



University of Washington
Office of Educational Assessment

Gerald M. Gillmore, Ph.D., Director
Nana Lowell, Ph.D., Associate Director
Thomas Taggart, M.Div., Assistant Director

97-2

**The Freshman/Sophomore Writing
Experience 1994-96**

Catharine Beyer

February, 1997

The Office of Educational Assessment is an agency of the University of Washington which provides a variety of services related to educational research and assessment. The following are programs within which these services are provided:

- Institutional Research
- Student Outcomes Assessment
- Instructional Evaluation
- Test Scoring and Analysis
- Standardized Testing

"I am definitely a better writer now. I'm more versatile. I've written more. I know how to write better from all of the writing experiences I've had, the cumulative experience, all of the classes I've had to write in. And some classes where my writing took big jumps, like in anthropology last year and in international studies and my writing link this fall. And English comp my first quarter of college. Geography in the second quarter, where I had to change the way I wrote; it was totally different from any way I've written before. Every class I had to write in made a difference. Just having more demanded of me and having to adapt and learning what good writing is have made a difference. I'm a better writer than I used to be."

UW Sophomore, 1996

"No, I'm not a better writer than I was two years ago. I think I have sort of slipped a little by not having a writing course in a long, long while."

UW Sophomore, 1996

THE FRESHMAN/SOPHOMORE WRITING EXPERIENCE 1994-96

EXECUTIVE SUMMARY

This report's purpose is twofold: to present results of the second Freshmen/Sophomore Writing Study (FSWS2), a project that tracked the writing experience of about 45 UW students between 1994-96, and to compare those results with results of the first Freshman/Sophomore Writing Study (FSWS1), which tracked the writing experience of about 100 UW students between 1989-91.

Results were as follows:

- Students in the FSWS2 wrote more arguments about non-literary topics as high school seniors than did students in the FSWS1, but there was still a gap between the types of papers assigned in high school and those assigned in college.
- As in the FSWS1, high school paper topics in the second study were very different from college paper topics, particularly in history and social science courses. Specifically, the high school topics lacked the disciplinary purpose and focus that were often embedded in the college topics.
- Most of the students in the FSWS2 (80 percent) felt that they were better writers as spring quarter sophomores than they had been as entering freshmen, as did most of those sophomores who entered the UW in 1989 (83 percent). Both the 1994-96 and the 1989-91 groups attributed the cause of their success to the same two factors: frequent opportunities to write and increased general knowledge and maturity.
- The writing experience of students entering the UW as freshmen in 1994 was nearly identical to that of students who entered in 1989. The 1994-96 group wrote about 14 papers in 35 percent of the courses they took over the two year period; the 1989-91 group wrote about 13 papers in 28 percent of their courses. More than half of the papers for both groups were arguments about issues, events, and ideas, followed by informative papers (26 percent in 1994-96; 27 percent in 1989-91). Nineteen percent of the papers UW freshmen and sophomores wrote in 1994-96 and 17 percent of those written in 1989-91 were literary arguments--the type of paper most frequently assigned for both groups when they were high school seniors. A very small percent of the UW papers for both groups were evocative or creative writing.

The close similarity between the two study groups was unexpected because of the changes the UW has made in the undergraduate curriculum over the last five years. This report briefly explores two possible causes for the similarity of the two groups' writing experience:

- the possibility that there has been an increase in the use of short pieces of writing in 100- and 200-level courses, which would not have been tracked in the study as "papers"
- the likelihood that changes in the W-course requirement that took effect in 1994 did not bring new W-courses into being but merely conferred W-course status on large-lecture courses, which were already assigning papers to freshmen and sophomores in 1989-91 but which were not permitted W-course status at that time.

Results from this study suggested recommendations very similar to those reported in *The Freshman/Sophomore Writing Study, 1989-91* (C. Beyer and J. Graham, February 1992). Recommendations are as follows:

- Courses at the 100- and 200-level should provide students with more opportunities to write papers than they currently do. At present, papers are required in about one-third of the courses freshmen and sophomores take, and one third of the papers they write during their first two years at the UW are usually written for freshman composition courses.
- Because of the gap between high school and college writing assignments, UW professors should use class time to teach students to write the kinds of arguments they assign, particularly in history and social science courses.
- The W-course requirements currently in place neither encourage the writing of papers nor writing instruction across the disciplines at the 100- and 200-level. The UW should empower a committee of faculty members who understand writing issues to revise the UW's W-course requirement once again, so that it is consistent with what research tells us about writing, thinking, and learning in college and is more in line with the practices of other institutions of higher learning. Such a committee should design W-course requirements that would foster writing instruction across the curriculum.

THE FRESHMAN/SOPHOMORE WRITING EXPERIENCE 1994-96

CONTENTS

Method	2
High School Senior Year	2
Freshman Year	8
Sophomore Year	11
Student Perceptions of Their Own Writing Experience	12
Writing in 1989-91 and 1994-96	16
Recommendations	21

FIGURES AND TABLES

FIGURE 1: Papers Senior Year in High School	3
FIGURE 2: Types of Papers, First Quarter Freshman Year	8
FIGURE 3: Types of Papers, First Quarter Freshman Year, 1989 and 1994	9
FIGURE 4: Types of Papers, High School and First Quarter Freshman Year, 1994	10
FIGURE 5: Types of Papers, Freshman Year, 1994-95	10
FIGURE 6: Types of Papers, Sophomore Year, 1995-96	12
FIGURE 7: Types of Papers Written, 1994-96	17
FIGURE 8: Types of Papers Written by UW Freshmen	18
TABLE 1: High School and UW Freshman Paper Topics	5
TABLE 2: Two Students' Writing Demands Freshman Year	11
TABLE 3: A Comparison of Previous and Current UW W-Course Guidelines	20
TABLE 4: Comparison of UW W-Course Requirements with Those of Other Institutions	22
TABLE 5: UW 100- AND 200-Level W-Courses,	24

The Freshman/Sophomore Writing Experience 1994-96

Catharine H. Beyer¹

February, 1997

From 1989-91, the University of Washington conducted a study of the writing of freshmen and sophomores. The Freshman/Sophomore Writing Study tracked the writing of approximately 100 students during their first two years of college, the years when they were said to be getting a general education. Students participating in the study were interviewed quarterly; they turned in all syllabi and papers² they had written for all courses that assigned papers; and they completed two reflective essays³, one at the end of the first year of the study and one at the end of the second year. In addition, we collected transcripts for all students. The results of that first Freshman/Sophomore Writing Study (FSWS1) were reported in February 1992.

Between that study and today, like other colleges and universities across the country, the University of Washington has instituted policies and programs that were designed to improve undergraduate education. For example, the University of Washington embarked on a wide range of assessment projects, centered for the most part in departments and designed to examine undergraduate majors. The Freshman/Sophomore Writing Study begun in 1989, as well as several other writing studies that followed, were part of that assessment effort. In addition, the Entry Level Initiative provided funding to enrich teaching and learning in several popular, large-lecture undergraduate courses. A college-wide task force changed existing requirements for writing-intensive courses (W-courses), and new importance was placed on teaching in determining faculty promotions. Finally, ongoing programs designed to train new and current faculty were put in place.

Have these changes affected the writing experience of the average freshman entering the University of Washington? The second Freshman/Sophomore Writing Study (FSWS2), begun in 1994, was conducted to answer this question. This second study followed the same method as the first but with fewer students.

This report has two purposes: to present results of the second Freshman/Sophomore Writing Study and to compare the first two years' writing experience of freshmen

¹ Catharine Beyer is a Senior Lecturer in the Interdisciplinary Writing Program, Department of English, University of Washington.

² Papers were defined as more than two pages of graded writing.

³ Reflective essays asked students to select the best and the worst papers they had written, and the one that they had learned the most from writing, if that differed from their best and worst, and to write a five-page paper explaining and supporting their choices.

entering the UW in 1994 with that of freshmen entering in 1989 in order to determine the effect of changes in the undergraduate program in the last five years, a time ripe with talk about the importance of undergraduates in higher education across the country. In general, findings from this second study show that the writing experience of freshmen and sophomores attending the UW from 1994-96 was nearly identical to that of freshmen and sophomores attending from 1989-91.

