

Final Report

Educational Research Mini-Grant Proposal

**Visualizing Research & Writing:
Improving Student Self-Confidence through Focus Groups
and Library Interaction**

Jossalyn Larson

Department of English and Technical Communication

larsonjo@mst.edu

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Summary:

In recent years, research has indicated that employers of STEM graduates find that written communication skills are among the top deficiencies of their new employees (Sundberg et al., 2011). Though STEM students tend not to recognize the extent of this deficiency (Sundberg et al., 2011), they do report that the university's expectation of literacy throughout the undergraduate years is a significant source of stress, causing students to adopt an adversarial relationship with courses that require large amounts of reading and writing (Hardy & Clughen, 2012). This stress leads to a lack of confidence in writing self-efficacy, and lack of confidence has been a factor in the deterioration of students' writing skills (Pajares & Johnson, 1993). In this study, I explore whether the undergraduate research and writing classroom can be reconstructed to increase student self-confidence - and thus student success - in research and writing, through interventions which have proven successful in other venues – specifically, through dividing the class into smaller discipline-specific focus groups (Li 2013), relocating class meetings in the library (Weiner 2009; Mezick 2007; Soria, Fransen, & Nackerud 2013), and through implementing experiential learning that mimics the kind of research and writing students can expect to encounter in their graduate and professional careers (Thiry, Laursen, & Hunter 2011).

English 1160, S&T's "Research & Writing" course, has been designed to encourage students to research issues within their major disciplines, and then to communicate those issues to a college-educated readership that is not comprised of specialists in their fields. While students tend to express confidence in their comprehension of the issues about which they write, the lack of confidence they express with respect to their writing skills has been a significant inhibition. In order to prepare S&T's students for their graduate and professional careers, this lack of confidence must be mitigated. Prior to this study, English 1160 students would break into

discipline-specific focus groups and work directly with their subject librarians during one week of the semester. Because this practice had provided the most positive anecdotal feedback of all interventions currently in place for 1160, I investigated whether implementing this practice throughout all sixteen weeks of the semester would bolster student self-efficacy and improve written communication skills.

Purpose of the Project:

English 1160 is a “Writing in the Disciplines” course, which poses unique challenges for students and instructors. Students are generally new to their fields (the course is designed for second-semester freshmen or sophomores, though it is not uncommon for upperclassmen to comprise the majority of the enrolled), and instructors are generally experts in rhetoric and composition, not the student’s major field of study. Students and instructors must work together to identify viable research topics and parse scholarly sources, which requires strategic intervention and assessment design in order to ensure that course objectives are met. In this project, I worked toward mitigating the atrophy of writing skills which is a result of students’ lack of self-confidence in the writing classroom through the establishment of a safe environment for expression in discipline-specific focus groups, and through consistent meaningful contact between students and faculty, students and librarians, and students and their peers. Rather than passively receiving writing instruction and then being expected to implement that instruction on their own, students were expected to work with their instructor, librarian, and focus group to develop mature rhetorical analyses of texts, and to generate arguments that are topical, innovative, and relevant to their major fields.

Methodology:

The project's design intended to capitalize on face-to-face interactions by flipping the traditional lecture/workshop classroom setting and converting class meetings to discipline-specific focus groups that would meet once per week in the library. Students participated in the course online, and meet in discipline-specific focus groups once per week, during the class's section time. For the first week of the semester, the 1160 course met as a complete class during the class's section time in order to review class policies and requirements. During weeks 2 - 14, students were required to participate in the course online – reviewing lessons and submitting tests and activities. The class was divided into three discipline-specific focus groups and met in the library during the class's section time. During weeks 15-16, 1160 reconvened as a complete class, and students presented condensed versions of their research projects to their classmates in order to gain presentation experience, and to gather feedback from an audience that is not comprised solely of specialists in their disciplines.

The course redesign for this project was developed during the Fall 2015 semester, implemented in Spring 2016 and revised for the Fall 2016 semester. This redesign included “flipping” the 1160 course – hosting all lessons, lectures, activities, and quizzes on Canvas. Surveys and in-class activities measuring and student self-confidence were disseminated to students throughout the semester. Students were required to submit essays in various stages three times per semester, by which their written performance was evaluated to determine whether significant improvement could be observed.

Results:

Early results from the project's pilot showed positive increases in student final grades.

Comparing Fall 2015's English 1160 section D, a Monday/Wednesday/Friday course at 1:00pm to the same section in Spring 2016 was very encouraging: students' average final grade increased by approximately 8 points - from 78.8% in FS15 to 87% in SP16. The course's median grade increase was statistically insignificant – rising only from 84.47% in FS15 to 85.85% in SP16 – yet the standard deviation of grade disbursement between semesters dropped from 11.89 to 3.69, indicating that students' grades were becoming much more clustered and there were fewer statistical outliers.

The course redesign was fully implemented in Fall 2016, based on data collected from the Spring 2016 pilot. At the conclusion of the course, a survey was administered to my three sections of English 1160, each of which met Monday, Wednesday and Friday: section B (10:00am), section C (11:00am) and section D (1:00pm). Missouri S&T has adopted Canvas as our learning management system; Canvas offers a survey tool which allows students submit responses anonymously. Canvas links the survey to the student's gradebook, and as long as the student has responded to all questions, that student receives full credit. Students were asked the following ten questions in the End of Course Survey:

1. Which of the following best describes how you keep track of your upcoming assignments? [multiple choice]
2. During our group meetings, we used a variety of group discussion and classwork techniques in order to reflect on our writing process. Take a look at the techniques listed

below, and rate each one on a scale of "not at all helpful" to "extremely helpful": [likert scale]

3. Of the discussion techniques listed above, which did you find **most** helpful? How was this technique helpful to you? [short answer]
4. Of the discussion techniques listed above, which did you find **least** helpful? Why was this technique not helpful to you? [short answer]
5. We have attempted two kinds of peer review in this class: (1) an online, anonymous, one-on-one review, and (2) a group "think tank" review in class. Which did you find most helpful? [multiple choice]
6. What feedback can you give me about your peer review process? What aspects of the peer review were most/least helpful? [short answer]
7. What is something that you wish we had done **more** of in this class? Why? [short answer]
8. What is something that you wish we had done **less** of in this class? Why? [short answer]
9. What do you think you will remember most from this class? What techniques/skills do you see yourself employing in the future? [short answer]
10. Did you like the "small group" structure of this class? Why or why not? What other advice can you give me as I revise English 1160 for future semesters? [short answer]

Transferrable Skills

Survey results indicate that English 1160's strongest attribute is its ability to impart transferrable writing skills, which students generally recognize as important to their academic and professional careers. Most students indicate that by the course's conclusion, they have developed an awareness of the necessity for written communication in their careers; some have even

indicated employing those skills in other classes and extracurricular activities before the semester had concluded.

Flipped/Blended Classroom

Students unanimously appreciated the blended classroom structure of sections B, C, and D, in which students engaged in video and reading quizzes and research activities online, and met in small groups organized by major discipline once per week. Students indicated group cohesion and individualized attention as their primary reasons for supporting the blended classroom. Some did indicate, however, that the blended classroom led to forgetting assignments and responsibilities - those students wished for more frequent and meaningful interaction with the instructor without compromising the small group structure.

