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Form B: Embodied Literacies Project

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University of Tennessee - Knoxville

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Form B
Penultimate Draft

IRB #
Month/Date/Year

I. IDENTIFICATION OF PROJECT

1. **Co-Principal Investigators (2)**

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Project advisor: Dr. Jenn Fishman

Additional researchers (7)

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2. Project Classification: Combined Research and Thesis Project
Stacey Pigg's Master's thesis project constitutes one part of the larger, collaborative research led by Dr. Fishman.

3. Project Title
Embodying Literacy: Examining Teaching and Learning with Multiple Mediums in First-Year Composition

4. Starting Date: 15 August 2005, upon IRB approval.

5. Estimated Completion Date: 1 August 2007
Data collection will take place throughout the fall semester, 2005; we will work actively with data throughout academic year 2006-2007. After 1 August 2007, we wish to archive all writing gathered for this project in order to establish a resource for the ongoing study of college writing at the University of Tennessee. Electronic texts will be retained on a project Blackboard site; written and printed documents will be kept in a locked file in Dr. Fishman's office (408 McClung). Materials will remain anonymous, identifiable only by writers' pseudonyms, and access will be limited to researchers in Rhetoric and Composition and related fields, by permission of the Co-Principal Investigators or, in their absence, the current Director of First-Year Writing. These expectations will be made clear to participants on the project consent form (see attached).

6. External Funding
We have received no external funding to date. During the next year, we plan to apply for the following external funds:

a) Spencer Small Grant/ rolling deadline
b) Spencer Foundation
c) Sponsor ID Number: N/A
d) UT Proposal Number: N/A

II. PROJECT OBJECTIVES

This classroom research project examines the affects of embodying literacy on the demonstrated academic literacy of student writers in first-year composition. We define embodying literacy as those activities that invite students to incorporate literate discourse (the language used in reading and writing) into other modes of communication, such as oral and digital media. Regularly, teachers of college writing ask students to embody literacy by participating in class discussions or giving class presentations, and increasingly writing instructors ask students to work with media other than the written or printed page (i.e., email, bulletin boards, PowerPoint, blogs). Implicit in these activities is the assumption that they benefit student writers by helping them to develop the ability to communicate ideas effectively in academic writing and elsewhere. However, there is little research specific to college composition that examines these practices and their relationship to college writers' acquisition and development of academic literacy. Addressing this lack, this project aims to provide both data and direction for future research through a comparison of student writing, interviews, and survey responses collected from voluntary subjects enrolled in semester-long control and experimental sections of English 101.

Control subjects will complete the regular English 101 curriculum, which includes 4 major written assignments and a host of preliminary or process writing, such as brainstorming, outlining, drafting, and revising. Subjects in experimental sections of English 101 will complete the same 4 major written assignments and a host of parallel preliminary assignments that involve embodied literacy, including informal presentations, short audio essays, online chat, and blog posting. Comparisons of major assignments will form the basis of our analysis, supported by linguistic analysis of recorded interviews and quantitative and qualitative analyses of project surveys. Our findings will contribute new insights and concrete data to ongoing disciplinary discussions of college writing instruction and college writing research; findings will also inform curriculum revisions and teacher training in the First-Year Writing Program at the University of Tennessee and beyond.

III. DESCRIPTION AND SOURCE OF RESEARCH PARTICIPANTS

1. Our participants will be undergraduates enrolled in one of twelve designated sections of English 101 at the University of Tennessee in Fall 2005.

2. Students enrolled in specially designed sections of English 101 will be invited to participate in this project. An announcement about the project will be made on the first 3 days of classes, and information announced orally will be made available via a handout distributed to students in class and posted on course Blackboard sites, where the information will remain accessible for the duration of the semester. Consent forms will be distributed on the second and third class meetings and will be made available subsequently to any students who join the class late. Project announcements and consent forms will make clear the following details: 1) participation is voluntary and has no bearing on participants' successful completion of the course; 2) participants may withdraw from the project at any time with no penalties; 3) participation will require no work beyond the basic requirements of the course (these will be listed on course syllabi distributed on the first day of classes and made available throughout the semester on Blackboard); 4) participants will remain anonymous to course instructors, who will not have access to completed consent forms or project rosters during the semester; 5) participants' identities will remain confidential in subsequent work with study data, including but not limited to reports delivered at professional conferences and reports submitted for professional publication. During the fall, only the project administrator will have access to participants' identities. Subsequently, only the project administrator, Casie Fedukovich, and the Co-Principal Investigators will have access to this information. These three individuals will be solely responsible for tagging participant data with pseudonyms and removing personal identifiers from collected materials. The key to participant pseudonyms will be kept in a locked file by Dr. Fishman for the duration of the project (through 1August 2007).

3. Only students enrolled in one of 12 designated sections of English 101 during Fall 2005 are eligible to participate in this project. Participation is entirely voluntary.

4. Sections of English 101 cap at 23 students. We anticipate having a maximum of 276 participants.

NB. We plan to offer no special incentives to encourage or reward participation.

IV. METHODS AND PROCEDURES

Students enrolled in designated sections of English 101 will complete the same activities and assignments to fulfill the requirements of English 101, regardless of participation in this project. While activities and assignments have been designed for this project, they are in keeping with standard course expectations including workload, and they have been approved by the Director of First-Year Writing, Dr. Mary Jo Reiff. Throughout the fall semester, materials will be collected by individual instructors (Fishman, Pigg, Abbott, Asdell, Doyle, and Watkins) and will be used for regular course activities (i.e., in-class workshops, peer review, instructor evaluation). Only materials submitted by consenting volunteers will be retained after courses have ended, and only those materials will be tagged with pseudonyms and used for research purposes in the manner outlined below.

