

Appendix 1

Participant Information

Please answer these questions so I can know a little more about you. Please *do not* write your name on this sheet since participants' identities are to be kept strictly anonymous. If you have already taken this survey in another class, please *do not* take it again.

Age _____

Gender _____

Year in College (freshman, sophomore, etc.) _____

Major _____

ACT scores (leave blank any you don't remember) Composite _____ English _____ Reading _____
Writing _____

GPA _____ (leave blank if this is your first semester)

What is the average grade you get on your college papers? _____

English course in which you are now enrolled: _____

1. How many hours per week do you spend, on average, *writing* for school assignments for all of your courses (not counting taking notes in class)? _____
2. How many hours per week do you spend, on average, *writing* for yourself (this could include a journal, poetry, fiction, etc.)? _____
3. How many hours per week do you spend, on average, *writing* to others in social media settings (Facebook, Twitter, blogs, etc.)? _____
4. How many hours per week do you spend, on average, *reading* for school assignments for all of your courses (including academic journals, textbooks, etc.)? _____
5. How many hours per week do you spend, on average, *reading* for recreation (books, magazines, online articles etc.)? _____
6. How many hours per week do you spend, on average, *reading* what others have posted in social media settings (Facebook, Twitter, blogs, etc.) ? _____
7. On a scale from 1 to 5, how do you see your academic writing abilities? (1= very low proficiency; 5= very high proficiency) Please circle the most appropriate number.

Very Low.....Very High
1 2 3 4 5

Writing Practices Inventory

Directions: Listed below are statements about what people do when they write for academic or school-related assignments.

Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

1 means “I **never** or **almost never** do this.”

2 means “I do this **only occasionally**.”

3 means “I **sometimes** do this” (about **50%** of the time).

4 means “I **usually** do this.”

5 means “I **always** or **almost always** do this.”

After reading each statement, **circle the number** that best describes your practices using the scale provided. There are no right or wrong answers to these statements.

Researching:

I start researching for my paper a week or more before it is due. 1 2 3 4 5

I start researching for my paper about three days before it is due. 1 2 3 4 5

I start researching for my paper the day before it is due. 1 2 3 4 5

I start researching for my paper the day it is due. 1 2 3 4 5

I make notes on my sources to get ideas for my papers. 1 2 3 4 5

I highlight my sources to get ideas for my papers. 1 2 3 4 5

I highlight or annotate pdfs/ articles on the computer to get ideas about sources. 1 2 3 4 5

Planning:

I start planning what to write a week or more before it is due. 1 2 3 4 5

I start planning what to write about three days before it is due. 1 2 3 4 5

I start planning what to write the day before it is due. 1 2 3 4 5

I start planning what to write the day it is due. 1 2 3 4 5

I make lists on paper to get ideas for my papers. 1 2 3 4 5

I make lists on the computer to get ideas for my papers. 1 2 3 4 5

I freewrite on paper to get ideas for my papers. 1 2 3 4 5

I freewrite on the computer to get ideas for my papers. 1 2 3 4 5

I write an outline on paper to organize ideas for my papers. 1 2 3 4 5

I write an outline on the computer to organize ideas for my papers. 1 2 3 4 5

I use webs, clusters, or mind-maps to generate or organize ideas for my papers. 1 2 3 4 5

I discuss my ideas for a paper on Facebook, Twitter, email, or blog. 1 2 3 4 5

Writing:

- I start writing my paper a week or more before it is due. 1 2 3 4 5
- I start writing my paper about three days before it is due. 1 2 3 4 5
- I start writing my paper the day before it is due. 1 2 3 4 5
- I start writing my paper the day it is due. 1 2 3 4 5
- I write my first draft with pen and paper. 1 2 3 4 5
- I write my first draft on the computer. 1 2 3 4 5
- I start drafting on my computer with no written planning notes or outline. 1 2 3 4 5
- I cut and paste passages from sources and reword them. 1 2 3 4 5
- I cut and paste passages that I'm quoting directly from sources. 1 2 3 4 5
- I do "mindless" activities like doodling to get ideas if stalled in my writing. 1 2 3 4 5
- I have trouble focusing on my writing because other thoughts or worries intrude. 1 2 3 4 5
- I write a paper in one long composing session. 1 2 3 4 5
- I write a paper in several shorter composing sessions. 1 2 3 4 5