The report is divided into seven sections as follows:

- Students' writing experience senior year of high school
- Students' writing experience freshman year (1994-95)
- Students' writing experience sophomore year (1995-96)
- Student perceptions about their writing experience
- A comparison of students' writing, 1989-91 and 1994-96
- Recommendations

METHOD

A randomly-selected sample of freshmen regularly-admitted to the UW in 1994 was invited to participate in the FSWS2. They were offered 10 general studies credits to complete the two-year study. Forty-eight students completed the first year of the study, and 35 completed both years. Students were interviewed every quarter about courses they had taken the previous quarter, and their responses were entered directly into a database during the interviews. In addition, students turned in copies of syllabi, the graded papers they had written, any instructions they received for completing writing assignments, and, in some cases, copies of shorter writing assignments and drafts of papers. Students also completed reflective essays on the papers they had written at the ends of the first and second years (described earlier in this report), and we collected student grades at the end of the study.

HIGH SCHOOL, SENIOR YEAR

The writing experience of high school seniors who entered the UW in 1994 was markedly different from that of seniors who entered in 1989. Figure 1 compares the kinds of papers⁴ students wrote in 1989 with the kinds they wrote in 1994. As the Figure shows, most of the papers students entering the UW in 1994 wrote as high school seniors were

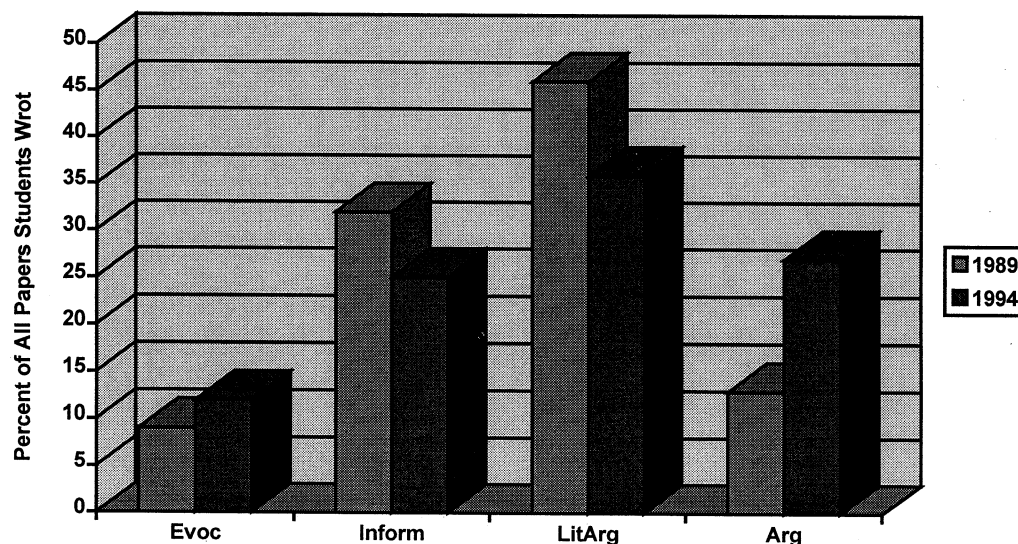
⁴ Though our categories shifted somewhat, we categorized papers as **literary arguments** if their purpose was to persuade readers to accept the student's interpretation of a literary work; **arguments** if their purpose was to persuade readers to accept the student's analysis of a public issue, event, or idea; **informative papers** if their purpose was to present information, for example by summarizing a book or describing an event; and **evocative papers** if their purpose was to touch readers' feelings or imaginations in an artful way. In the FSWS2, we divided **evocative** into **evocative** and **creative writing**, so we could distinguish more carefully between narrative essays, for example, and short story writing. For the purposes of this report, however, we have combined these categories, as they were in the FSWS1.

still literary arguments⁵ (46 percent in 1989 and 36 percent in 1994). However, the 1994 students wrote more arguments on issues, events, and ideas in high school than did the students who entered UW in 1989 (27 percent vs. 13 percent).

This is a significant change, because as we shall see, most of the papers students wrote at the UW during their first two years is argumentative writing. Therefore, the more experience and instruction students get in writing these types of papers in high school, the better prepared they will be to handle college writing.

However, while it is encouraging that students were writing more arguments in high school than they used to, the topics for those arguments still differed from those assigned at the UW. Table 1 shows some sample topics from comparable high school and UW courses. As the table shows, some of the assignments were similar. Science writing in college, for example, was quite similar to that assigned in high school. Non-literary arguments assigned in English and those assigned in Current World Issues in high school

Figure 1: Papers--Senior Year in High School



were similar to some arguments assigned in English 121 and 131. These kinds of arguments--I call them "pick a topic" papers--ask students to focus on a topic, usually a current issue, do some research, take a position on the topic, and write an argument about the issue. Also, as Table 1 suggests, there is a clear relationship between literary

⁵ Literary arguments were distinguished from arguments about issues, events, and ideas, because research has shown that students' high school writing experience occurs mostly in their English courses and centers mostly on literary analysis. In college, English composition courses--specifically English 131, 198, and 281--require arguments that are not connected with literary interpretation. Furthermore, many disciplines besides English assign papers, and how students make arguments in those disciplines differs from how they make arguments in English.. While it is also true that those disciplines' arguments are different from each other in the same ways they differ from arguments made in English, our intention was merely to try to isolate types of papers students might have more practice writing in high school than others. Hence, we have distinguished here and throughout between literary and other kinds of arguments.

arguments assigned in high school English and those assigned in UW English (and comparative literature) courses, although those assigned in high school English tended to be less complex than those assigned at the UW. In high school, students were more likely to be asked *what* the literary text meant. In college, they were more likely to be asked *how* the text meant what it meant, although this was not always the case.

The most striking differences, however, between high school and UW topics can be found in history/international studies and social sciences topics. In both kinds of topics, the UW examples were more tightly rooted in disciplinary method and purpose than they were in the high school examples. The UW history/international studies assignments in Table 1, for instance, asked students to examine sources carefully to arrive at historical conclusions. This is what historians do. In contrast, the high school history topics asked students to summarize and then make judgments about some historical event. While this may be what “citizens” do, it is an approach that stands somewhat outside disciplinary practice.

The same can be said of high school government/political science courses. High school papers tended to be the “pick a topic” paper described above. At the UW, political science courses asked students to analyze political theory and events, to use writing as ways to get at disciplinary concerns and interests.

This disciplinary focus was clearest in the last category of topics--those I have labeled current issues/social sciences. There is a vast difference between social sciences in high school and in college. Often in high school, social “issues”--as opposed to method--are the entire focus of such courses, and distinctions between how the various social sciences might investigate those issues invisible. However, as the social science topics listed at the end of Table 1 show, there were clear disciplinary foci in the social science writing students did at the UW. Although topics appeared to take students’ statuses as novices in these disciplines into account, geography students were asked to do what geographers do; psychology students were asked to do what psychologists do; and anthropology students were asked to do what anthropologists do. One student made this comment about high school and college paper topics: “College writing is definitely more demanding than what they expected in high school. Harder topics. In high school, it was always write about abortion or stuff like that. In college, topics are basically about stuff that you’re learning in class. In high school, you’re picking some random topic like abortion or euthanasia--easy topics that are easy to argue either way.”

Therefore, while students may have been getting more experience in writing arguments in high school, the shift in approach from general to disciplinary that students experienced when they come to the UW is likely to be confusing at first, particularly in history and the social sciences.