Data Collection and Storage

We will collect three types of data from all participants: 1) 15-minute oral interviews, digitally recorded as audio files; 2) four surveys administered electronically during the semester; 3) four major writing assignments plus final writing portfolios containing materials such as notes, outlines, and drafts of major assignments. Research materials will be identified by pseudonym to ensure confidentiality. The pseudonym key will be kept in a locked file by Dr. Fishman and will be destroyed at the project's conclusion.

Interviews with all students enrolled in designated English 101 sections will be recorded digitally using equipment designated for project use only. Instructors will store copies of interviews as audio files on course Blackboard sites, where they will be retained for regular class use throughout the semester. The project administrator, a non-teaching researcher, will transfer interviews with consenting participants to the project Blackboard site, where access is restricted to project researchers. The project administrator will be responsible for tagging interviews with pseudonyms at this time. Backup copies of participants' interviews will be kept on a password-protected laptop designated for project use and accessible only by project researchers.

Throughout the semester, students will complete surveys and submit course assignments electronically via class Blackboard and blog sites. At the semester's end, only consenting participants' materials will be transferred to a project Blackboard site. The transfer of these materials will be made by the project administrator and the Co-Principal Investigators after grades have been turned in. Participants' materials will be tagged with pseudonyms at this time.

Students will also turn in final portfolios, which we anticipate will include both paper and electronic materials. All electronic files will be stored in the manner described above; paper copies of student work will be tagged with participants' pseudonyms, and all identifiers will be deleted or removed before materials are stored in a locked file, which will be accessible only to project researchers.

Access to these and all research materials will be overseen by Dr. Fishman.

Data Use
Between January 2006 and August 2007, researchers will analyze project data. Analysis will include transcription and linguistic analysis of recorded interviews, quantitative and qualitative analysis of survey responses, and evaluation of written texts. Researchers will make use of available text analysis and statistical software, as well as services offered by the Statistical Consulting Center. Specific data will be reserved for Stacey Pigg to analyze independently and discuss in her Master's thesis. Other project data will form the basis of researchers' collaborative analyses, and conclusions will be reported at professional conferences and in professional publications.

Long Term Data Storage
The student writing collected for this project has lasting archival value beyond the scope of this single study. Despite the commonplace of student papers, collections of student texts are all too rarely saved and made available for consideration by scholars in Rhetoric and Composition and related fields. As a body of writing, these materials offer a detailed snapshot of student writing and writing development, which can be usefully considered over time and compared with other samples. For these reasons, we wish to maintain participants' writing past the end date of this project. To do so, all electronic data will be stored indefinitely on a Blackboard site with limited access. Hard copies will be stored in a locked file maintained in Dr. Fishman's office (McClung 408) or, in her absence, the Writing Program Office (McClung 311) Long-term access will be overseen by Dr. Fishman and, in her absence, the Director of First-Year Writing. Qualified researchers will be able to request permission to work with these materials for specified and approved scholarly purposes. The nature of this arrangement will be clearly stated in the project description and the consent form given to all participants.

V. SPECIFIC RISKS AND PROTECTION MEASURES

We have designed this project to protect students from the potential risks associated with classroom research. Participation is voluntary, and participants may withdraw from the project at any time with no penalties. During the fall, when participants are enrolled in English 101, their identities will be unknown to instructors, and thus participation will not bias instructors' evaluation and grading of participants' course work. Subsequently, participants' identities will remain unknown to all researchers with the exception of the project administrator and the Co-Principal Investigators. Dr. Fishman will retain a copy of the key to participants' pseudonyms; the key will be kept in a locked file and destroyed at the project's conclusion. Data analysis will take place only after all research materials

have been tagged with participants' pseudonyms and all other identifiers have been removed. As a result, participants will not be associated directly with the data at any time during analysis or in presentations of project findings.

VI. BENEFITS

We identify no significant risks or immediate benefits to participants in this project. In the future, scholars in Rhetoric and Composition and related fields as well as their students stand to gain from project findings. In particular, this project will contribute to such practical activities as writing instruction, teacher training, and curriculum development, and it will inform evolving theories of literacy, teaching, and learning.

VII. METHODS FOR OBTAINING "INFORMED CONSENT" FROM PARTICIPANTS

Students enrolled in specially designed sections of English 101 will be invited to participate in this project. An announcement about the project will be made on the first 3 days of classes, and information announced orally will be made available via a handout distributed to students in class and posted on course Blackboard sites, where the information will remain accessible for the duration of the semester. Consent forms will be distributed on the 2nd and 3rd class meetings and will be made available subsequently to any students who join the class late. Announcements, handouts, and consent forms will make clear the following details: 1) participation is voluntary and has no bearing on participants' successful completion of the course; 2) participants may withdraw from the project at any time with no penalties; 3) participation will require no work beyond the basic requirements of the course (these will be listed on course syllabi distributed on the first day of classes and made available throughout the semester on Blackboard); 4) participants will remain anonymous to course instructors, who will not have access to completed consent forms or project rosters during the semester; 5) participants' identities will remain confidential in subsequent work with study data, including but not limited to reports delivered at professional conferences and reports submitted for professional publication: only the project administrator and the Co-Principal Investigators will have access to the key linking participants and their pseudonyms.