Peer Review

Students in sections B, C, and D engaged in two different peer review structures: (1) an online, anonymous, one-on-one review through Canvas, and (2) a three-to-four person group review, in which students shared their drafts with the group and sought feedback. Survey responses were generally split between the two methods, with 21 students preferring the online, anonymous review, and 33 preferring the face-to-face method. In both cases, students indicated that the primary challenge of any peer review process was lack of draft completeness; students generally blamed procrastination for this challenge.

Peer Review Preferences

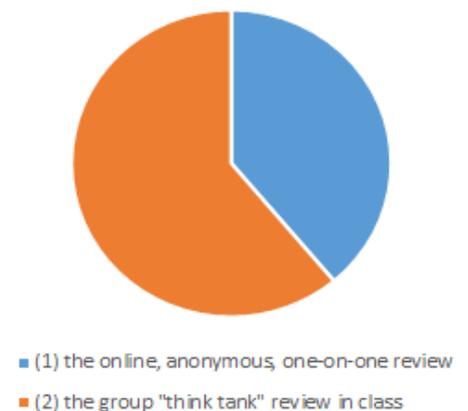


Fig. 1: Peer Review preferences

Assignment Tracking

Since students' primary concerns with both the blended classroom structure and the peer review center on procrastination and failure to remember due dates, it is necessary to understand how students prefer to track their assignments. Survey responses indicate that students generally

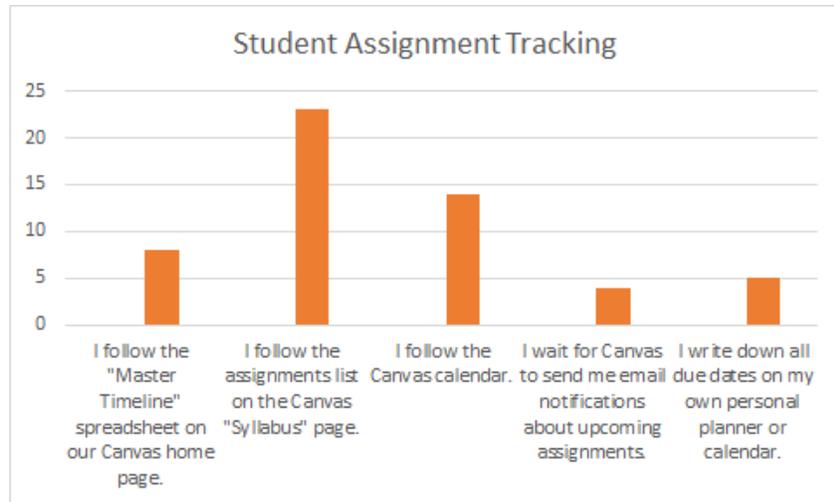


Fig. 2: Assignment Tracking

use tools provided on the Canvas interface to track their upcoming assignments, so any modification to assignments and course requirements should utilize Canvas tools as much as possible, and should be available by the beginning of the semester.

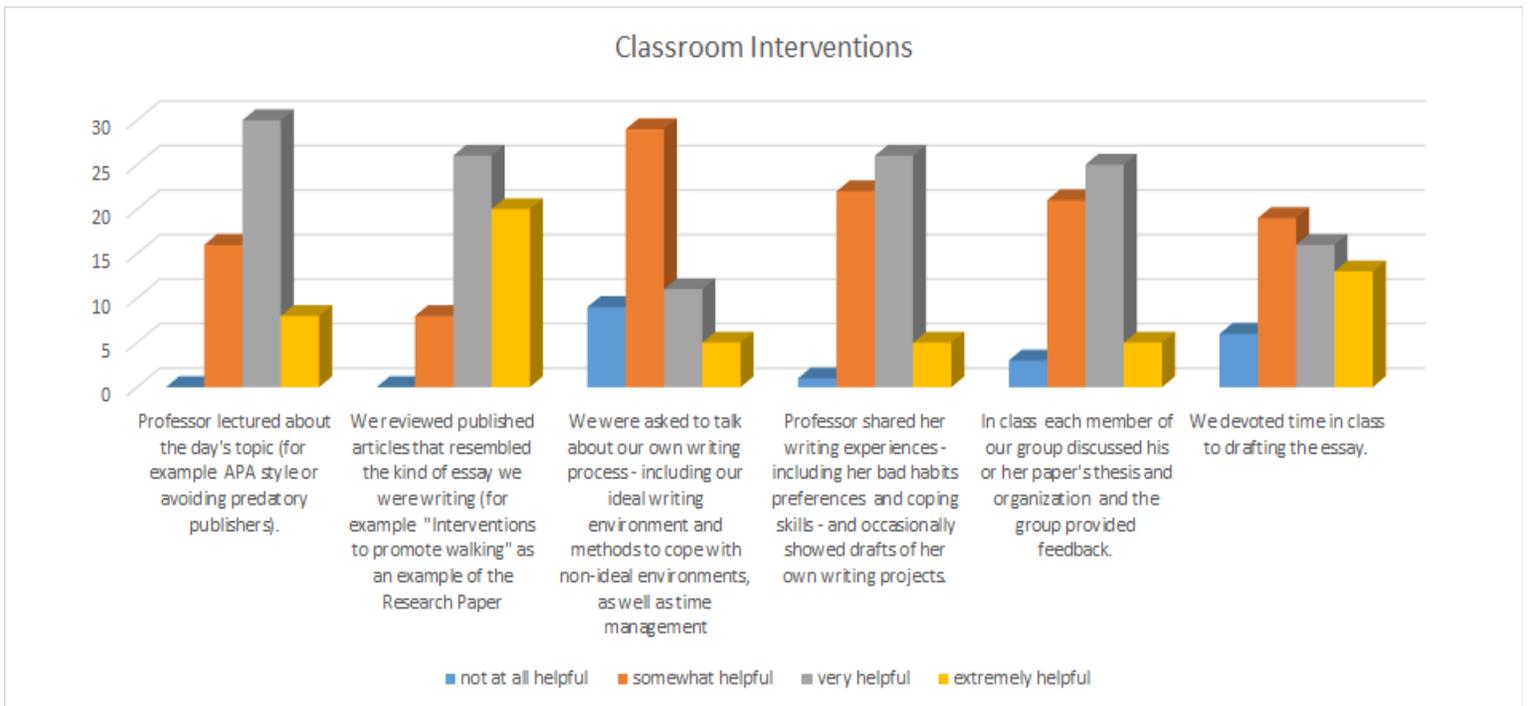


Fig. 3: Likert Scale responses to classroom interventions

Classroom Interventions

Sections B, C, and D of English 1160 were taught as a blended course, employing a variety of online activities and in-class interventions during class meetings. Students' responses to the likert scale question (Fig. 3) and the short answer questions soliciting elaboration (Fig.4 and Appendix 2 and 3) indicate that while the majority of respondents found all classroom interventions at least somewhat helpful, students most appreciated being exposed to published articles within their fields. Students seemed least comfortable discussing their own writing processes; responses to the short-answer question (Appendix 3) indicate that this is largely due to students' poor opinion of their writing habits, and their belief that those habits are not alterable.