Table 1: High School and UW Freshman Paper Topics

	High School Assignment	UW Assignment
English: literary argument	<ul style="list-style-type: none"> It was on <i>David Copperfield</i>....6-8 pages long. I wrote on the different types of education that different characters in the book exemplified. Some exemplified just book-type learning, for instance. And they were not the most successful people in the book. Others had no book-learning, but they learned with their hands. My argument was that David Copperfield had learned both, and that is why he was so successful. On <i>Hamlet</i>, I wrote on his tragic flaw. 	<ul style="list-style-type: none"> We had to compare <i>Beowulf</i> with <i>Sir Gawain and the Green Knight</i>. I compared the two antagonists in the stories and how they changed the hero toward the end. I said that the Green Knight affected Gawain by proposing a challenge that was an intellectual trick that Gawain had to go through, and by going through it, Gawain gained courage. But in contrast, Grendel and his mother present only a physical challenge to Beowulf.... (English 250) We had to describe how the poet or the "speaker" of the poem views the poem's subject. We had to prove that by [taking] evidence from the poem—like techniques. I chose Robert Browning's poem, "My Last Duchess." I said that the Duke viewed his wife as a possession. (English 111)
English: argument	<ul style="list-style-type: none"> We had a list of topics and I chose the environment--pollution, the ozone layer, and stuff like that. We had to argue what could be done to help it. I did a little bit of research for this one in the school library. I did an argumentative essay about capital punishment. We had to do research and... have 10 sources. I said I was for capital punishment [because of] the expense of keeping people in prison, re-offense. I used quotes from the Bible. We had to use our own experiences to argue a point. 	<ul style="list-style-type: none"> We picked a topic and had to research it in the libraries. We had to be persuasive....I was going to do interracial adoption, but I had to narrow it down, so I focused on Afro-American children. I was arguing that Afro-American children should be able to be adopted into families of a different race, because it's better than no home at all. (English 121) Write a paper comparing the persuasive techniques of two ads....From our analysis, we were trying to persuade the reader of something else. I argued that cigarette companies are trying to have sort of a clean image. (English 131) We were asked to take theories from the international relations course and apply them to the end of the cold war. Which theory worked better? I chose interdependence and realism for mine. Research was required. (English 198)

	High School Assignment	UW Assignment
History/ International Studies	<ul style="list-style-type: none"> It was about the effects of mercantilism on colonial America. Explain and then say if we thought it was good or bad. Most of the time, he wanted us to say that it was both. No outside research was required. We were supposed to find a social topic and relate it to John Stuart Mill. I picked oppression. And it sounds weird, but my topic was how oppression can be good. We were supposed to prove any point we wanted about Japan. The only requirement was that we had to have three different sources and only one could be an encyclopedia. I said that Japan got pushed into WWII because the US had an embargo on Japanese oil flow and Japan's social history demanded that they go to war. 	<ul style="list-style-type: none"> We were to take one person in history, take the textbook's view of the person, and contrast that with three other sources we found on our own. I chose Martin Luther. I argued that the textbook gave a pretty shallow description of him. (History 301) We read the <i>Epic of Gilgamesh</i> and we were to argue what it showed about people in Mesopotamia--their belief system. I said that the gods in the <i>Epic</i> were very fickle and human-like, because that world was very fickle. (History 111) We had to pick a region of the world, look at its political/economic history, find an anomaly, and form a "why" question about it. Our papers were to argue the answer to the question. I chose Sierra Leone in Africa in 1791. At the height of the slave trade, England based a colony there based on abolitionist ideas called "Free Town." My question was: why did England start a colony based on abolitionism in a place where all the slave trading was going on? I did extensive research on the topic. (International Studies 200)
Biology/ Chemistry	<ul style="list-style-type: none"> Towards the beginning of the year, we got an outline of what...the biology lab was supposed to lead us to, what sort of conclusions we needed to reach. We would go through the lab with that premise in mind. We had to use a format: purpose, procedure, expected results, results, analysis (including error analysis), and conclusions. It was to choose a topic that we were discussing in class and come up with facts, past studies or experiments and current projections in science. How is that going to affect you? How do you feel about that? I chose cloning. 	<ul style="list-style-type: none"> We had to write six lab reports.....We had to summarize the purpose of the lab, the procedure, answer questions about results, and then write a conclusion. (Chemistry 151) The assignment was to write a paper on something that interested us (about) the physics of music or sound. It was to be 4-5 pages long. I wrote on the importance of the evolution of guitar strings—classical through acoustic. (Physics 207)
Government/ Political Science	<ul style="list-style-type: none"> [The teacher] just wanted a paper that pertained to the government. It had to be 8-10 pages long. I wrote about the government's role in the evolution of the environmental movement. 	<ul style="list-style-type: none"> We had to pick a bill that was going through the house or senate and decide if the bill was democratic or not. I chose the Motor Voter Bill. After describing how it went through Congress, I said the actions were undemocratic. (Poli Sci 202)

	High School Assignment	UW Assignment
	<ul style="list-style-type: none"> We had to pick an issue and then tell both sides and then our side. We had to have something like two sources. I wrote a paper on the Boldt Decision. I said it was the right decision, because the US government had broken so many treaties with the Native Americans and because of the Native Americans' impoverished situation. 	<ul style="list-style-type: none"> We were supposed to compare the conceptions of human nature offered by Hobbes and Plato and show how each of these conceptions leads to the view that people are condemned to a horrible existence unless order is imposed on them from above. Finally we were to state whether we think Plato or Hobbes provides a more convincing justification for government and why.
Current World Issues/Social Sciences	<ul style="list-style-type: none"> It was an argument for or against the legalization of drugs. We were supposed to find information as current as possible. I had a couple of books and some recent newspaper and magazine articles. I argued for the legalization of marijuana. We were to write about a current world topic....I chose AIDS. I found articles in magazines and newspapers. I said we have to watch what our actions are; we have to be careful. On South Africa. We were to argue whether whites should be in power or blacks should be--whether reforms were for the better or worse and whether they were fair. 	<p>No comparable subject at the UW. Other social science topics include:</p> <ul style="list-style-type: none"> The first paper was based on <i>The Arrow of God</i> by Achebe. I explored how, within the Ebo society, the women had more power than the men, but it is kind of hidden, and that creates conflict. I went on to talk about [how] that conflict was affected by a new situation....the British colonization of the area. (Anthro 202) We had to look at the absolute and relative populations of two cities and plot them on a graph. Then we had to find out why the populations rose and fell from 1800 to 1990. We also had to identify patterns of growth and compare the city's growth to that of its region. (Geog 277) We were supposed to pick some characteristic of our own personalities, say introversion, and explain how it was manifested in our lives. Then we used the theory of choice to explain how the characteristic developed. (Psych 306) <p>We had to examine at least six issues of a Native-American newspaper, following one issue. Then we were to find the same story in a mainstream newspaper. We had to describe the audience for the Native-American newspaper and compare the two newspapers. I said the <i>New York Times</i>...has a biased national view because it rarely deals with issues important to Native-American audiences. (American Indian Studies 202)</p>

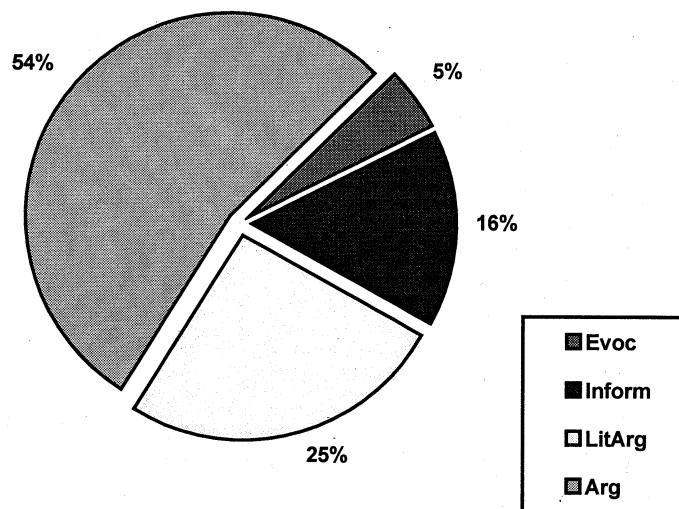
FRESHMAN YEAR

First quarter, freshman year is a crucial time for UW students. This is the time when students are first exposed to the requirements of academic writing--requirements which are likely to be more rigorously focused inside disciplinary practices and conventions than students have experienced in high school. Often this first quarter is the first time when students' perceptions of their writing abilities, along with their perceptions of their intellectual abilities, are challenged. In addition, these challenges often occur in a difficult emotional context: students are often feeling both homesick and heady with independence simultaneously, are attempting for the first time to provide themselves with discipline and structure, and are sharing new perspectives and experiences with a population more diverse than they have grown up with. Therefore, the first quarter of the freshman year is remarkably complex for many students.