When consent forms are distributed, students will have an opportunity in class to read them and to fill them out. Appropriate accommodations will be made for students needing extra time or assistance. Forms will then be collected by a member of the class and placed in an envelope that will be sealed and delivered to the First-Year Writing Program Office (311 McClung Tower) for collection by the project administrator. This procedure mirrors Writing Program evaluation practices and is intended to preserve students' privacy and minimize the possibility of coercion or undue influence. Students absent from class when the consent forms are distributed and collected will be able to obtain them and hand them in through the Writing Program Office.

Consent forms will be kept in a locked file in Dr. Fishman's office (McClung 408) for the duration of the project and for one year following as per legal requirements. Authorized UT personnel will be able to access this information by contacting either Dr. Fishman or the Director of First-Year Writing.

VIII. QUALIFICATIONS OF THE INVESTIGATORS

Dr. Jenn Fishman, Co-Principal Investigator, is an Assistant Professor of English and an experienced researcher in the field of Rhetoric and Composition. For 4 years she has served as a member of the Stanford Study of Writing, which is a five-year longitudinal investigation of college writing development involving 189 Stanford undergraduates. For three years, Dr. Fishman oversaw the administration of the Stanford Study, which included IRB renewals and collection and analysis of confidential materials such as participant texts and interviews. Preliminary findings will appear in the December 2005 issue of *College Composition and Communication*. Dr. Fishman is the recipient of a Faculty First ITC Grant for this project.

Stacey Pigg is currently a Master's candidate in the English Department. Her area of concentration is Rhetoric and Composition, and she has taken a range of courses in this field in preparation for her thesis work next year. Currently, Ms. Pigg is supported by a SARIF Summer Graduate Research Assistantship, which was awarded for work on this project, and she is the recipient of a Graduate Teaching Assistant ITC Grant to support her work on Embodying Literacy.

Additional project researchers also have relevant qualifications, including, in the case of graduate students, course work that prepares them for participation in this project.

IX. FACILITIES AND EQUIPMENT

Consent forms will be kept in a locked file in Dr. Fishman's office (408 McClung Tower). Throughout the duration of the project, hardcopies of all other materials will also be kept in Dr. Fishman's office. Electronic materials will be kept on a project Blackboard site, and access will be restricted to project researchers. Backup copies of materials will be kept on a password-protected computer obtained specifically for project use. Other equipment, such as digital recorders used in participant interviews, have also been obtained specifically for project use and are accessible only to project researchers. All software (i.e., text analysis or statistical analysis software) that may be used in data analysis is licensed to the University of Tennessee or to Dr. Fishman or other project researchers.

All project researchers are UT affiliates (faculty members or graduate students).

X. Responsibility of the Co-Principal Investigators

By compliance with the policies established by the Institutional Review Board of The University of Tennessee the principal investigator(s) subscribe to the principles stated in "The Belmont Report" and standards of professional ethics in all research, development, and related activities involving human subjects under the auspices of The University of Tennessee. The principal investigator(s) further agree that:

1. Approval will be obtained from the Institutional Review Board prior to instituting any change in this research project.
2. Development of any unexpected risks will be immediately reported to Research Compliance Services.
3. An annual review and progress report (Form R) will be completed and submitted when requested by the Institutional Review Board.
4. Signed informed consent documents will be kept for the duration of the project and for at least three years thereafter at a location approved by the Institutional Review Board.

XI. Signatures

Principal Investigator: _____

Signature: _____ Date: _____

Co-Principal Investigator: _____

Signature: _____ Date: _____

XII. DEPARTMENT REVIEW AND APPROVAL

The IRB departmental review committee has reviewed and approved the application described above. The DRC recommends that this application be reviewed as:

[ ] Expedited Review – Category/ies
OR
[ ] Full IRB Review

Chair, DRC _____

Signature: _____ Date: _____

Department Head _____

Signature: _____ Date: _____

Protocol sent to Research Compliance Services for final approval on (Date):

_____

Approved:
Research Compliance Services
Office of Research
1534 White Avenue

Signature: _____ Date: _____

INFORMED CONSENT STATEMENT
Embodying Literacy: Examining Teaching and Learning
with Multiple Mediums in First-Year Composition

INTRODUCTION

You are invited to participate in a study that involves human research. This study will examine how composing in different mediums, including oral and digital mediums, affects the writing students do for academic audiences in first-year composition. The purpose of the study is to provide teachers and scholars with facts and data that will improve their understanding of college writing and will help them teach writing and teacher training more effectively in the future.

INFORMATION ABOUT PARTICIPANTS' INVOLVEMENT IN THE STUDY

Should you choose to participate, you will be involved in the study from 24 August 2005 through the end of the fall semester on 19 December 2005. (The analysis phase of the project will continue until 1 August 2007.) If you participate, you will not be asked to spend any extra time on the study above the regular requirements for your English 101 class, but you will give Embodying Literacy researchers permission to use your audio-taped interview, your survey responses, and your written coursework for purposes of the research project.

RISKS

There are no significant risks involved in this study: Participation in this study is not in any way related to your grade in English 101, and your instructor will not know whether you have decided to participate in the study until after final course grades have been assigned. In addition, to preserve your confidentiality, all data that you provide to the study will be identified with a pseudonym, and your name will at no time be directly associated with data you submit.

BENEFITS

Since the goal of the study is to increase knowledge about writing and to determine best methods for teaching first-year composition, your participation in this research project will give you an opportunity to help improve both scholars' understanding of writing and the quality of first-year writing instruction. Should you choose to participate, you will not only contribute helpful examples of writing, but you will also contribute your ideas and opinions about how writing is taught, and that information can have a direct impact on future writing instruction at the University of Tennessee and beyond.