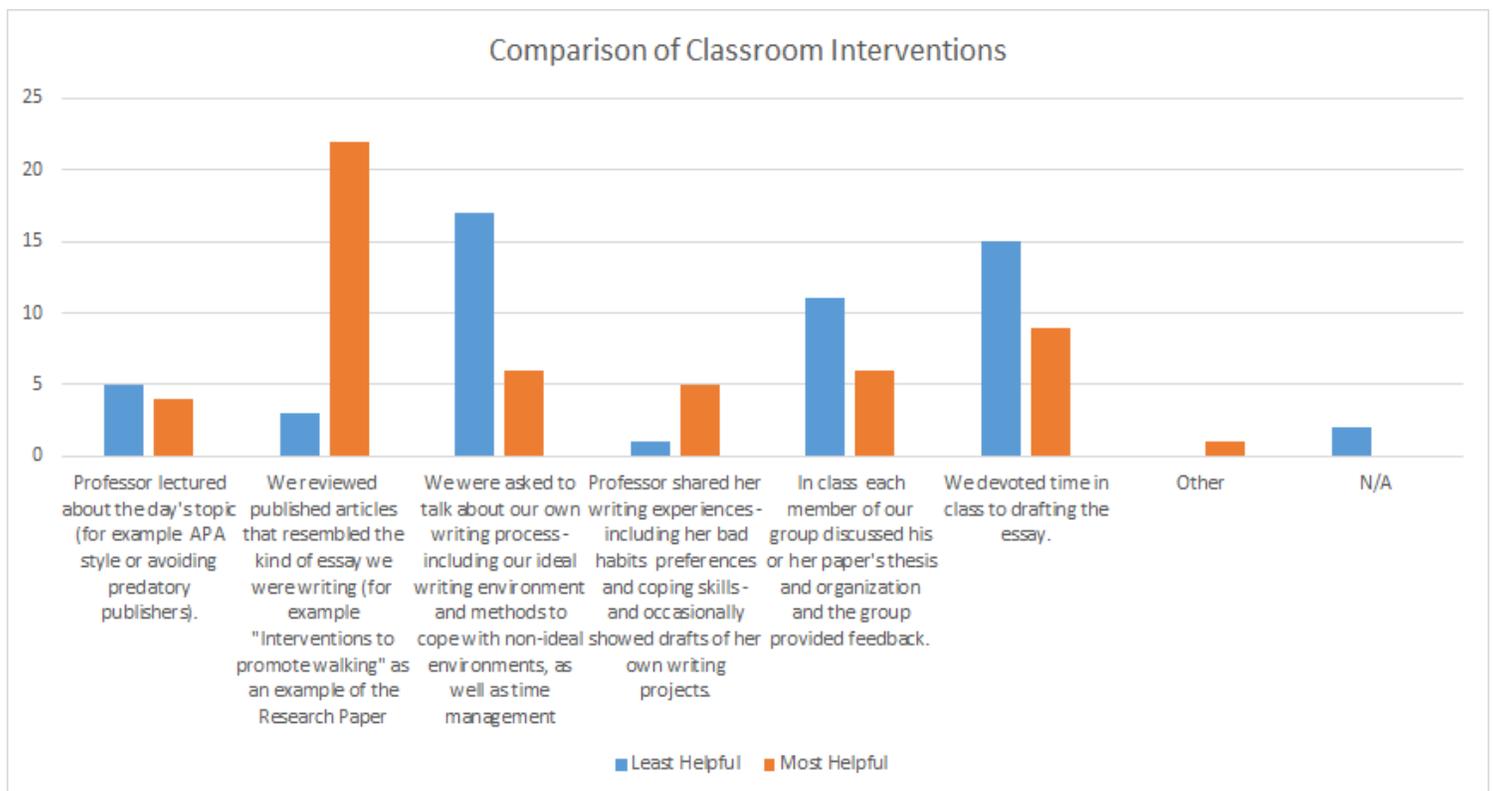


Fig. 4: Responses to short answer questions asking students to identify "most" and "least" helpful interventions

Conclusion/Future Implications/Plans for Further Dissemination:

Sections B, C, and D of FS16 utilized “flipped classroom” techniques to deliver lectures and weekly lessons, through video or directed readings. Occasionally, however, in-class lectures were necessary to address items that had not been provided electronically. Responses to survey question #2 (Fig. 3) indicate that all students found in-class lectures at least somewhat helpful, though question #3 and #4 responses (Appendix 2 and 3) indicate that approx 8% of respondents found the intervention to be the most helpful, while 9% found it to be the least helpful. Canvas allows instructors with multiple sections of a course to combine those sections under a single platform; Canvas’s “people” tool then allows for students within those sections to be divided into “groups.” S&T’s Canvas platform also incorporates video conferencing software, which records directly onto the Canvas course site. In order to support those students who found in-person lectures especially helpful, future semesters will provide live lectures which will be recorded once each week with an open invitation to students from all sections of the course. The intention of this revision is to allow students who prefer in-person lectures to attend and participate, without sacrificing the in-class individualized attention of the small group meeting.

During weekly meetings, sections B, C, and D occasionally incorporated in-class drafting days, during which students were given directed writing assignments and were invited to ask questions or were given real-time suggestions about how to alter their environments in order to make them more conducive to the writing process. Responses to survey question #2 (Fig. 3) indicate that while most found in-class drafting days at least somewhat helpful, 11% found the intervention to be “not at all helpful.” According to responses to questions #3 and #4 (Appendix 2 and 3), however, approx. 17% of respondents found the intervention to be the most helpful, while 28% found it to be the least helpful. Those who found the intervention to be least helpful

indicated their desire to maximize the time spent in group meetings through directed discussions about individual projects, and through more analysis of discipline-specific publications. Those who found the intervention to be most helpful indicated that in-class drafting helped to combat procrastination, and allowed students to ask questions as they arose during the writing process, rather than relying on email or waiting for the next group meeting. Because students' responses to the short-answer survey questions generally indicated that their greatest struggles with the writing classroom centered on their own bad habits - namely, procrastination and failure to commit to a topic - a weekly requirement for one hour of writing progress will be implemented in future semesters: assignments will be created each week with advice on how that hour should be spent, and students will submit documents affirming their progress. This should preserve group meetings for discussion and analysis, while encouraging productivity and dissuading procrastination. In order to capitalize on instant feedback from the instructor, an open "Writing Lab" hour will be offered each week as a part of the instructor's office hours, which will be offered in the computer lab adjacent to the Writing Center.

Small, discipline-specific focus groups can impact student learning through the establishment of metacommunities within the writing classroom, by which students are both more responsible for contributing to group discussions, and are able to receive feedback from peers who are familiar with their discipline's maxims. Location of the group meetings within the library fosters familiarity with the library's resources, staff, and faculty, thereby reinforcing student comfort with the research process. Focus groups allowed the instructor and students to survey writing in students' fields, and gave students more consistent access to individualized attention. These focus groups also gave students an opportunity to work closely with their

subject librarians on a more consistent basis, and to invite scholars and professionals from within their fields to discuss field-specific writing.

This project aimed to develop a student-centered cooperative learning environment by which faculty become the facilitators of the research process, thus de-emphasizing direct instruction and emphasizing faculty-student interactions. Because most faculty who teach English 1160 have not been trained in STEM fields, this approach also allows for students and educators to undergo the learning process together - students share the needs and goals of their major disciplines with the instructor, and the instructor helps them develop an awareness of the rhetorical strategies that are most effective in satisfying those needs and goals.

Discipline-specific research inspires students' creative thinking and increases meaningful interaction with professors by establishing an appreciation for writing and publication practices their major fields. To facilitate this, students engage in scholarly conversations through deep analysis of field-specific journals and journal articles, connect with members of the academic community through an awareness of authorship and audience, and become familiar with research resources by which they might encounter more closely the scholarly community at S&T and in their fields at large.