In their first quarter at the UW, students in the FSWS2 wrote an average of three papers. Since most students took a composition course first quarter, we can assume that most of these papers were written for English composition courses--English 111, 121, 131, or 198--which tend to require three or four revised papers.

Figure 2 shows the types of papers students wrote fall quarter. As the figure shows, most of papers students wrote were arguments (54 percent). Twenty-five percent of the papers students wrote were literary analyses, the majority of those for English 111, a freshman composition course that focuses on writing about literature and that is included in many FIG sets. Sixteen percent of the papers students wrote were informative, and only five percent were evocative or creative.

**Figure 2: Types of Papers, First Quarter
Freshman Year**



These percentages are almost identical to those for freshmen entering UW in 1989, as Figure 3 illustrates. As the figure shows, there was remarkable consistency in the types of papers students in both studies found themselves writing during their first quarter at the UW, even though five years divided the two groups. This consistency suggests that incoming freshmen can expect to write arguments about issues, events, and ideas, even in their English composition courses, where they might have expected to be writing literary analyses. Furthermore, courses outside English that assign papers, such as history, philosophy, CHID, and others, are likely to require students to write arguments, unless they are lab courses in biology or chemistry. In those courses, students are likely to be asked to write informative papers, such as lab reports or reports that present information on scientific topics.

Figure 4 compares the types of papers the 1994 freshmen wrote during their first quarter at the UW with the types they wrote as high school seniors. While high school seniors entering the UW in 1994 were writing more arguments than students in the previous study wrote in high school, Figure 4 clearly shows that there was still a gap between high school and first quarter college writing. Freshmen at the UW wrote more arguments about issues, events, and ideas, and fewer literary arguments and informative papers than they did as high school seniors.

**Figure 3: Types of Papers, First Quarter Freshman Year
1989 and 1994**

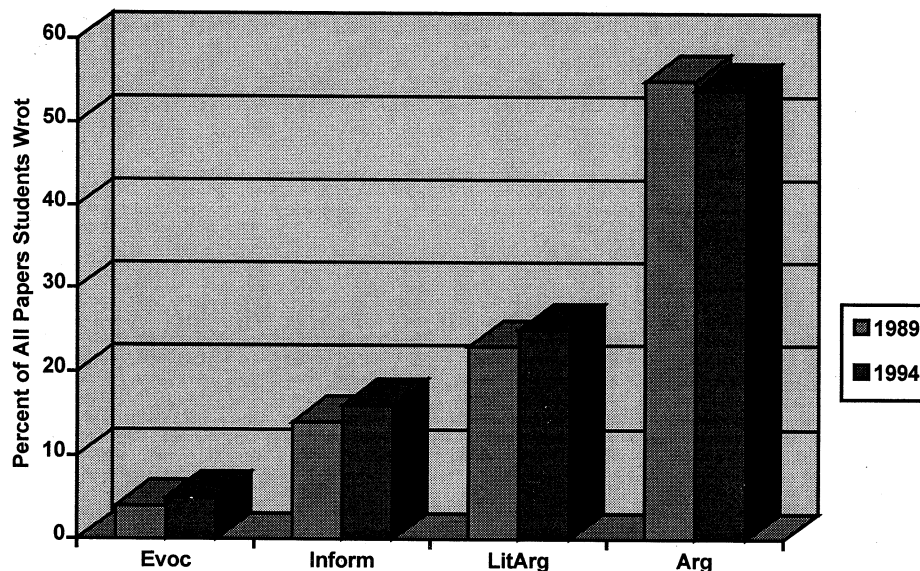
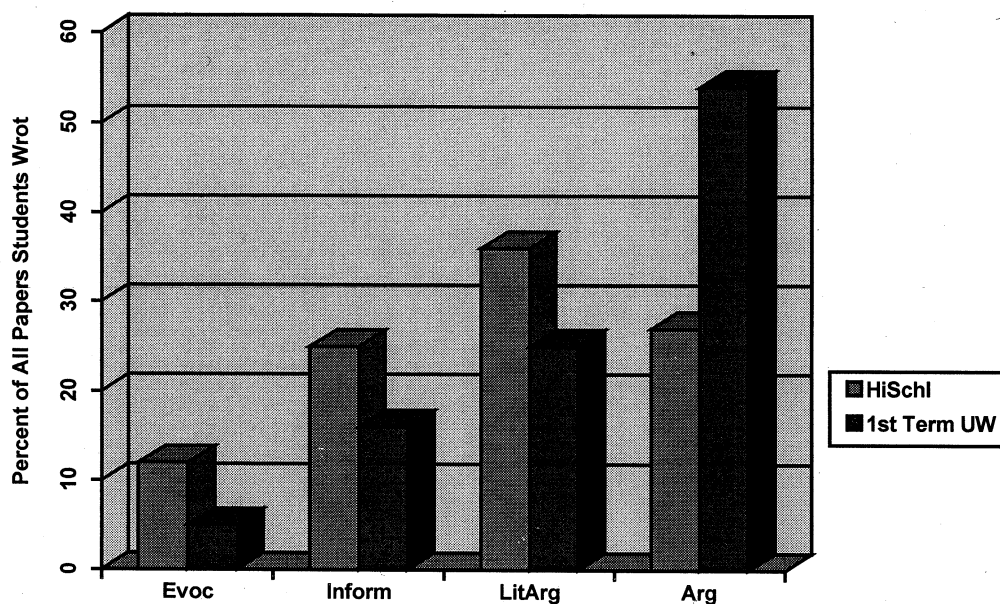
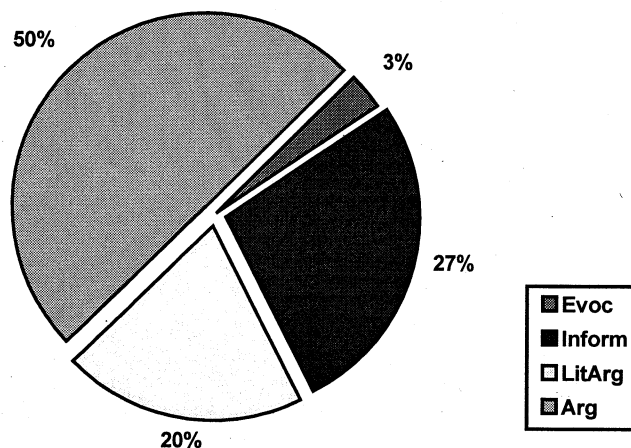


Figure 4: Types of Papers, High School and First Quarter, Freshman Year, 1994



Did this hold true for the whole year? Freshmen averaged 7.4 papers their first year at the UW. Figure 5 shows the types of papers students wrote their freshman year, and these are remarkably consistent with those in Figure 4. As the figure shows, half of the papers students wrote as freshmen were arguments about issues, events, or ideas. Twenty-seven percent were informative papers, and almost all of these were lab reports for chemistry courses. Literary arguments constituted another 20 percent of the papers students were required to write. These came exclusively from English and comparative literature courses. Only three percent of the papers students wrote as freshmen were evocative or creative writing.

Figure 5: Types of Papers Freshman Year, 1994-95



All freshmen in the study wrote papers in at least one course. However, these numbers are more deceptive than illuminating, as students' writing experience--where they wrote, what kinds of papers they wrote, how much they wrote, and how much writing instruction they received--vastly differed. Consider the papers of Lucia Bradley and David McLean⁶, shown in Table 2.

Table 2: Two Students' Writing Demands, Freshman Year

	Fall Quarter, 1994	Winter Quarter, 1995	Spring Quarter, 1996	Total
Lucia Bradley	3 lit args, English 111 1 arg, Art History 201	1 info + 1 arg, Geog 277 2 args, Am. Ind. St. 202	1 arg, Forestry 100 2 args, Anthro 202	10 in 6 classes
David McLean	0	0	8 info, Physics 121	8 in 1 class

At the end of the year, Lucia Bradley had this to say about her writing experience: "I would say that I had a very diverse writing experience this year. I had to write in a lot of new ways that I'd never had to write in before. I think that's good, because it is always good to widen your horizons."