CONFIDENTIALITY

All information in the study records will be kept confidential. During the course of the study, which concludes formally in August 2007, data will be stored securely in 408 McClung Tower and will be made available only to project researchers unless participants specifically give permission in writing to do otherwise. No reference will be made in oral or written reports that could link participants to the study.

_____ Participant's initials

CONTACT INFORMATION

If you have questions at any time about the study or procedures, you may contact the project's principal researchers: Dr. Jenn Fishman (408 McClung Tower/ jfishman@utk.edu/ 865.974.6958) and Stacey Pigg (311 McClung Tower/ spigg2@utk.edu/ 865.974.5401). You can also talk with your course instructor, [TBA], at [office TBA] ([phone number TBA] or [email TBA]), and you can contact the Director of First-Year Writing, Dr. Mary Jo Reiff, at 310 McClung Tower (mreiff@utk.edu or 865.974.6936).

If you have questions at any time about the study or procedures (or you experience adverse effects as a result of participating in this study), you may contact co-principal investigator and researcher Dr. Jenn Fishman (408 McClung Tower/ jfishman@utk.edu/ 865.974.6958). If you have questions about your rights as a participant, contact the Office of Research Compliance Officer at 865.974.3466.

PARTICIPATION

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

CONSENT

I have read and understood the above information, and I have received a copy of this form.
I agree to participate in this study.

Participant's signature _____ Date _____

Participant's printed name _____

Researcher's signature _____ Date _____

Researcher's name _____

INFORMED CONSENT STATEMENT
Embodying Literacy: Examining Teaching and Learning
with Multiple Mediums in First-Year Composition
Text Archive

INTRODUCTION

You are invited to contribute to a research archive that involves human research. This archive will contain electronic and written texts produced by participants in the Embodying Literacy study. The purpose of the archive is to provide scholars in composition and related fields with a historical resource that can aid them in the ongoing study of college writing.

INFORMATION ABOUT PARTICIPANTS' INVOLVEMENT IN THE STUDY

Should you choose to participate, writing that you consent to contribute to the Embodying Literacy study will be placed in the study archive after 1 August 2007, when the Embodying Literacy research project formally comes to an end. If you decide to contribute, none of your time and no extra effort on your part will be required, but you will give the Embodying Literacy researchers permission to retain your written coursework for purposes of future research.

RISKS

Contributing to the Embodying Literacy archive is not in any way related to your grade in English 101, and your instructor will not know whether you have decided to contribute. In addition, to preserve your confidentiality, all data that you provide to the archive will be identified with a pseudonym, and your name will not be directly associated with any data you submit.

BENEFITS

Since the goal of the archive is to provide a resource that can increase knowledge about writing, your participation will give you an opportunity to help improve disciplinary knowledge of writing and first-year writing instruction, both at the University of Tennessee and beyond.

CONFIDENTIALITY

All information in the Embodying Literacy archive will be kept confidential. Materials in the archive will be made available only to original project researchers and to qualified researchers in rhetoric and composition and related fields. Researchers wishing to consult the archive will apply for permission by offering proof of identity and legitimate scholarly interests. Permission to work with the archive will be granted by Dr. Jenn Fishman, co-principal investigator and researcher, or the current Director of First-Year Writing, and will require a signed statement promising to honor participant confidentiality. No reference will be made in oral or written reports that could link participants to the study. Data will be stored securely in the Writing Program Office.

_____ Participant's initials

CONTACT INFORMATION

If you have questions at any time about the study or procedures, you may contact the project's principal researchers: Dr. Jenn Fishman (408 McClung Tower/ jfishman@utk.edu/ 865.974.6958) and Stacey Pigg (311 McClung Tower/ spigg2@utk.edu/ 865.974.5401). You can also talk with your course instructor, [TBA], at [office TBA] ([phone number TBA] or [email TBA]), and you can contact the Director of First-Year Writing, Dr. Mary Jo Reiff, at 310 McClung Tower (mreiff@utk.edu or 865.974.6936).

If you have questions at any time about the study or procedures (or you experience adverse effects as a result of participating in this study), you may contact co-principal investigator and researcher Dr. Jenn Fishman (408 McClung Tower/ jfishman@utk.edu/ 865.974.6958). If you have questions about your rights as a participant, contact the Office of Research Compliance Officer at 865.974.3466.

PARTICIPATION

Your participation in this study and your contribution to the archive is voluntary; you may decline to contribute without penalty. If you decide to participate, you may withdraw from the study and you may request your materials be removed from the archive at any time without penalty and without loss of benefits to which you are otherwise entitled. If you choose not to submit your materials or if you choose to remove them at any time, your data will be returned to you or destroyed.

CONSENT

I have read and understood the above information, and I have received a copy of this form.
I agree to participate in this study.

Participant's signature _____ Date _____

Participant's printed name _____

Researcher's signature _____ Date _____

Researcher's name _____

Name
English 101 course section
Gender: m/f
DOB: mm/dd/yr
Major/intended major:
Minor/intended minor:
Post-college plans:

1. In addition to going to school, I also:
   work or intend to work ___ hours a week;
   volunteer or intend to volunteer ___ hours a week;
   participate or intend to participate in extracurriculars sponsored by UT (clubs, frats, arts groups, sports) ___ hours a week;
   participate or intend to participate in extracurriculars sponsored by groups outside the university (community, religious, etc.) ___ hours a week.

For questions 2-10, use the following scale to make your answers: 5=very high; 4= high; 3=average; 2= low; 1=very low.