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Appendices

Appendix 1: Transferable Skills

What do you think you will remember most from this class? What techniques/skills do you see yourself employing in the future?

1. I will remember the stress that changing topics in the middle of writing a research paper causes.
2. How to write a scholarly article and properly use scholarly sources.
3. How to write a paper when you see other's work as better than yours. The main offender being the sources I'd like to quote.
4. I learned how to use the library resources to find scholarly articles to support my claims. I will definitely use that skill in the future. No more using google to simply search for information that may or may not be a good and reliable source.
5. I'll remember what the specific sections in research paper are for, and it will help me read scientific papers in the future. Also, I'll remember the oft subtle ways in which bias can be introduced and even encouraged in scientific papers.
6. research techniques
7. I will remember how a research article should be written, at least as far as style and general tone is concerned.
8. I will remember that writing methods learned. I will remember the different styles of rhetoric and source selection necessary for appealing to different audiences and different types of papers.
9. [No Answer]
10. I will remember being given the opportunity to delve deeper into a complex issue within my field, and in turn being able to gain a better understanding of my field as a whole and begin to shape my career as an engineer.
11. I will probably take away how to be unbiased in my writing from this class. It was quite difficult for me to come across neutral when writing about something I feel so strongly about, but I feel I have learned how to overcome that for the sake of the scientific process.
12. I'll probably remember this most as when I wrote my first real research paper. Getting a chance to write and realize what is too much and what isn't has been helpful.
13. One skill I think I will remember is how to read and sort through information in a scholarly article or study
14. What I will remember most is how to set up formats for papers like what to do in a research proposal vs. literature review and etc.
15. I think I'll remember the general structure of a research paper the most, since this is my first time writing formal research papers. There are probably some other techniques I've picked up subconsciously while writing these that I'll likely employ in the future; overall the experience was very useful. Also learning the optimal order in which to write the different sections was very useful.

16. I think I may remember how to sift through scholarly articles with better efficiency as well as the general layout of APA format. I also made a really good friend, so there's that.
17. I think I will really remember the techniques that we learned for finding helpful, scholarly articles to pull accurate information from. Both the tips we learned in class and the library session for finding a journal and sources were helpful in this regard.
18. I can see myself utilizing the style of papers if I am required to write more in the future. Otherwise my writing habits haven't been changed much.
19. I will be writing scholarly papers for the rest of my career (hopefully), so this class will stay with me for a long time.
20. I think I will remember the newer styles of writing papers. I have never written papers like these, and I didn't know how common they would be. I think I will employ all techniques when writing more papers that are similar to the ones we wrote this semester, especially the researching techniques.
21. I really enjoyed learning about scholarly articles and how to actually utilize them. I think that is something I will use a lot in the future.
22. Being able to write a proposal has already helped me, I have written one and will probably write another for a design team in the coming weeks. I have also never written something this long-form before which is something I had always wanted to do.
23. I will remember how to use databases and write following a journalistic set of guidelines. Both of these will be necessary, given that I'm studying physics, and will likely need to write papers like the ones used in my literature review at some point.
24. I learned a lot about using sources on the library's website and about explaining methodology. Both of those will definitely be used in future research projects.
25. Structure of scholarly designs in papers and formal writing. Using these tips for future job applications and potential design proposals.
26. I will remember the formatting and how to research the most from this class. In my field of study I will need to know how to research and look into scholarly articles
27. How the spin and the tone makes a paper. The way you present your idea, not the actual idea, can get you backing as long as you show passion and belief in what you are doing.
28. how to use APA format properly.
29. How to find scholarly articles from the resources we have at Missouri s&t.
30. Knowing where to look for sources is a great help, and I plan on using the library for this instead of my old go to of googling for sources
31. I believe that, besides how cool professor Larson is, I will most remember how best to organize thoughts when dealing with the scholarly world. It has really helped me in figuring out how to structure thoughts in an easily understood manner.
32. The basic techniques of research that we've learned will continue to be useful throughout the rest of my career. I hope to someday become published in my field of research, and I believe that the tools I've gained in this class will greatly assist me to that end.

33. I think I will mostly be using the Peer to Peer techniques (although we have yet to do the essay) just due to the fact that I believe that is where my strengths lie and it is the easiest to get out there into the open given the current state of the internet
34. I will remember the APA style, i have never worked with it until this point.
35. I'll remember the technique of spacing out my writing over the course of a week or more. I allotted specific writing time so I didn't have to binge write an entire literature review and that's what helped me be successful. I'll probably use the GeoRef database for future research (I didn't know it existed until the library consultation activity).
36. Maybe by the very end of this semester i might learn the difference between populer and scientific articles. Another thing I'll remember about this this class is how to red a scientific paper, both the assignment and the skill. I see myself writing more about subject in my field.
37. I know how to find resource and rearrange them.
38. I will remember the tools for research that were taught in this class.
39. I will remember the publication process the most, since I will likely be co-authoring a paper / project next semester. I found that this was one of the most helpful things that we've learned in class. I'll probably use good judgement in picking a publisher in the future.
40. i think i will remember the formatting the most and in-case i do decide to go into a field in my study in which i write for a living it will certainly help me out.
41. I will remember how scholar publications look and what it takes to research a certain topic. The skill and techniques that I can use in the future are how to find sources for scholarly articles and how to create a solid outline for research papers and proposal. I will be able too employ these skills in the future if there ever comes a time when I have to do research.
42. That different types of writing are present between disciplines which can cause confusing or incorrect inferences. Writing less technically.
43. My most memorable thing about this class was the professor. Mainly because of the way the class was handled and how the subject was con vied.
44. how to get research
45. Working as a team to provide feedback to each other to improve each other.
46. I'll probably remember that I'm not a fan of writing with the intent of explaining other people's work. I like to convey my own thoughts through writing, but that's kind of difficult when I'm just trying to explain the thoughts that other people have.
47. I'll definitely remember the people and APA format the most. I could see me using APA in my future employment.
48. I will remember what we learned about ways to improve my writing process and will probably use that in the future.
49. Having a group of people helping each other with their paper seemed to be the most helpful way for writing papers.
50. I will remember the whole scholarly publication process and can see myself using that when I write my own research papers.

51. I will probably remember the most about how important writing towards your specific audience is because I don't want a bunch of bikers arguing over my writing. I see myself employing more audience analytics in the future so I can more effectively communicate facts and claims that they will more likely understand.
52. Knowing how to write research papers in general is something I will remember the most. I've never written papers similar to these before, and I'm sure in the future I will be tasked with writing plenty of them.
53. The structure of the scholarly essay.
54. From this class, I will remember how to write a paper in APA style. In the future, I will employ techniques and skills that I used writing papers in this class to be able to write papers and reports in my field.
55. [No Answer]

Appendix 2: Most Helpful Classroom Techniques

Of the discussion techniques listed above, which did you find most helpful? How was this technique helpful to you?