David McLean said this: "I haven't had much of a writing experience. I didn't do any, except the labs. I probably lost some experience, actually, just because I haven't done it for so long."

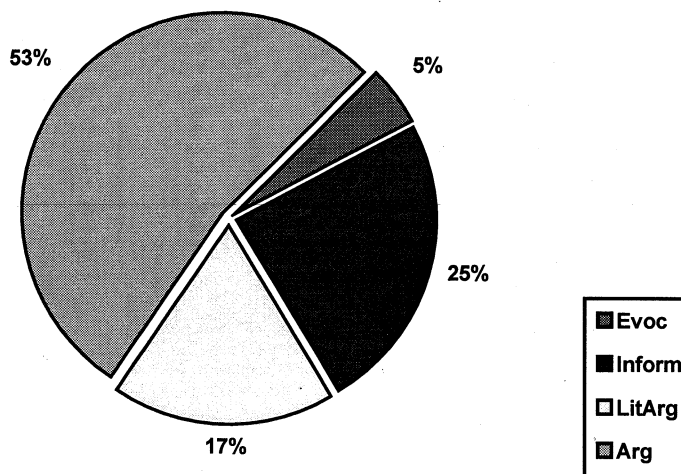
It is important to keep in mind this range of experience as we consider results reported here.

SOPHOMORE YEAR

During their sophomore year at the UW, students wrote fewer papers than they wrote during their freshman year: 6.7 vs. 7.4. Figure 6 is a breakdown of the types of papers the students wrote as sophomores. As the figure shows, five percent were creative or evocative pieces; 25 percent were informative papers, 17 percent were literary arguments; and 53 percent were arguments about issues, events, or ideas. As the figure shows, arguments about issues, events, and ideas continued to be the most frequently assigned type of paper through students' sophomore year.

⁶ Not their real names.

**Figure 6: Types of Papers,
Sophomore Year, 1995-96**



STUDENT PERCEPTIONS OF THEIR WRITING EXPERIENCE

Students were asked a variety of questions about their writing experience. For purposes of this report, however, I will report on student responses only to the following four questions:

- If you had to return to your high school [at the end of your sophomore year at the UW] to speak to your former teachers about writing, what would you say?
- Did you find the papers you wrote [each quarter] difficult or easy to write?
- Are you a better writer [at the end of your sophomore year] than you were two years ago or not? Why or why not?
- What do you want the UW to know about your writing experience during your first two years here?

If you were asked to return to your high school to speak to your former teachers about writing, what would you tell them?

Students' answers to this question varied widely, with many responding with more than one comment. The two most frequently given responses were that students' high schools had done a good job in preparing them for college writing and that writing at the UW was not much different or was actually easier than writing had been in high school.

Forty-three percent of the FSWS2 students said that they were grateful for the preparation their high schools had given them for writing in college. "I think my

high school teachers did a very good job,” one student stated. “Especially my sophomore English teacher, who had an essay due every two weeks.”

Forty-three percent of the students--many of them the same students who praised their high school teachers--said that college writing was either no different or easier than high school writing. One student said, “So far, I haven’t really found much difference between writing in college and writing in high school. I did most of my writing in AP classes where they have higher standards, and that was pretty similar to what I have done so far here.” Another student said, “Usually, high school teachers expected a lot more from you. Maybe its just because UW has so many students in the classes that they don’t have time to go over the papers and do a thorough job of evaluating them.”

After these two responses, the most frequently given response was that students would recommend that their high schools assign writing across the curriculum, rather than only in English courses. Twenty-six percent of the students gave this recommendation to their high school teachers. Comments from three of these students follow:

- “I would tell them to make you write more different kinds of papers, because in different disciplines, there are different writing demands. You don’t ever write the same paper twice. You go into a class and you have to learn to write for that discipline all of a sudden. Maybe in high school if they expected that, it would make you more flexible. Maybe have you write less of those English-y literary analysis kinds of papers...have history classes have you write more and have English classes have you write other kinds of papers. When you get to college, [papers] are going to be more social science, and you have to have hard evidence for what you say. If you go into one of those classes and write an English-type paper, they’ll nail you to the wall.”
- “When you get into college, writing is so different through all the classes you go through. Chem and biology writing is really factual, choppy, and straightforward. In English, it’s a little more lenient; you don’t have to be so concise. The paper I wrote in Psych 306 was kind of in between chem and English; it was scientific, but not as scientific as the chem and biology. In high school, I didn’t really get to express that difference.”
- “To explain that there is a difference between writing in history and writing in English would have been really helpful.”

About 16 percent of the students had the following recommendations to make to their high school teachers:

- In “college writing, you have to take initiative,” because most courses don’t offer much writing instruction.

- High school writing instruction should emphasize argumentation, research, and analysis.
- College topics are more demanding than high school topics.

Did you find the papers you wrote difficult or easy to write?

As responses to the previous question show, close to half the students in our sample found writing at the UW to be “not much different” from writing in high school. After students described papers they wrote in each class where they wrote papers, we asked them to tell us whether those papers were hard or easy to write. As in the previous question, many students felt that writing at the UW was easy.

Students found about 38 percent of the papers they had been assigned easy to write. Students tended to find papers easy to write when they were “the same type of paper I did in high school” or when they “didn’t have to do any research.” Students often cited informative papers as being easy to write. Finally, they found papers easy when they were given clear instructions in how to write them.

Students reported that about 37 percent of the papers they had been assigned were hard to write. Papers were hard because “I’ve never really argued before”--“you actually had to find an argument and find evidence,” because “sometimes it wasn’t absolutely clear what was necessary to do well,” and because the reading upon which the paper depended was difficult (“Burke isn’t the easiest to read!”).

About 25 percent of the time, students said that writing at the UW was *both* difficult and easy. For example, the assignment may have been difficult, but the draft/conference/ revision process made it easy.

Are you a better writer now [at the end of your sophomore year] than you were two years ago or not? Why or why not?

Eighty percent of the students in the FSWS2 said that they were better writers as last-quarter sophomores than they had been as first-quarter freshmen. This is almost the same percentage as in the 1989-91 group, when 83 percent said that they were better writers at the end of the study than they were at the study’s beginning.

Half of the 1996 sophomores (49 percent) believed they were better writers because of the frequent writing opportunities they had been given. As one student put it, “It all boils down to the more you do something, the better you’re going to be at it.” Another said, “It was practice and practice....” Many of these students also mentioned that having to write so much in so many disciplines also contributed to their improvement as writers.

“It’s the cumulative experience,” one student reported. “Every class I had to write in made a difference--having to adapt and learning what good writing is made a difference.” Another student said, “I guess from lots of practice on lots of different types of papers, I’m more able to write a good paper.”

As they did in the first Freshman/Sophomore Writing Study, students in this second study also credited the gathering of experience in general--reading, thinking, exposure to many kinds of writing, maturity--as a major cause for their improvement as writers. Nearly 46 percent attributed their improvement as writers to general experience or maturity. One student said, "I am a better writer...not so much because of my writing skills, but because I have grown up. It's because of my experiences." Another student said, "Just being exposed to the different areas of school--biology, chemistry, English--makes me a better writer."

These two most frequently-mentioned causes for writing improvement--many opportunities to write and increased maturity/general knowledge--were the also the two most frequently-mentioned reasons for writing improvement in the first FSWS.

In addition to these two reasons, several students (about 14 percent) mentioned that they had improved as writers, because they had learned valuable lessons about the writing process. One student said this about process: "I've learned to take more time and thought and effort in my papers. I've learned to outline and structure my papers, create a rough draft. I've learned it takes a couple of drafts. I've gotten good at critiquing myself."

Similarly, the students who felt that they were not better writers nearly all attributed their lack of improvement to lack of writing opportunities. "Writing is something you have to practice at," as one of these students put it, "and if you stop for awhile, it's going to slip away."