2. My confidence overall as a writer is:	5	4	3	2	1
3. My confidence as a reader is:	5	4	3	2	1
4. My confidence as a researcher is:	5	4	3	2	1
5. My confidence speaking spontaneously in class discussion is:	5	4	3	2	1
6. My confidence in giving prepared oral reports & presentations is:	5	4	3	2	1
7. My confidence in my ability to understand verbal arguments that I read is:	5	4	3	2	1
8. My confidence in my ability to understand verbal arguments that I listen to is:	5	4	3	2	1
9. My confidence in my ability to understand arguments that use combinations of words, images, movement, and/or sound is:	5	4	3	2	1
10. My confidence in my ability to understand nonverbal arguments that use only images, movement, and/or sound is:	5	4	3	2	1

11. In high school, I did the following kinds of writing for school assignments:
    Summary
    Description
    Book report
    Lab report
    Letter
    Business letter
    Personal narrative
    Research paper (with information/sources given to me by teacher)
    Research paper (with information/sources I had to find myself)
    Email
    Listserv
    Online discussion board

Instant Messaging
Blog or online journal entry
Blog or online journal response
Chat
Web page text or hypertext
Web design (including coding)
PowerPoint slide shows
Journalism
Creative writing
    Poetry
    Sppoken word
    Short stories
    Long fiction
    Creative nonfiction
    Song lyrics
Other (please specify)

12. In high school, I did the following types of writing outside of class (including on my own and/or at work):
Letter
Business letter
Email
Listserv
Online discussion board
Instant Messaging
Blog or online journal entry
Blog or online journal response
Chat
Web page text or hypertext
Web design (including coding)
PowerPoint slide shows
Resume or CV (curriculum vitae)
Journalism
Creative writing
    Poetry
    Spoken word
    Short stories
    Long fiction
    Creative nonfiction
    Song lyrics
Other (please specify):

13. In high school when was given writing assignments, my teacher(s) required me to start by writing some ideas and thoughts about my topic
most of the time
often

sometimes
occasionally
never

14. In high school when was given writing assignments, my teacher(s) required me to make an outline of my paper
most of the time
often
sometimes
occasionally
never

15. In high school, my teacher(s) required me to revise writing assignments
most of the time
often
sometimes
occasionally
never

16. In high school, my teacher(s) gave me feedback on my writing when I was required to revise
most of the time
often
sometimes
occasionally
never

17. In high school, I was required to read and comment on other students' writing, and other students read and commented on my writing before we turned in final drafts of our assignments
most of the time
often
sometimes
occasionally
never

18. In high school, friends read and commented on my writing outside of class and class assignments before I turned in final drafts of my assignments
most of the time
often
sometimes
occasionally
never

19. In high school, family members read and commented on my writing before I turned in final drafts of my assignments

most of the time
often
sometimes
occasionally
never

20. In high school, a tutor read and commented on my writing before I turned in final drafts of my assignments
most of the time
often
sometimes
occasionally
never

For the following question (#21), please answer using the following scale: *5=extremely helpful; 4=somewhat helpful; 3=made little difference; 2=unhelpful; 1=extremely unhelpful; n/a=not applicable.*

21. In high school following activities were helpful to me as a writer:

writing thoughts and ideas	5	4	3	2	1	n/a
writing an outline	5	4	3	2	1	n/a
revising	5	4	3	2	1	n/a
receiving teacher feedback on my drafts	5	4	3	2	1	n/a
receiving comments from peers in class on my drafts	5	4	3	2	1	n/a
receiving comments from peers out of class on my drafts	5	4	3	2	1	n/a
receiving comments from family on my drafts	5	4	3	2	1	n/a
receiving comments from a tutor on my drafts	5	4	3	2	1	n/a

22. I own my own computer:
Yes
No

23. My family owns a computer or computers:
Yes
No

24. My high school had computers that I used:
Yes
No

25. In high school, when I had a writing assignment I used a computer to do the following (check all that apply):
To find topics to write about
To develop ideas for papers
To look up information assigned by my teacher

For typing papers
For revising papers
Other (please specify)
Not at all

26. In high school, I did the following kinds of writing (please check all that apply):

Blog postings	for school	outside of school	not at all
Chat	for school	outside of school	not at all
Instant Messaging	for school	outside of school	not at all
Email	for school	outside of school	not at all
Listserv	for school	outside of school	not at all
Gaming	for school	outside of school	not at all
Online Discussion Board	for school	outside of school	not at all
Web page text or hypertext	for school	outside of school	not at all
Web design (including coding)	for school	outside of school	not at all
PowerPoint slide shows	for school	outside of school	not at all

27. During high school, I had opportunities to participate in class discussions
most of the time
often
sometimes
occasionally
never

28. During high school, I had opportunities to give prepared oral presentations (including PowerPoint slide shows) in my classes
most of the time
often
sometimes
occasionally
never

29. During high school, I performed writing one or more times in the following ways:

I acted in a school drama (play or musical):	yes	no
I participated on a debate team:	yes	no
I recorded something I wrote for radio broadcast:	yes	no
I recorded something someone else wrote for radiobroadcast:	yes	no
I talked live from notes for radio broadcast(s):	yes	no
I participated in another performance activity/ other activities:	yes	no

If yes, please specify:

30. When I write school assignments, I think about the person or people who will read my writing (check all that apply):
--when I am coming up with my ideas for writing
--when I am first starting to write

--when I am looking for information and things to write about
--while I am writing
--when I go back to revise what I have written
--when I am proofreading my writing and correcting for mistakes
--when I read my own finished writing
--other (please specify)
--not at all

31. When I write outside of school, I think about the person or people who will read my writing (check all that apply):
--when I am coming up with my ideas for writing
--when I am first starting to write
--when I am looking for information and things to write about
--while I am writing
--when I go back to revise what I have written
--when I am proofreading my writing and correcting for mistakes
--when I read my own finished writing
--other (please specify)
--not at all

For questions 32-39, use the following scale to make your answers: 5=very important; 4=somewhat important; 3=important; 2=not very important; 1=not important at all.