Revising:

- I look at the red underlining on my screen to check for misspellings. 1 2 3 4 5
- I look at the green underlining on my screen to check my sentence structure. 1 2 3 4 5
- I look at teacher comments from earlier papers in order to improve my writing. 1 2 3 4 5
- I get feedback on a rough draft (even if it's not required) from:
 - a friend 1 2 3 4 5
 - a classmate 1 2 3 4 5
 - the writing center 1 2 3 4 5
 - my teacher 1 2 3 4 5
 - a parent 1 2 3 4 5
- I revise and add sentences to elaborate on ideas. 1 2 3 4 5
- I revise to eliminate repetitive words or sentences. 1 2 3 4 5
- I rearrange content, add new content or delete content when I revise. 1 2 3 4 5
- I proofread my paper for mistakes I know I often make. 1 2 3 4 5
- I proofread my paper but have trouble catching my own errors. 1 2 3 4 5

Writing Environment:

- I have the television or a video on for background noise when I write. 1 2 3 4 5
- I watch television programs or videos (NOT just for background) while I write. 1 2 3 4 5
- I listen to music when I write (without lyrics). 1 2 3 4 5
- I listen to music when I write (with lyrics). 1 2 3 4 5
- I turn off my phone or put it away when I write. 1 2 3 4 5
- I use special views in my word processor (like “focus” or “full screen”) to minimize visual distractions as I write. 1 2 3 4 5
- I close computer applications like Facebook, Internet, email as I write. 1 2 3 4 5
- I check Facebook, Twitter, Instagram, etc. while writing my papers. 1 2 3 4 5
- I check email messages while writing my papers. 1 2 3 4 5
- I send email messages while writing my papers. 1 2 3 4 5
- I check texts while writing my papers. 1 2 3 4 5
- I send texts while writing my papers. 1 2 3 4 5
- I write where nobody else is around. 1 2 3 4 5
- I write in my bedroom, dorm room or apartment. 1 2 3 4 5
- I write where other people are studying quietly like a library or computer lab. 1 2 3 4 5
- I write in a coffee shop or similar setting. 1 2 3 4 5

Is there anything you think you should change about your writing process? If so, what?

How likely are you to make these changes?

I won't Not very likely 50/50 chance Very likely Definitely will

Writing Attitudes Inventory:

Listed below are statements reflecting people’s attitudes and beliefs about academic writing practices. Please indicate how much you agree or disagree with them by circling the appropriate response (Strongly disagree, somewhat disagree, neutral, somewhat agree, or strongly agree).

Writing helps me figure out what I want to say.

strongly disagree somewhat disagree neutral somewhat agree strongly agree

I need to know what I’m going to say before I start writing.

strongly disagree somewhat disagree neutral somewhat agree strongly agree

I have to be in the mood to write in order to get started.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

Once I get started writing, I enjoy the process.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

I put off starting to write because writing makes me uncomfortable.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

I need large chunks of time to get any writing done.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

I prefer to write in smaller chunks of time, but frequently.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

I expect my first draft to be really rough.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

I worry that people will respond negatively to my writing.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

My perfectionism makes me easily frustrated with my rough drafts.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

I know that I've written well enough in the past, so I trust the process of drafting and revision.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

I've had trouble writing in the past, so I am anxious when starting a new writing assignment.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

I write best under the pressure of a close deadline.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

I cannot focus well on my writing if I am rushed for time.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

Experienced writers don't revise much.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

Good writing depends mainly on talent.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

Good writing depends mainly on practice and effort.
strongly disagree somewhat disagree neutral somewhat agree strongly agree

What is the most challenging aspect of academic writing?

What is the most rewarding aspect of academic writing?