In this study, as in the study completed five years ago, sophomores seemed to suggest that the UW can help them improve their writing abilities by giving them frequent opportunities to write in many different courses and by helping them expand their general knowledge--in other words, new books to read, new concepts to learn, new ideas to think about.

What do you want the UW to know about your writing experience during your first two years here?

Answers to this question were highly individual; there was almost no agreement among them. Some students' responses were positive about various aspects of their writing experience--from helpful TAs in the Jackson School of International Studies to general enjoyment of the undergraduate experience. Others complained about odds and ends, such as "It's frustrating when you get a paper back from a TA who graded your paper and 100 others and they don't care any more, so they just write a nasty comment on the paper" or "I would have liked to have taken classes where I could have done more creative-type writing."

The only response that appeared more than once was that more writing should be required and more writing instruction be offered in courses assigning writing. About 14 percent of the students in the sample agreed that more writing and more writing instruction would benefit students. One student said, "I think that students don't

write enough. I think the more you write, the easier it is, so three quarters of the way through the quarter, it isn't like starting up your truck that's been in your garage for 20 years; you can just jump right in." Another student recommended more W-courses: "You should have to take at least one W-course per year." Another student said bluntly, "...this university has a pathetic way of teaching people how to write."

WRITING IN 1989-91 AND 1994-96

Differences between the writing experience of students entering the UW in 1989 and 1994 were slight. Freshmen entering in 1994 wrote approximately one more paper over the two year period than those entering in 1989 (14 vs. 13 respectively, freshman/sophomore years). Furthermore, students entering in 1994 wrote papers in more courses than did the earlier freshmen and sophomores; papers were assigned in approximately 35 percent of the courses students entering in 1994 took, while only 28 percent of the courses the 1989 group took required papers.

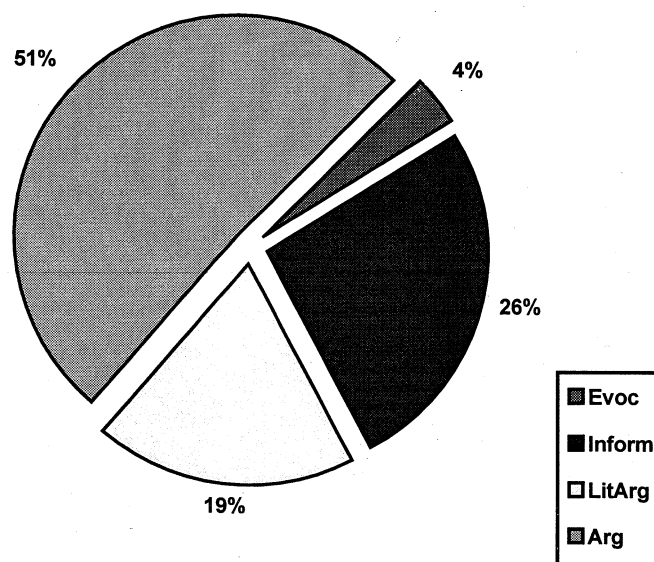
The types of papers students in both groups wrote were nearly identical. Figure 7 shows the kinds of papers that students entering the UW in 1994 wrote in their first two years.

Figure 8 compares that writing to the kinds of papers students entering the UW in 1989 wrote in their first two years at the UW. As the figure shows, the kinds of papers freshmen and sophomores wrote in 1989-91 and the kinds they wrote in 1994-96 were markedly similar. The majority of papers written by freshmen and sophomores in 1989-91 were arguments about issues, events, and ideas (53 percent); 51 percent of the papers written by freshmen and sophomores in 1994-96 were arguments about issues, events, and ideas. The next most frequently assigned type of paper for students in their first two years was informative papers; 27 percent of the 1989-91 papers and 26 percent of the 1994-96 papers were informative. Seventeen percent of the papers written in 1989-91 and 19 percent of those written in 1994-96 were literary arguments, the most frequently assigned type of writing in high school (46 percent in 1989 and 36 percent in 1994).

Therefore, while the type of writing assigned in high school may be changing somewhat to emphasize argumentation and analytical thinking, the type of writing assigned at the UW has changed very little. This means that there should be a little less difficulty for current students to handle the writing demands at the UW than students entering in 1989.

The similarities between number and types of papers assigned suggests that although the UW has attempted to bolster its undergraduate education program in a number of ways--by adding money to large-lecture courses frequently taken by freshmen and sophomores, by increasing the number of writing-intensive course (W-course) offerings for freshmen and sophomores, and by fostering seminars and workshops on undergraduate instruction, to name a few--these attempts did not significantly increase the number of papers undergraduates wrote, the number of courses assigning papers, or the number of analytical/argumentative papers students wrote.

**Figure 7: Types of Papers Written,
1994-1996**



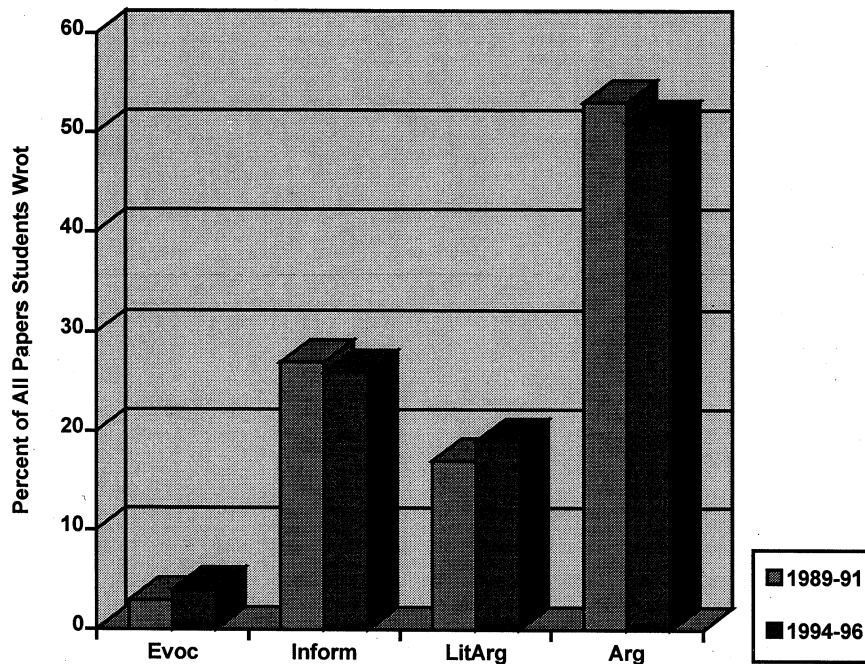
One would expect there to be greater differences between the writing experience of underclassmen over this five year period of much talk and change. I believe that the causes for the consistency across the years are complex. However, two causes seem plausible. First, it is possible that the Entry Level Initiative, which pumped money into large-lecture courses typically taken by undergraduates, encouraged some kinds of writing but not others. Second, it is likely that changes in the W-course requirements had no positive effect on freshman and sophomore writing.

Short Pieces of Writing vs. Papers

One area where change may have occurred, particularly via the Entry Level Initiative, is in the number of short pieces of writing assigned. Short pieces of writing⁷ are important tools for enhancing students' learning. Often they ask students to use concepts introduced in the course or to apply concepts to examples. Sometimes they require students' critical comments on the reading. Several courses receiving Entry-Level Initiative funding and reaching broad student populations--Sociology 271, for example--integrated short writing assignments into their courses as ways of helping students think and read critically after 1989. Such pieces of writing would not have been counted as papers in either Freshman/Sophomore Writing Study.

⁷ We defined "short pieces of writing" as two typed pages or less of graded writing.