32. In school, the ability to write effectively is:	5	4	3	2	1
33. In school, the ability to read effectively is:	5	4	3	2	1
34. At work, the ability to write effectively is:	5	4	3	2	1
35. In work, the ability to read effectively is:	5	4	3	2	1
36. In personal life, the ability to write effectively is:	5	4	3	2	1
37. In personal life, the ability to read effectively is:	5	4	3	2	1
38. In my experience, the ability to write effectively is:	5	4	3	2	1
39. In my experience, the ability to read effectively is:	5	4	3	2	1

40. I do my best writing in (pick one):
Summary
Description
Book report
Lab report
Letter
Business letter
Personal narrative
Email
listserv
Blog or online journal entry
Blog or online journal response
Chat
Analytical essay

Research paper (with information/sources given to you)
Research paper (with information/sources you had to find yourself)
Web page text or hypertext
Web design (including coding)
PowerPoint slide shows
Resume or CV (curriculum vitae)
Journalism
Creative writing
- Poetry
- Spoken word
- Short stories
- Long fiction
- Creative nonfiction
- Song lyrics

Other (please specify):

Descriptive questions:

41. What do you like most about your writing and why?

42. What would you like to change about your writing and why?

43. Good writing is writing that (finish the sentence)

44. A good writer is someone who (finish the sentence)

45. A good reader is someone who (finish the sentence)

Unit 1 (*Curious*) Survey

Name:
English 101 course section:

For questions 1-9, use the following scale to make your answers: *5=greatly improved; 4= improved; 3=the same as it was; 2= decreased; 1=decreased greatly.*

1. After completing unit one, my confidence overall as a writer is:	5	4	3	2	1
2. After completing unit one, my confidence as a researcher is:	5	4	3	2	1
3. After completing unit one, my confidence as a reader is:	5	4	3	2	1
4. After completing unit one, my confidence speaking in class discussion is:	5	4	3	2	1
5. After completing unit one, my confidence overall as a public speaker is:	5	4	3	2	1
* 6. After completing unit one, my confidence in giving a prepared oral report or presentation is:	5	4	3	2	1
7. After completing unit one, my confidence in my academic writing is:	5	4	3	2	1
8. After completing unit one, my confidence in understanding arguments presented in writing is:	5	4	3	2	1
9. After completing unit one, my confidence in understanding arguments presented in images is:	5	4	3	2	1
10. After completing unit one, my confidence in understanding arguments presented in combinations of words and images is:	5	4	3	2	1

11. My satisfaction with my final writing assignment is:
    Very High
    High
    Average
    Low
    Very Low

12. I plan to revise my final assignment:
    Yes
    Maybe
    No

For questions 13-18, use the following scale to make your answers: *5=very high; 4= high; 3=average; 2=low; 1=very low.*

13. My confidence in my ability to identify and analyze a writer's purpose is:	5	4	3	2	1
14. My confidence in my ability to identify and understand the strategies a writer uses to achieve his or her purpose is:	5	4	3	2	1
15. My confidence in my ability to identify and evaluate a writer's use of supporting evidence (e.g., elaboration or citation from sources) is:	5	4	3	2	1
16. My ability to identify and analyze a writer's style is:	5	4	3	2	1
17. My ability to identify and analyze a writer's audience is:	5	4	3	2	1

18. I feel that my writing has a strong personal voice (choose all that apply):
    When I write personal narratives

When I write for oral presentation
When I read my writing in front of a group
When I write academic essays

For questions 19-24, use the following scale to measure how the following activities affected how you understand the strategies writers use to convey their ideas successfully to readers: *5=helped me a great deal; 4= helped me; 3=had no effect on me; 2= was unhelpful to me; 1=was very unhelpful to me.*

19. Reading a work of fiction:	5	4	3	2	1
20. Reading an interview with the author of the fiction I read:	5	4	3	2	1
21. Reading an informational brochure:	5	4	3	2	1
22. Reading personal opinion pieces:	5	4	3	2	1
23. Reading sections from a textbook about writers' rhetorical strategies:	5	4	3	2	1
24. Reading visual images:	5	4	3	2	1

For questions 25-36, use the following scale to measure how the following activities affected your writing in unit one: *5=helped me a great deal; 4= helped me; 3=had no effect on me; 2= was unhelpful to me; 1=was very unhelpful to me.*

25. Reading a work of fiction:	5	4	3	2	1
26. Reading an interview with the author of the fiction I read:	5	4	3	2	1
27. Reading an informational brochure:	5	4	3	2	1
28. Reading personal opinion pieces:	5	4	3	2	1
29. Reading sections from a textbook about rhetorical reading and writing strategies:	5	4	3	2	1
30. Reading visual images:	5	4	3	2	1
* 31. Sharing my early ideas about my paper and getting feedback from my classmates:	5	4	3	2	1
* 32. Giving an informal oral presentation and getting oral feedback on my informal writing:	5	4	3	2	1
* 33. Having classmates read and respond in writing to my informal writing:	5	4	3	2	1
* 34. Composing a rough draft of my paper:	5	4	3	2	1
35. Getting feedback from other students on my rough draft:	5	4	3	2	1
36. Reading and editing my final draft in class:	5	4	3	2	1

Descriptive questions:

37. What do you like most about the final paper you wrote for this unit and why?

38. What would you like to change about your final paper for this unit and why?

39. What in-class activities and assignments were most helpful to you and why? Explain how they were helpful to you.

40. What in-class activities and/or assignments were least helpful to you during this unit and why? Explain in what way(s) were they unhelpful to you.

