. In the spaces below, please list the names and numbers of the courses you typically teach, the grade level of the students in the class, and whether the course(s) require writing or not:

Course Number (e.g. BME 301)	Course Name (e.g. Tissue Engineering)	Grade level (i.e. 1 st year, 4 th year, MS, PhD, etc.)	Course requires writing
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

4. For your courses that require writing (listed in item 3), indicate below what types of writing exercises you assign students to complete. Please fill in the blanks writing the course name(s) or number(s):

Writing Exercise	Courses in which the exercise is assigned
Abstract	_____
Literature review	_____
Proposal	_____
Short report	_____
Case study evaluation	_____
Lab report	_____
Writing for electronic media (slide presentation, Power Point, etc.)	_____
Figures, tables, charts	_____
Other : _____	_____

5. Instructors may expect students to display different levels of writing proficiency in formal and informal writing. In the following matrix please indicate how you **consider** your students' writing skills in relation to two types of writing: an exam with short answers (informal) and a report (formal). Circle the appropriate number for each of these skills, using 1 to mean "not at all important" and 5 to mean "extremely important."

Skill	Assignment (Type)									
	Exam Question (Informal)					Reports (Formal)				
write grammatically correct sentences	1	2	3	4	5	1	2	3	4	5
write sentences that are spelled and punctuated correctly	1	2	3	4	5	1	2	3	4	5
write sentences that are clear and direct	1	2	3	4	5	1	2	3	4	5
organize a document effectively	1	2	3	4	5	1	2	3	4	5
write clear explanations of technical subjects	1	2	3	4	5	1	2	3	4	5
provide evidence or reasoning to support an argument	1	2	3	4	5	1	2	3	4	5
summarize information	1	2	3	4	5	1	2	3	4	5
write complete and accurate bibliographic information	1	2	3	4	5	1	2	3	4	5

6. Please rate the extent to which you **include** your students' writing skills **in grading**. Circle 1 to mean "not at all" and "5" to indicate "a great deal."

Skill	Assignment (Type)									
	Exam Question (Informal)					Reports (Formal)				
write grammatically correct sentences	1	2	3	4	5	1	2	3	4	5
write sentences that are spelled and punctuated correctly	1	2	3	4	5	1	2	3	4	5
write sentences that are clear and direct	1	2	3	4	5	1	2	3	4	5
organize a document effectively	1	2	3	4	5	1	2	3	4	5
write clear explanations of technical subjects	1	2	3	4	5	1	2	3	4	5
provide evidence or reasoning to support an argument	1	2	3	4	5	1	2	3	4	5
summarize information	1	2	3	4	5	1	2	3	4	5
write complete and accurate bibliographic information	1	2	3	4	5	1	2	3	4	5

7. Do you distribute guidelines or provide structured advice about writing to your students?

Yes No

If your response is yes, in which courses of you do you provide that information?