Figure 8: Types of Papers Written by UW Freshmen and Sophomores, 1989-91 and 1994-96



While the addition of such writing assignments is beneficial to student learning and should be encouraged, such writing assignments do not take the place of longer papers. Only longer papers require students to think about course content over time. Often, only longer papers require students to integrate a variety of sources into inquiry-based arguments. In many cases, only longer papers provide students with feedback on their writing or responses to their thinking, since both essay exams and short pieces are often returned to students with no comments. Finally, because of their length and because they frequently carry little weight in students' final course grades, students in both studies often reported to us that short pieces of writing were relatively unimportant and that they gave them little time and thought, compared with the time and effort they gave longer writing assignments. Therefore, while the additions of short pieces of writing is an encouraging sign, such additions alone are unlikely to help students significantly improve their writing or to give students deep and wide experience in thinking about course issues, in sustaining and supporting a line of inquiry, or in understanding how knowledge is made in disciplinary contexts.

Changes in the W-Course Requirement

Previous to fall 1994, College of Arts and Sciences graduates were required to complete one general composition course (English 111, 121, and 131) or one linked writing course (English 197 and 198), as well as 10 credits of writing-intensive courses--usually two W-courses. General composition courses were not designated

as W-courses, in an attempt to spread writing requirements and instruction across the College of Arts and Sciences. This discouraged students from taking two general composition courses, because only one would count for the general comp requirement and neither would count as a W-course. Linked writing courses could be used to fulfill the W-course requirement for the same reason--the desire to spread writing across the curriculum. W-designated courses had to follow several guidelines, which built writing instruction into course requirements, and faculty had to apply to the W-course Committee for the writing-intensive designation.

New W-course requirements were recommended by a college-wide task force on requirements and took effect in fall 1994. The stated purpose for the changes was to increase the number of W-courses offered so that undergraduates would be able to fulfill requirements for graduation more easily and quickly. It is important to note that W-course requirements were originally instituted to provide students with more opportunities to write in courses across the curriculum and to give students more instruction and feedback on that writing. In other words, the original intent of the W-course requirement was educational; however, changes in that requirement were rooted in fiscal and administrative concerns.

A display of the changes between old and new W-course requirement, shown in Table 3, illustrates this difference. As the table shows, major changes include the use of non-linked composition courses to satisfy the W-course requirement, changes in what constitutes a W-course, and changes in grading practices. For purposes of broad comparison, Table 4 shows the UW's W-course requirements in relation to those of other institutions, which responded to an on-line query about their composition requirements. While this "survey" was unscientific, it suggests that large and small institutions are likely to have more rigorous standards for their writing-intensive courses than the UW currently has.

The shift in allowing non-linked composition courses (English 111, 121, and 131) to fulfill W-course requirements means that students can fulfill all writing requirements in the Department of English if they choose, rather than experiencing a broader range of writing demands across the curriculum. The shift in what constitutes a W-course has broad implications. This change includes the class size permitted for the W-course designation (previously 50, now up to 700), the W-course application approval process (previously granted by a cross-curricular body, now departmentally granted), the amount of writing required (previously none stated, currently 10 pages is acceptable), and the kinds of instruction required for W-designation (previously specified, now largely unspecified). These changes mean that students can fulfill W-course requirements in large lecture classes, as well as in smaller courses. Also, these changes mean that some students will receive a great deal of writing instruction, while others receive none at all. In writing links (English 197 and 198) most class time is spent on writing instruction. In large-lecture courses, students often receive the same W-course credit and get no writing instruction at all. Finally, the change in grading requirements often puts responsibility for grading into the hands of TAs whose experience with writing instruction and with grading may vary widely.

TABLE 3: A Comparison of Previous and Current UW W-course Guidelines

	Prior to 1994-95	Current W-Course Req.
Non-linked English Composition courses (English 111, 121, 131)	Only satisfy composition requirement; do not satisfy W-course requirement	Satisfy both composition and W-course requirements
Number of Students	50 or fewer	Unspecified
Approval	W-courses approved by W-course committee made up of faculty from across-the-curriculum	Departmental
Pages	None specified	10 graded, written out-of-class
Instruction	<ul style="list-style-type: none"> • Students must be given opportunities to improve their writing abilities, either by revising required essays or by writing two or more essays that can take advantage of the critical comments on those assigned previously. • Writing must take place over an extended period of time. • Students must be given written handouts that explain requirements and purposes for writing assignments. • Class-time must be spent discussing topics. 	<ul style="list-style-type: none"> • Writing can be in the form of two or more short papers OR a longer paper with required revision. • Students should receive some feedback on their writing.
Excluded Writing	In-class exams	<i>Recommend</i> excluding in-class exams, journals, annotated bibliographies, and take-home exams which don't provide enough time for revision.
Grading	Student assistants can make written and oral comments on student essays, but the instructor is responsible for the grades.	Papers may be graded by professors, instructors, TAs, and/or readers.
Financial Support	Some money provided for student assistants	None provided

The impact of these changes on how much first- and second-year students write seems to be minimal. What appears to have happened at the 100- and 200-level is that courses, which were already requiring papers but were too large to receive W-course designations in 1989, could become W-courses in 1994. So they did. Therefore, students taking 100- and 200-level courses in the second FSWS, were able to receive W-course credit for courses that were not permitted to carry such designation in 1989. This means we could expect that changes in the W-course requirement would have little or no effect on the number of paper-writing

opportunities available for first and second year students, and that expectation was borne out in these study results.

The range and variety of writing required by the W-courses that we could track for fall '94 and winter '95 from student interviews are illustrated on Table 5. As the table shows, we can assume almost nothing about the amount of writing students did, the types of papers they wrote, the kinds of feedback they received, or whether or not they received any writing instruction based on the "W" listed next to courses on students' transcripts.

RECOMMENDATIONS

Results from this study suggest recommendations very similar to those reported in *The Freshman/Sophomore Writing Study, 1989-91* (C. Beyer and J. Graham, February 1992). They are as follows:

- Courses at the 100- and 200-level should provide students with more opportunities to write papers than they currently do. At present, papers are required in about one-third of the courses freshmen and sophomores take, and one third of the papers they write during their first two years at the UW are usually written for freshman composition courses. The UW should provide resources and incentives to make it possible for professors to integrate writing, particularly the writing of papers, into entry-level courses.
- Because of the gap between high school and college writing assignments, UW professors should use class time to teach students to write the kinds of arguments they assign. Expectations should be made explicit, examples should be discussed, and provision should be made for student questions, and, whenever possible, for student trial and error--drafting and revising. This is particularly important for history and social science courses.
- The W-course requirements currently in place neither encourage the writing of papers nor writing instruction at the 100- and 200-level. A study needs to be conducted to assess whether the change has achieved one of its purposes -- improving the four-year graduation rate of UW students. If there are no increases attributable to the change in the writing requirement, the UW should empower a committee of faculty members who understand writing issues to revise the UW's W-course requirement once again, so that it is consistent with what research tells us about writing, thinking, and learning in college and is more in line with the practices of other institutions of higher learning. In addition, it is hoped that such a committee would design W-course requirements that would foster writing instruction across the curriculum.

Table 4: Comparison of UW W-course Requirements with Those of Other Institutions

INSTITUTION	HOW GOVERNED	FAC:STUDENT	PAGES REQUIRED	INSTRUCTION	OTHER REQ.
University of Washington	No governing body	None	10 pages	<ul style="list-style-type: none"> • two or more short papers or a longer paper with revision • students should receive some feedback on their writing • in-class exams, journals, annotated bibliographies, and take-home exams not providing time for revision should not be counted in the 10 pages 	One quarter of freshman comp plus two W courses, both of which can also be freshman comp courses
University of Missouri- Colombia	21-member campus writing board (18 fac, 3 students) determine all policy for WI courses in consultation with Writing-Across-the-Curriculum director	1:20	20 pages (5,000 words)	<ul style="list-style-type: none"> • at least two writing assignments that require substantive revision • at least one writing assignment focused on critical thinking • writing must be a major part of course grade--at least 30 percent • distribute throughout semester • generally use other forms of writing in addition to papers 	A first-year comp course + two Writing Intensive courses, one of which must be in the student's major at the upper division level.
University of Michigan	English Composition Board		<ul style="list-style-type: none"> • 30 pages of writing 	<ul style="list-style-type: none"> • assignments must be spread out over the semester • faculty must provide feedback early in the semester and opportunities to revise • courses are taught by faculty in the disciplines 	A first-year comp course and one writing intensive course, preferably in the area of their concentration during their junior or senior years.
University of Pittsburgh	University-wide writing committee	Not known	24 pages of writing	<ul style="list-style-type: none"> • writing must be spread out over the course of the term • there must be opportunities for revision • faculty must explain criteria for evaluation of writing 	Not known