Unit 2 (*Persepolis*) Survey

Name:
English 101 course section:

For questions 1-11, use the following scale to make your answers: *5=greatly improved; 4= improved; 3=the same as it was; 2= decreased; 1=decreased greatly.*

1. After completing unit two, my confidence overall as a writer is:	5	4	3	2	1
2. After completing unit two, my confidence as a researcher is:	5	4	3	2	1
3. After completing unit two, my confidence as a reader is:	5	4	3	2	1
4. After completing unit two, my confidence speaking in class discussion is:	5	4	3	2	1
5. After completing unit two, my confidence overall as a public speaker is:	5	4	3	2	1
6. After completing unit two, my confidence in my online writing is:	5	4	3	2	1
7. After completing unit two, my confidence in my academic writing is:	5	4	3	2	1
8. After completing unit two, my confidence in understanding arguments presented in writing is:	5	4	3	2	1
9. After completing unit two, my confidence in understanding arguments presented online is:	5	4	3	2	1
10. After completing unit two, my confidence in understanding arguments presented in images is:	5	4	3	2	1
11. After completing unit two, my confidence in understanding arguments presented in combinations of words and images is:	5	4	3	2	1

12. My satisfaction with my final writing assignment is:
    Very High
    High
    Average
    Low
    Very Low

13. I plan to revise my final assignment:
    Yes
    Maybe
    No

*14. When I wrote in my class journal, I was conscious of writing for (pick all that apply):
    Myself
    My class
    My teacher
    A general audience or public
    An ideal audience or public

*15. When I wrote and posted to the course blog, I was conscious of writing for (pick all that apply):

Myself
My class
My teacher
A general audience or public
An ideal audience or public

16. When I wrote my rough draft of my final paper, I was conscious of writing for (pick all that apply):

Myself
My class
My teacher
A general audience or public
An ideal audience or public

17. When I wrote my final draft of my final paper, I was conscious of writing for:

Myself
My class
My teacher
A general audience or public
An ideal audience or public

For questions 18-22, use the following scale to make your answers:*5=greatly improved; 4= improved; 3=the same as it was; 2= decreased; 1=decreased greatly.*

18. My confidence in my ability to identify and analyze a writer's purpose is:	5	4	3	2	1
19. My confidence in my ability to identify and understand the strategies a writer uses to achieve his or her purpose is:	5	4	3	2	1
20. My confidence in my ability to identify and evaluate a writer's use of supporting evidence (e.g., elaboration or citation from sources) is:	5	4	3	2	1
21. My ability to identify and analyze a writer's style is:	5	4	3	2	1
22. My ability to identify and analyze a writer's audience is:	5	4	3	2	1

For questions 23-29, use the following scale to measure how the following activities affected the way you understand the strategies writers use to convey their ideas successfully to readers: *5=helped me a great deal; 4= helped me; 3=had no effect on me; 2= was unhelpful to me; 1=was very unhelpful to me.*

23. Reading a graphic novel:	5	4	3	2	1
24. Using visuals in my final assignment:	5	4	3	2	1
25. Combining visual and verbal arguments in my final assignment:	5	4	3	2	1
26. Writing in my journal/blog about what I read:	5	4	3	2	1
27. Receiving comments on my journal/blog:	5	4	3	2	1
28. Knowing that my writing would be published:	5	4	3	2	1
*29. Knowing that my writing could be read by people outside my class:	5	4	3	2	1

30. I feel that my writing has a strong personal voice (choose all that apply):
    When I write personal narratives
    When I write in a journal/blog
    When I write academic essays

For questions 31-42, use the following scale to measure how the following activities affected your writing in unit two: *5=helped me a great deal; 4= helped me; 3=had no effect on me; 2= was unhelpful to me; 1=was very unhelpful to me.*

31. Reading multimedia writing:	5	4	3	2	1
32. Reading an interview with the author of what I read:	5	4	3	2	1
33. Reading background information given to me about what I read:	5	4	3	2	1
34. Reading sections from a textbook about rhetorical reading and writing strategies:	5	4	3	2	1
35. Reading (*online) my classmates' ideas and opinions about what I read:	5	4	3	2	1
36. Responding (*online) to my classmates' ideas and opinions about: what I read:	5	4	3	2	1
37. Writing in my (*online) journal:	5	4	3	2	1
38. Sharing my early ideas about my paper and getting feedback from my classmates (*online):	5	4	3	2	1
39. Composing a rough draft of my paper:	5	4	3	2	1
40. Getting feedback from other students on my rough draft (*online):	5	4	3	2	1
41. Getting feedback from my teacher on my rough draft (*online):	5	4	3	2	1
42. Reading and editing my final draft in class:	5	4	3	2	1

Descriptive questions:

41. How did learning about the context of *Persepolis* help you understand the novel or affect the way you read it?

42. How did knowing that your work would be published for an audience affect the way you wrote your final assignment?

43. Describe your writing in your journal/blog entries:

44. Explain what you like most and least about the final paper you wrote for this unit.

* Indicates questions that will be posed to the experimental group regarding their digital writing activities and assignments.