1. The professor lecturing about APA, predatory publishers, &c. All of the information was useful and relevant.
2. I find that reviewing articles that resembled the types of essays we were righting to be the most helpful because it helped me get a better idea of how to structure my essay and how to frame my thesis to fit the format of the essay.
3. I am not a morning person so a lot fell on dead ears. What I found beneficial was the daily topic and reviewing the progress of our research and paper.
4. I found that looking at other example articles in class gave me a better idea of what I needed to do for my own article.
5. Seeing an example paper is very helpful in clarifying what exactly is expected for a paper - sometimes an essay prompt and rubric simply aren't all that helpful in outlining everything. If there is no ambiguity in what the expectations for a paper are, students can devote all of their time to creating that paper - and not second guessing themselves over formatting.
6. When we broke down the paper about getting people to walk, it helped to understand the format of a good essay and how ours should look.
7. Reviewing published articles similar to what we were supposed to be writing was very helpful more because I tend to learn from example, and the reviewed article was a great example.
8. On the techniques listed above, I found the activity of discussing our ideal writing environment to be the most helpful. I like to write alone with little feedback from others until I have completely finished my rough draft. Therefore, investigating conditions that I may write best in helped with my writing process.

9. Blocking out time to write everyday, it forced me to confront the issue of having an essay to write and it didn't allow me to put the essay off.
10. Going over similar papers as to what our end goal was was extremely helpful because it provided a basic idea of structure and how our paper should look and how our work should carry itself.
11. Reviewing published articles was the most helpful for me because it gave me a specific goal for what I wanted my paper to look like by the end of the writing process.
12. I found that the time devoted in class was most helpful. This was because it helped me realize that part of my difficulties in writing were that I was writing in the same place I played games and watched YouTube, which made concentration more difficult without me realizing it.
13. I found that review published essays similar to the one we were writing was very helpful. It made writing my own essay a little less intimidating because I had already seen the layout and how someone else went about writing their own.
14. The devoting time in class to draft because it gave me an opportunity to focus on just writing without distractions and the teacher was nearby so I had access to immediate help if I had a question.
15. Reviewing published articles. It allowed me to see how all the requirements and elements of my essays come together in an actual article, as opposed to trying to understand this myself.
16. I found the devoted class time to working on the essay to be the most helpful since we were put into an environment where the only thing we were suppose to do was write. The classroom setting also helped eliminate potential distractions.
17. I found the lectures on specific topics, such as APA formatting to be the most helpful. These lectures were helpful because I have not written essays like this in over a year so they provided a good solid background of information that helped me when writing the essays.
18. Lecturing over specific topics such as APA formatting and reviewing example articles were the most helpful as being able to see how something should be done is the best way I learn rather than coming up with something on my own.
19. Style guides for different citation styles were very helpful, and almost could have been done more. Having time to sit and write in class was also very helpful.
20. Reading articles that were similar to the types of essays that we would be writing was probably the most helpful technique. Some of the styles of essays that we wrote this semester I had never heard of, and seeing how they were actually written helped me get an idea of what you wanted from our papers. It was also helpful discussing the types of essays in class before we started writing. I think it is important for students to know what their professors are asking of their writing because every professor is different and every writer is different. I have turned in the same paper to two different teachers, and one teacher gave me an A and the other gave me a C. It puts me more at ease when writing to know what exactly the teacher wants out of my writing - whether it be formatting or vernacular.
21. Reviewing articles in class. This way, I got to hear your opinion on the article and see how that compared to what my personal opinion was.
22. The in class discussions about the format and goals of a paper like we were working on were the most helpful.
23. Having some of the class time devoted to working on drafts, especially for the literature review was very helpful. Because of other obligations I have in the evenings, this allowed me some certain time set aside to work on my paper. This is very true for the workshop with the library research assistants. That day in

particular probably saved hours of my own time by identifying which databases would be the most useful.

24. I liked how you shared your experiences and allowed us to brainstorm off of that and share our own ideas and experiences- I think its a good combination of using the professor and the other students as learning resources.
25. Seeing the specific struggles with writing papers and commonality that even skilled scholars have as well set a nice picture that it is just as complicated at higher levels compared to basic writing prompts. Making writing seem not as bad when we struggle at points.
26. I would say that reviewing published articles that our won papers would look like really helped out a lot. It gave the example to follow and helped with the structure of the essay.
27. The reviewing of essays in the theme. A rubric can only go so far so the addition of tangible sources to show format that were given and relatively easy to understand made the task for writing the paper easier.
28. The professor talking about APA formation. This is because i did not know much about the APA format and the lectures helped me learn it.
29. The discussion technique that helped me the most was the "In class, each member of our group discussed his or her paper's thesis and organization, and the group provided feedback." This was the most helpful because I was able to voice my ideas with people who were going through the same processes and I also received direction from my teacher as to how she preferred a paper such as this to be formatted.
30. Reviewing published articles was helpful to me, because it gave me an idea on how to structure my papers, which is usually somewhere that I can get stuck
31. I believe that discussing our own writing and drafting techniques in class was the most helpful to me. It forced me to take into account what I wanted each paper to look like, and helped me to frame the essay within my mind.
32. I found reviewing other scholarly articles to be the most helpful. It gave me a better frame of reference and helped me to get a mental prototype of how my essay should eventually look.
33. "Basically the ability for all of us to talk about the issues that we were having with certain papers and ways that we could overcome them and what works well
34. Reviewing published essays similar to the one we are writing. It gave me a guideline to work off of to write my own.
35. The most helpful was the professor sharing her experiences with the class. The academic writing world is something we're just being introduced to so sharing the experiences helps clear up misconceptions and guide us in the right direction for future writing.
36. The teacher going over the lesson was the most helpful. It aided my understanding of the topic in general and overall.
37. "Most helpful: Each member of our group discussed his or her paper's thesis and organization, and the group provided feedback.
38. It gives me more ideas about writing. Also, it helps me to think more about my organization."

39. Reviewing articles was most helpful to me as it gave me an idea of what I was shooting for. The largest problem I had in writing was not being certain what my paper should look like so having another as a framework was extremely helpful.
40. I found that the online review of the Research Proposal essay was the most helpful. It was helpful in a sense that it was anonymous, so people could actually criticize my work and not worry about hurting my feelings or stepping on my toes.
41. What I found most helpful was the reviewing of previously written articles to get a sense of what our papers were supposed to be presented as and what was expected grading wise.
42. The technique that I found most helpful was reading and studying articles that would have a similar look and feel to the ones we were writing. This was helpful because it acted as a reference template so I never got off track while writing my essay.
43. Learning about the type of article and how to write the article. Learned how to phrase verbiage. understood a better method or structure to base the flow of words off of.
44. I felt the most help came from the experience Dr. Larson shared during class. I felt this showed more of how writing can be an every day thing.
45. talking about writing process
46. The group discussion on our paper it showed where I could improve.
47. Going over published essays and getting familiar with the formatting of other essays definitely was the most helpful to me. I didn't understand how exactly we were supposed to synthesize an essay in a format that I've never seen. I'm not sure if my Literature Review essay was formatted correctly, even though I've already submitted it. Maybe going over how an essay should look will give us a better idea of how to write our own essays.
48. I think devoting time to drafting the essay in class what what helped me the most, simply because I am absolutely terrible at procrastinating and starting is the hardest part of an essay.
49. Talking about the writing process, because I always just sat down and wrote the last day possible and it was good to know better examples of writing processes.
50. Discussing his or her paper's thesis and organization was the most helpful technique. I did not have a specific thesis before talking in a group, and the group came up with some excellent ideas for me.
51. Reviewing published articles that resembled the essays we were going to write. It provided an example as to what the essay should look like and was a good starting point for actually writing the essay.
52. I found your previous writing experience helpful, as it showed the direction towards where I needed to go, and where I shouldn't go.
53. I found reviewing published articles that resembled the kind of essay we were writing to be the most helpful throughout the course. Even after looking through an example in class, I would often search the internet for similar articles to ensure that I was following the prompt correctly, so getting to read one or two in class cut back on that step in my writing process.
54. In-class time devotion. Allowed me to get feedback from the professor quickly and get assistance without relying on emails.