INSTITUTION	HOW GOVERNED	FAC:STUDENT	PAGES REQUIRED	INSTRUCTION	OTHER REQ.
Cornell University Engineering College	Not known	Engineering faculty and TAs work with tech communications faculty on assignment design and grading	15 pages of finished writing	<ul style="list-style-type: none"> writing must be distributed among four assignments, spaced throughout the semester opportunities to revise at least two assignments must be provided class time must be set aside for instruction and discussion of writing faculty must hold at least one writing conference per student grades on writing must represent a substantial portion of the final grade 	
Texas Christian University	Not known	Not known	2,500 words or 10 pages	<ul style="list-style-type: none"> at least three discrete assignments at least 1,000 words of writing must be read by the instructor, returned with comments, and revised for a grade 	Not known
Utica College, Syracuse University	Not known	Not known	Not known	<ul style="list-style-type: none"> students should have response to work in progress; faculty are encouraged to have a specific revision policy in place some kind of informal writing or writing-to-learn must be included but should not be used primarily for assessment 	
University of Hawaii, Manoa	Nine-member, interdisciplinary faculty board for Manoa Writing Program reviews and approves/disapproves applications for W-course designation	1:20	16 (4,000 words)	<ul style="list-style-type: none"> course uses informal and formal, in-class and outside class writing to promote learning of course materials as well as to improve writing skills instructor acts as an expert and student as an apprentice in a community of writers, so instructor must provide writing instruction, through course lectures, comments on drafts and revisions, and samples writing must contribute significantly to the course grade 	Five writing-intensive courses to graduate (over 400 offered in more than 70 departments each semester).

Table 5: UW 100- and 200-Level W-Courses, Fall 1994 and Winter 1995

Crse/qtr	#Papers	#Pages	Description	Instruction
FALL QUARTER 1994				
Anthro 203/F	1+ proj	3-?	<p>1. Take home essay for final--3 p.</p> <p>Take a position on some theoretical position studied, purpose is to extend understanding of a theoretical argument by applying it to a related field. (Question similar to in-class mid-term essay questions.)</p> <p>2. "Short project for sections"--no description provided.</p>	Not sure
CompLit 240/F	4	24 + 4	<p>1. Four literary arguments</p> <p>2. Four 1-page "opinion" papers on readings and peer reviews of drafts.</p>	Drafts, peer reviews
CompLit 250/F	2	10-12	2 literary arguments, one for midterm, one for final, asking students to compare/contrast two characters	Detailed description of does and don'ts ("...please write on one figure, then the next. Do not combine them.") and the first paragraph is written by the instructor, so the student's only have to fill-in the blanks to state their theses.
English 111* /F (two versions)	3	18 + drafts of all (18), journal and peer commen ts	3 literary arguments journals peer comments	Two drafts, peer review, conferences with instructor Portfolio assessment**
English 121*/F (version 1)	3	17 + short pieces, drafts	<p>3 args/issues</p> <p>1 personal essay (ungraded)</p> <p>short pieces</p>	Drafts, peer review, two conferences with instructor, and revision. Research required.

Crse/qtr	#Papers	#Pages	Description	Instruction
English 121*/F (version 2--more typical design)	3	16 + drafts, short responses to readings	3 literary arguments	Two drafts each, peer review, some conferences, portfolio assessment.
English 131*/F (two versions)	3	16 + short pieces, drafts, peer comment s	3 args/issues: --position paper on an issue (top-of-the-head) --argument on the rhetorical strategies used by three ads --analysis of two news articles	Drafts, peer review, conferences, revisions, portfolio assessment.
English 198*/F (version 1- linked with SIS 200)	3	20 + short pieces, drafts, peer comment s	3 args/issues --evaluation of a source --researched argument on cause of political/econ event in region, 1400-1700 --researched argument on cause of political/econ event in region,. 1700-1900	Drafts, peer review, conferences, revision, self-assessment
English 198*/F (version 2- linked with Soc 271)	3	20 + short pieces, drafts, peer comment s	3 args/issues --application of theory to case --researched argument on cause of deviant act --application of several theories to a body of cases.	Drafts, peer review, conferences, revision, self-assessment
English 242/F	2 + short pieces	10 ?	2 literary analyses: take-home midterm and final	Not sure
Environ.St. 101/F	2	8	2 iss/arg students heard speakers give conflicting views and evidence on two issues and had to write a solution to problem, taking speakers into account	Optional rough drafts returned with comments in 24 hours.

Crse/qtr	#Papers	#Pages	Description	Instruction
HistAA/F	2	10 + two exams with essays	2 iss/arg (on texts?) No research required	Refers students to history writing center.
Physics/F-- teacher prep series including: 101, 102, 103, 407, and 408 taught concurrently(?)	101: 2 102: 1 103: 1 407: 1 408: 1	12 8 7 6 7	2 inform 1 inform 1 inform 1 inform 1 arg/iss--design teaching concepts for positron, disp. and velocity.	Not sure
Poli Sci 202/F	1	not sure	not sure	not sure
Poli Sci 210/F	1	15	arg/iss research required	Refers students to poli sci writing center
Poli Sci 273/F	4	25	1 long paper--12 p.-- propose a topic analyzing a case in which power is being exercised--power defined as institutional, structural, or resource- based OR apply a theory to a body of literature 4 short (3-4 p.) papers	Not sure

Crse/qtr	#Papers	#Pages	Description	Instruction
Psych 232/F	3	3+	1. Arg/issues --Review and critique an article on a topic of your choice (3 pages) 2. Inform--write-up of class experiment using APA style (no length given). 3. Arg/issues--come up with and conduct group experiment (not sure if this is singly written or group written and no length given).	Can revise #2 Draft and revision required for #3.
SIS 200/F	1	10 + 1-2 p. proposal and draft	Arg/iss -- Researched causal arg. on pol/econ historic event in region of choice 1-2 p. proposal w/hypothesis	Topic proposals and hypotheses with comments Mandatory drafts, TA comments. Library labs Guidelines for grading
Soc 110/F	2	8 + short pieces on readings	1. Arg/iss -- Application of norm violation concept 2. Personal essay/arg-iss--Effects of gender/race on life experiences.	Not sure
Soc 271/F	4	8-10 p.	Papers due in sections and together equal 25 percent of final grade--2-pages each 1. arg/iss-- Analysis of Durkheim's suicide tables 2. arg/iss-- Analysis of table in Jack Roller 3. arg/iss-- Application of theory to case (newspaper story) 4. arg/iss -- Application of theory to case (newspaper story)	Some in lecture on table reading/analysis Not sure about writing instruction.

Crse/qtr	#Papers	#Pages	Description	Instruction
WINTER QUARTER 1995				
Asian 202/W	2	8	2 literary arguments	Not sure
English 111, 121, 131 -- for winter quarter see fall, above				
English 197, 198 --for winter quarter see fall, above				
English 200	1	5 + two 1-2 p. short assignme nts	1 literary argument	Not sure
English 242/W	3	12	3, 4-p. (2-p single spced) lit args	Not sure
Soc 110/W	2	10 + 1- p. weekly summ.of reading	1. Informative paper - Find an article in a soc journal (list of journals provided) on a topic of your own or one of 6 provided (homelessness, social aspects of computers, children and divorce, fan clubs, gangs, spread of democ/capitalism to E. Europe). Part 1: Describe how you found the article. Part 2: Summarize/analyze the article. 2. Not provided	Not sure
Speech Com 270	2	7-8 + short proposal	Though turned in separately, these are really two parts of the same paper: 1. Informative. Rationale, lit review, research questions or hypotheses on a given topic. 2. Arg/Analytical. Revision of #1 with a methods section added detailing how a study could be done to test the topic.	Part 1 is turned in, commented on, and returned for revision and integration with Part 2.