Unit 3 (*Laramie*) Survey

Name:
English 101 course section:

For questions 1-11, use the following scale to make your answers: *5=greatly improved; 4= improved; 3=the same as it was; 2= decreased; 1=decreased greatly.*

1. After completing unit three, my confidence overall as a writer is:	5	4	3	2	1
2. After completing unit three, my confidence as a researcher is:	5	4	3	2	1
3. After completing unit three, my confidence as a reader is:	5	4	3	2	1
4. After completing unit three, my confidence speaking in class discussion is:	5	4	3	2	1
5. After completing unit three, my confidence overall as a public speaker is:	5	4	3	2	1
6. After completing unit three, my confidence in my online writing is:	5	4	3	2	1
7. After completing unit three, my confidence in my academic writing is:	5	4	3	2	1
8. After completing unit three, my confidence in understanding arguments presented in writing is:	5	4	3	2	1
9. After completing unit three, my confidence in understanding arguments presented online is:	5	4	3	2	1
10. After completing unit three, my confidence in understanding arguments presented in images is:	5	4	3	2	1
11. After completing unit three, my confidence in understanding arguments presented in combinations of words and images is:	5	4	3	2	1

For questions 12-24, use the following scale to make your answers: *5=very high; 4= high; 3=average; 2= low; 1=very low.*

12. My confidence now as a writer is:	5	4	3	2	1
13. My confidence now as a reader is:	5	4	3	2	1
14. My confidence now overall as a researcher is:	5	4	3	2	1
15. My confidence now speaking spontaneously in class discussion is:	5	4	3	2	1
16. My confidence now in giving prepared oral reports & presentations is:	5	4	3	2	1
17. My confidence now in my ability to understand verbal arguments that I read is:	5	4	3	2	1
18. My confidence now in my ability to understand verbal arguments that I listen to is:	5	4	3	2	1
19. My confidence now in my ability to understand arguments that use combinations of words, images, movement, and/or sound is:	5	4	3	2	1
20. My confidence now in my ability to understand nonverbal arguments that use only images, movement, and/or sound is:	5	4	3	2	1
*21. My confidence now in using chat software is:	5	4	3	2	1
*22. My confidence now in using blog software is:	5	4	3	2	1
23. My confidence now in writing for other classes in the university is:	5	4	3	2	1
24. My confidence now in writing for work is:	5	4	3	2	1

25. My satisfaction with my final writing assignment is:
Very High
High
Average
Low
Very Low

26. My satisfaction with my final writing portfolio is:
Very High
High
Average
Low
Very Low

27. I chose to revise one or more of my course assignments:
Yes
No

For questions 28-37, use the following scale to make your answers: *5=greatly improved; 4= improved; 3=the same as it was; 2= decreased; 1=decreased greatly.*

28. My confidence in my ability to identify and analyze a writer's purpose is:	5	4	3	2	1
29. My confidence in my ability to identify and understand the strategies a writer uses to achieve his or her purpose is:	5	4	3	2	1
30. My confidence in my ability to identify and evaluate a writer's use of supporting evidence (e.g., elaboration or citation from sources) is:	5	4	3	2	1
31. My ability to identify and analyze a writer's style is:	5	4	3	2	1
32. My ability to identify and analyze a writer's audience is:	5	4	3	2	1
33. My confidence in my ability to define my own purpose in my writing is:	5	4	3	2	1
34. My confidence in my ability to identify and use different strategies to achieve my purpose in writing is:	5	4	3	2	1
35. My confidence in my ability to identify and use supporting evidence (e.g., elaboration or citation from sources) effectively in my writing is:	5	4	3	2	1
36. My ability to define and write in a deliberate style is:	5	4	3	2	1
37. My ability to identify and address a specific audience in my writing is:	5	4	3	2	1

For questions 38-50, use the following scale to measure how the following activities affected your writing in unit 3: *5=helped me a great deal; 4= helped me; 3=had no effect on me; 2= was unhelpful to me; 1=was very unhelpful to me.*

38. Reading a play:	5	4	3	2	1
39. Choosing my own focus for my final paper topic:	5	4	3	2	1
40. Choosing my own sources for my final paper paper:	5	4	3	2	1
41. Posting links to online sources on my blog:					
41. Sharing my ideas and receiving feedback on my paper topic and ideas:	5	4	3	2	1

42. Learning about and responding to my classmates' paper topic and ideas:	5	4	3	2	1
43. Writing an opinion essay about my topic:	5	4	3	2	1
44. Publishing/recording my opinion essay:	5	4	3	2	1
45. Knowing that my writing could be read by people outside my class:	5	4	3	2	1
46. Knowing that my writing would be published:	5	4	3	2	1
47. Discussing my paper topic and ideas (*in chat forums):	5	4	3	2	1
48. Listening to classmate's responses to my ideas (*in chat forums):	5	4	3	2	1
49. Printing out and referring to an online chat discussion:	5	4	3	2	1
50. Discussing what I read with my classmates (*in chat forums):	5	4	3	2	1

51. When I write school assignments, I think about the person or people who will read my writing (check all that apply):
--when I am coming up with my ideas for writing
--when I am first starting to write
--when I am looking for information and things to write about
--while I am writing
--when I go back to revise what I have written
--when I am proofreading my writing and correcting for mistakes
--when I read my own finished writing
--other (please specify)
--not at all

Descriptive Questions:

52. Explain what you like most and least about the final paper you wrote for this unit.

*53. How does talking on a chat forum compare to talking in live class discussion?

54. What changed the most about your writing during this semester and what influenced those changes?

55. What would you like to change about your writing and why?

56. What do you think college writing classes are for?

57. A good writer is someone who (finish the sentence)

58. A good reader is someone who (finish this sentence)

59. Which parts of this class most affected your confidence in writing for other classes in the university? Why?

60. Which parts of this class most affected your confidence in writing for future out-of-class situations? Why?