55. Devoting time in class to drafting the essay was the most helpful to me because I procrastinate nearly everything. Given this opportunity to start my essay in class, I started writing a lot soon than I would have if we did not start the draft of the essay during class time.

Appendix 3: Least Helpful Classroom Techniques

Of the discussion techniques listed above, which did you find least helpful? Why was this technique not helpful to you?

1. Talking about our ideal writing environments. If we don't know our ideal writing environments or how to deal with an un-ideal one by the time we're this far into our educational career, then something has gone terribly wrong.
2. Talking about APA style and predatory publisher's was the least helpful. Even though I did consider the conversation beneficial to my writing they were concepts that we could read an article about and still have a good understanding.
3. devoted time in class to work on the essay, if I'm going to work on an essay its usually at 1 in the morning. But I'm an oddity.
4. Talking about our writing process didn't really help me that much on my articles. I already know how I write so talking about it isn't going to help me improve it very much.
5. Talking about my ideal writing environment didn't help too much - I've written so many papers in high school and for other classes, I've already got all of that malarkey figured out.
6. While I suppose the day we spent drafting could have been helpful for other students, it ended up being a wasted hour for me as I wasn't really able to get anything going in that short amount of time.
7. Talking about writing environments didn't help me that much simply because I already have a fairly good idea of the environment that works best for me.
8. I found the discussion of each other's thesis and paper the least helpful. I rarely find the opinions of my peers to be all that useful. I am not writing to the expectations of my colleagues but that of my professor. Most interactions of this type with my classmates takes one of two avenues: either an extremely and unnecessarily aggressive response or a passive one that tells me my paper is written well even if it's not.
9. We worked on drafting as a group, but it did not provide as much help as say a conference with the professor would have. It didn't provide enough feed back on the starting block of the essay, setting us up for success.
10. Shared writing experiences, while still beneficial, did not carry the same kind of weight for me as the other techniques. It was cool to kind of see the other side of the spectrum from somebody who has been there and done that. It gave a lot of perspective as to how the process should look as a writer.

11. Talking about our writing habits together was the least helpful for me because I am stubborn and didn't change any of my habits based on those discussions. I still procrastinated, and I was still anxious by the end of my writing, and it is mostly on me.
12. The time in class for looking at thesis and organization was least helpful to me. This was because I didn't feel like it gave me a thorough evaluation of my paper, and I didn't have too much to go on aside from a couple minor changes I made to my introduction.
13. Talking about our own writing process was probably the least useful to me, although it was still useful just not as much as the other techniques.
14. The group discussion and feedback was least helpful to me because I personally feel I didn't really get much out of it.
15. Group feedback. It was too early, everyone was tired. It was not really an environment in which very much progress could occur.
16. Although it was enjoyable to hear what the other students were writing about and talking about my own topic, I found that I didn't benefit too greatly from talking about my paper in class. This is probably because I didn't get a whole lot of feedback and I was already in too deep to suddenly change everything.
17. The least helpful thing to me was discussing our individual writing techniques. I would rather spend time focusing on how to develop certain aspects of the essay as individuals rather than hear other people talk about how long it takes them to draft an introduction.
18. Discussing writing habits and settings is not something I find to be of importance, as I feel I already know how I would write a paper at this point in my life and I'm unlikely to change many of those habits.
19. Talking about our own writing processes was not very helpful to me. At this stage, I know how I write and what helps and hurts my writing process.
20. Personally, I found that drafting in class was the least helpful technique. I did not enjoy sitting and staring at a blank page for fifty minutes. It is harder for me to start writing when I am put under pressure! I hated that in high school, and I always feel like my writing is less than it could be had I had time to write and come back to it later. That being said, it was not the end of the world when we drafted in class. I actually managed to write a bit down. It wasn't the best and it wasn't formatted well, but I wrote up a better outline, which helped me when I was stuck with my abstract for the last paper.
21. Talking about our writing process in class. I did not find this helpful because my writing process seems to be pretty unique compared to others' and it works for me, mostly.
22. The least helpful for me was probably the in class drafting time. I can see that this could be helpful for some but I would have preferred another lecture, even if it was only vaguely relevant.
23. Discussing my own writing style and environment didn't really help my own performance, or probably the performance of others. I could tell someone about my ideal process or environment to write in, but at the end of the day, the paper needs to get done regardless, and that standard is often put away to favor results and not how comfortable I am. While it is interesting to identify what the ideal process and environment are, at least for me, it had little to no effect on the outcome of my paper.
24. I don't think looking at the example literature review was extremely helpful, as it had different sections that weren't requirements for our paper and by that point we had already written the research proposal, so we knew how to structure an abstract, introduction, methodology, etc.
25. Writing in class doesn't help as much as I operate with a computer much better than with the pen. Might be helpful to someone who writes frequently, however.

26. The group sessions of going over each others papers was not the most helpful. Some did not have their papers complete and we would stray off topic and not fully edit or help revise the paper
27. Discussion of the editing of the paper, a majority simply did not have the paper done making it moot and slow moving without any viable input.
28. When she shared about her writing experiences. it was still helpful though just not as much as everything else.
29. The technique I found to be least helpful was the "We were asked to talk about our own writing process - including our ideal writing environment and methods to cope with non-ideal environments, as well as the time it takes to write a good essay." This technique was the least helpful comparatively because I personally already knew about these techniques do to past research, classes and experiences.
30. getting to know my writing style was probably the least helpful, because by this point in my writing career I already have a good idea of how I like to write best
31. The lectures were the least helpful to me, but the fact is that everything was extensively helpful in this class. I only found less help in the lectures because I already knew a few of the topics that we had discussed in class.
32. While I can definitely see how it would be helpful to other people, drafting in class wasn't as helpful for me. When I write I tend to devote large chunks of time to my work, and 50 minutes just didn't feel like enough time.
33. Reviewing the published articles was kind of "meh". Some articles were not pertinent and many articles have slightly different layouts
34. In class time to work on the essay, as i cant get started and get anything substantial done in the short amount of time given.
35. The least helpful was dedicating class time to writing. I tend to schedule my writing times so having time to write in class (when I wasn't mentally prepared to do so) is difficult because it's not the kind of writing environment I'm most successful in.
36. Taking time in class to draft the essay was the least helpful to me because i would have part of the essay done, but it would end up being on the schools computers in stead of my own. However it was still helpful to start drafting the essay.
37. "Least helpful: Review published article.
38. Sometimes I cannot catch up with the teacher."
39. Writing in class. Doing this did not give me any advantage over writing on my own, and felt almost like a waste of the class period.
40. I found that talking about our writing technique was not that helpful. It wasn't helpful for me, because I already sort of know my technique and writing style.
41. The least helpful was the actual review of the apa format because even though it gave a basis of an outline of what the draft was supposed to look like it did not really give an example or detail of what exactly was needed.
42. The technique that I found the least helpful was talking about the days topic. Usually the topic involved something that was already posted online. It was nice at times to have some clarification on some items but overall it seemed unnecessary to cover topics that were explained in as much detail online.

