

# ASSIGNMENT TWO

## SURVEY DATA GROUP REPORT

### IMPORTANT DATES



Draft due  
Mon/Tues  
Oct. 16/17  
before class



Final draft due  
Mon/Tues,  
October 23/24  
by end of class

### WRITING SPECS



Collaborative Group  
Report with four  
sections, at least  
1800 words



Optional:  
Reflection, at  
least 500 words



### TEXTS

- NWWK (Concepts 1-5)
- Sommers & Saltz
- Bad Ideas about Writing
- Lavelle

### EVALUATIVE CRITERIA

- Present a meaningful interpretation of writing practices from the data, connected to theories of writing
- Demonstrate engagement with all four contexts (personal, interpersonal, institutional, and social) through identifying themes in the data
- Significant revision based on instructor and peer feedback
- **Optional:** Reflect on connections and tensions between survey data and writing practices & beliefs

### GOALS

- Reflect on how language practices are shaped by personal, interpersonal, institutional, and social situations
- Identify and evaluate writing practices & disciplinary genres through survey analysis
- Revise and improve written products
- **Optional:** Individual reflection synthesizing data and personal writing beliefs & practices (Due Nov. 2)

### THRESHOLD CONCEPT

**Writing is a social, rhetorical activity (a “conversation”)**

Writing involves negotiating a set of interrelated factors, including expected immediate and unforeseen readers, the influence of other texts, the writer's identity and literacy experiences, and disciplinary expectations. Through making informed choices – often across perceived language differences – writers contribute to their discourse communities by remixing and replying to others' ideas and, employing strategic rhetorical moves for multiple, complex, and diverse audiences.

### WRITING TASK

Using first-year writing survey results, you will work with a small group to identify themes in the data that connect to the theories of writing we have discussed so far. You should look for both connections and tensions between the data about student practice and writing theory. What trends in the data can be explained by the theories we've encountered so far? What trends might complicate, contradict, or open new questions about these theories?

Your group will produce a written report of your findings, using section titles. The report will have four sections:

- Executive Summary – A brief synopsis of the findings of the report. (Write this section last)
- Results – Curated results grouped by 3-5 themes that emerge from survey respondents
- Discussion – Synthesis of course readings, content, and survey results that contextualizes what is learned through this research
- Conclusions – Primary personal, interpersonal, institutional, and social takeaways from this research including recommendations for students and faculty in writing courses and/or avenues for future research

### BRAINSTORMING QUESTIONS

- What sticks out to you in the data as dominant themes connected to first-year writers navigating personal, interpersonal, institutional, and/or social situations?
- How do our survey results compare to Lavelle's (2007) findings, either in terms of the 5 factors she identifies (p. 228-230) or deep and surface approaches, motives, and strategies?
- Which responses would you characterize as either novice or expert (Sommers & Saltz)? Do you see evidence of the novice-expert paradox?
- Do you see bad ideas about writing either represented or challenged in the data?
- Which threshold concepts are explicitly or implicitly evidenced in the data?

**These questions are here to begin your thinking but are not meant to serve as a structure for your group's response.**