43. Discussion of the thesis and group feedback. Too short of time for a good discussion. Students were unprepared for how the organization was to be presented. Feedback from others was not very helpful.
44. All of these techniques worked well for me.
45. group discussions
46. Talking about our writing process, it doesn't help me improve my writing.
47. The least helpful was definitely when we spent time in class for writing our essay. Most of the time I'm up for spending class time doing stuff I could be doing outside of class, but when we only have one lecture per week, I would much rather learn how to make a better essay than to just start writing. Plus, I didn't even know the structure of the essay that I was trying to create.
48. Discussing our writing process didn't help me too much, just because I don't think it changed the way I wrote a paper. I didn't have to adjust my writing style, but it could be very helpful to someone who does, so I think it is still a useful thing to do in the course.
49. Having time in class to draft the essay because I didn't get anything done being in the classroom with other people.
50. Drafting during class was not the most helpful technique. I just could not write with the environment given during class.
51. Time in class for drafting the essay as it was hard to start thinking about the essay within a fifty minute time slot and then stop writing.
52. I found drafting the essay in class to be the least helpful because I cannot recreate my environment of having multiple monitors and noise cancelling headphones in the classroom and therefore I feel my writing suffered from drafting in class.
53. I don't think that any of the techniques were helpful in any way less than the others (with the exception of my previous answer).
54. Lecturing. I'm more of an example learner, rather than an auditory learner.
55. The least helpful to me was when we discussed our thesis and organization and then the rest of the group gave feedback. Personally, I am terrible at trying to explain my thoughts and ideas to others, so I was not very good at this.

Appendix 4: Peer Review

What feedback can you give me about your peer review process? What aspects of the peer review were most/least helpful?

1. For my specific case, the peer review process wasn't helpful at all. For the online peer review I got locked out of the system and was unable to submit my paper for others to review or review other

people's papers. For the "think tank", I was able to help my partner a little, but I didn't have enough written for him to peer review mine.

2. I liked that having someone else look at my paper and point out mistakes that I overlook. I did not like having to criticize another person's paper because I feel like I do not have a full understanding of the writing process since I am still learning about it today.
3. It made me fully understand the failures of my paper.
4. The peer review was helpful because it gave me a second opinion about parts of my paper I was unsure about. For example, on the literature review I knew my claim was very vague and my reviewer agreed with that. Honestly I don't think there was a least helpful part of the peer review.
5. I liked the one-on-one grading, as it went into a good amount of detail. Ideally, we would be able to make comments and suggestions directly on the paper, maybe through Google Drive. This would make it much easier to point out specific problems within the paper.
6. "With the online review, it was clear that the students who reviewed my paper didn't really spend much time looking at it, but you can't really blame them for just wanting to get their homework done.
7. The in-class small group review on the other hand was easier to get engaged in and was more productive I thought."
8. Both processes were very helpful. If anything, I would say that there should be anonymous online reviews for the second and third essays as well as the first, although that might be a pretty large burden on the reviewer. The in-class review of ideas worked very well too, although I think that actually reading parts or the whole of your paper to the group (similar to the process in the writing center) would help generate several helpful reviews of both your ideas as well as your writing style and ability to stay focused in your writing.
9. As mentioned above, I do not enjoy the peer review process in the slightest. The only way that I may find it useful is if it was conducted late into the assignment regime or after I've written the rough draft.
10. I liked that the group think tank gave helpful review, it allowed me to further shape my argument. Focusing on the ethical side rather than the empirical definition of my argument.
11. In-person reviews are definitely ideal in my mind, simply because you are given the opportunity to talk through ideas with somebody face-to-face. Not to mention that online can be relatively time-consuming, and takes out of class time and resources to complete.
12. I honestly found both of our peer review processes really helpful, or at least set up in a way that helped people write better papers. I wish people would have been more critical and real with me about my paper than just saying "good job" though, because then I have nothing to improve on.
13. The peer review process, especially the anonymous one-on-one, was very helpful for me as it helped me point out mistakes that I did not catch because I knew what I meant to say in my head. What was least helpful was just looking at organization, because it was not difficult to organize the topic I chose into an essay.
14. The anonymous review was a lot more useful because more specific feedback was provided.
15. I liked the online peer review because I had specific feedback on each section from multiple reviewers and it helped me be able to figure out what exactly I needed to focus on and correct.
16. The online one was better, because we had more time for it and were not as loaded with work. Having a week or so to evaluate two essays is much better than having 40 minutes to evaluate four or five.

17. Honestly, neither really helped too much; any feedback that could have been helpful I had already known.
18. I liked the anonymous online peer review because I felt like people were more inclined to be honest since I didn't know who was critiquing my paper.
19. Getting feedback from people with a similar background in writing that I have is very helpful, as we would have similar approaches and expectations for what we think is required and what works for us.
20. The in class peer review was not incredibly helpful. I felt that there was not enough time to really go into depth for each person's topic and give constructive feedback other than grammatical errors.
21. I think the group "think tank" was better because we weren't anonymous. In the online peer review, people were mean, and it felt like they didn't care about what I was writing because they were mad at my topic. This only made me angry, and made me want to listen to what they were saying less. Face-to-face review makes a person think through what they are saying. People are less likely to want to hurt your feelings, even if they do not agree with your topic. I can deal with constructive criticism, but there is a point where it feels like the person is ticked about your topic, so they only focus on the negatives of your writing. I feel like it is easier to do this when people hide behind screens, so removing that aspect would allow for better constructive criticism. In class, people didn't seem to enjoy my topic very much, but because I had their face/body language while they were reviewing my paper, it was easier to want to listen to them. It felt like they were trying to help, rather than just argue.
22. None of it felt particularly helpful to me, other than if someone founded an awkwardly worded sentence or if there was something I forgot.
23. The online anonymous review relies too heavily on the reviewer not being lazy, in class the paper is seen by more people and the responses will be more in depth because the person making them is in the same room s the person whose work they are critiquing.
24. I favor the group, in-class discussion. In that format, it's easier to say what you mean. When someone's online, it can be somewhat harder to decipher what their point is, and when in class, the feedback is more immediate.
25. I did not have my paper ready for the peer review, but I did like other aspects of the class where we interacted with other students to bounce ideas off each other. Its always easier to talk to a peer.
26. Having the inclass discussion was nice to see people related to our field give on the spot feedback without having a time to fill out the perfect critique sentence.
27. a lot of the time spent peer editing was spent just talking about the basics of the paper and not really the sources and content of the paper. It would have been more beneficial if we had focused on those two aspects, but all of this is due to the fact that we get off topic easily.
28. The online review people were ruthless. Every single category underlined APA and grammatical errors while not giving actual advice on how to fix it. Instead they scared me with rubric scores of 60% for papers that I considered to be better and still in need for editing anyway.
29. I like being about to actually enplane my paper to people instead of them just reading it when they review.
30. One of my reviewers in the anonymous review just said I was doing great and was looking okay, the other one actually provided feedback to a degree that I believed helped strengthen my paper but I would've liked to have questioned the writer more to better understand their opinion. When the class used the "think tank" review I felt like I got more out of the conversation because one, I could respond

with my own comments and questions and two, I could confirm with my teacher that the reviewer's statements followed along with what my professor wanted.

31. It often felt like when my work was reviewed that I was only getting superficial comments, a more in depth review would have been more helpful I think
32. I appreciate the peer review process in class. It provides both a nice one-on-one and a group experience. It is helpful to be able to see the viewpoints of others on my paper, and helping them out with their paper gives me introspective on the flaws of my own.
33. In general, anonymity fosters security. When people feel that their words cannot be taken "personally" then they tend to hold back less. Criticism is taken only as what it is, rather than a presentation to conserve someone's feelings.
34. I would rather it be an in person process so that if either person has questions they can get real time responses and benefit the work much more. The fact that it is online and that many people don't check if they have responses really demolishes that idea.
35. Nice to hear other people having similar problems, motivates me to keep working. got some good ideas on directions to take the essay and how to overcome problems from the reviews.
36. The online review process wasn't very helpful at all because I got a lot of "I like your paper" and "good job" comments so people could get easy points for the peer edit. I like to work with faculty when it comes to editing my papers because they've had much more experience with writing than my peers and I have so I tend to value their opinions more. The think tank review was more helpful because I had to verbally communicate my ideas in such a way that people would understand (which reflects what the Peer to Peer essay and conference presentations might look like).
37. Honestly, i find the online discussion least helpful. Id rather at least be talking to the person in person, or in a group, than to be talking to them online. Mainly because I just understand what the person/ people think better.
38. Reading articles of members in group is most helpful for me.
39. The peer review process I experienced was super helpful. Not only because I got good direct feedback on my paper, but also because I could see how other people in the class tackled the issues and could draw some inspiration from them.
40. I found that the online peer review process was very helpful. It was helpful that it was online, and I could take as much time to read other papers as I wanted. It was also helpful that it was anonymous, so I could leave honest feedback.
41. The most helpful aspect of peer review is getting some feed back about your paper structure as well as information, the least helpful is definitely the people afraid to criticize your paper and say that was really good and then give you nothing else to work with.
42. I liked the peer review process. It was nice to get feedback form someone who was anonymous and could give more honest feedback. The one that was most helpful was the group think tank becasue of all of the different feedback I could get. I had the five different opinions of my peers that could be used to better my essay and my writing. The peer review process might be better to do with a draft that is closer to being completed rather than a first draft. At least for me I was never done and needed to do more work, so some of the feedback was already going to be implemented.
43. The peer review allowed for another to read and provide feedback with less pressure than a professor. The amount of variety that other students provided back can be useful to worthless as they can seem rushed.

44. Most of the process of peer reviewing was beneficial, but what i felt needed improvement was the interaction between the professor and the student
45. none
46. The feed back from more than one person was helpful.
47. The online peer review process was extremely helpful! It forced me to have a draft ready way before the due date of the essay. With the brunt of the paper there for the peer review, there was much less work to be done on WRITING the paper the day before it was due, and much more work focused on making the paper BETTER.
48. The online review was nice, but not very in depth. The in-person review was a bit better, due to having time to talk things out, and gave me a better idea on what to change.
49. Having the online peer review was a hard deadline for a rough draft before the actual deadline, which forced me to get it done.
50. The submission of the peer review was a little confusing. The rubric chart with comments was most helpful.
51. The peer review process helped refine the paper especially once fresh eyes looked at it. Sometimes, other people simply said it was good and didn't offer too much advice for working on the paper.
52. I feel that the length of the class and the objectives you wanted accomplished within our peer reviews in the "think tank" were not fully compatible and therefore ineffective.
53. I was never good at peer reviews, so I felt I couldn't contribute to helping others with their writing process, but it was a lot of help for me to get word on things that I could fix in my paper as I was writing it.
54. Being able to bounce ideas off multiple people is really nice to get. But if it's for a grade, some people won't really read the essays and will just give surface level feedback.
55. When I peer review, I read over the whole essay and then pull up the grading rubric and look for all aspects of t he rubric being answered and/or addressed in the essay. I think that the anonymous peer review was the most helpful because it allows people to be brutally honest with your paper. I think that the think tank was the least helpful because people can be too nice when reviewing a paper in a group, and we did not review the paper as a whole during the think tank.

Appendix 5: Recommendations for More

What is something that you wish we had done more of in this class? Why?

1. Nothing comes to mind.
2. I think a one-on-one review of my essays with the professor or any english professor would be more beneficial it could help me understand what the professor is looking for when she is grading the essays.
3. Start writing sooner. I never needed all the little tips and tricks to start writing but it was still pushed way back in the semester to actually start writing. I would have benefited from finding a topic the first week, proposal in two weeks, and the paper being done in parts but due at the same time as it is now. This

system also allows people to change their topics if they find they've made a grave error in topic choice with little to no detriment.

4. More time for in class work on the articles so we can ask questions as they come up while we are in the classroom that way we don't have to wait until the next class meeting or use email to ask a question.
5. Looking at examples, as it helps clarify completely what a paper should look like. Students should not worry so much about formatting, and instead should use their time on the content of their essays.
6. If we had had a lecture on using the libraries databases and resources before the library consultation
7. More group review, since it helped the most in writing the essay and for the reasons listed above.
8. I wish we had gone over the papers more in this class. We usually spend one, good day on each paper assignment. In reality, these papers make up the vast majority of our grade, so I believe most lectures should be geared towards you showing us what you're expecting and different writing techniques that could help us with our structure. I would prefer less emphasis on citations, predatory publishers, etc. and more on the actual assignments. I know that these discussions add to the class and should have their place in it, but I believe that place should be reduced significantly.
9. "More peer review, more direct one on one feed back with you.
10. More writing strategies, my biggest problem as a writer is accepting that when you first sit down to start writing an essay most of your work will be thrown away in your first revision. "
11. I wish I had set aside more time in my class work load to truly research and delve into each topic deeper. I feel like due to time constraint in my schedule, I was only able to scratch the surface, and I feel like my work suffered as a result.
12. I wish we could done deeper analysis of each student's essays in order to have a solid starting point before our whole paper was finished. To be specific, I liked when we discussed our thesis in class for the literature review paper, and I wish we would have also done it for our research proposal.
13. More one-on-one peer reviews would have been great. A lot of what worries me when I'm writing is not catching a mistake because I thought something different as I wrote or forgetting something entirely, and a one-on-one peer review is the best way to catch that. Plus, we always had one-on-one peer review at my middle school, and I got used to it there.
14. I wish we had done a little more peer review and in class work on our essay because if anything it holds people a little more accountable to have a good start on their essay.
15. I wish we did more in class writing time since it would be a good way to make sure I made progress in a timely manner instead of waiting until last minute like I usually do.
16. I wish we'd looked at more articles to get different perspectives on how they are written. Particularly articles written by smaller research teams (1 to 3 people) in shorter periods of time, to best reflect our particular situation.
17. Having at least one class meeting dedicated to writing for each paper would have been really nice. This is again because of the forced environment so work would inevitably get done.
18. I wish that we met more than once a week, I realize that I am probably in the minority in this respect. Quite honestly I have put this class on the back burner this semester, only meeting once a week I would sometimes forget about it all together.

19. Lecturing before the research proposal as that paper is a basis for further papers and helps to have a solid start from the beginning.
20. I wish we had spent more time drafting in class and peer reviewing. This was what helped me learn the most.
21. I wish we would've discussed our actual papers in class more. Whenever we did that for the literature review, I felt like I had a better understanding of where to go with my paper. I could sort of bounce my ideas off of my classmates, and it was more of a discussion about my topic, rather than just me having one idea and going with it or someone commenting more negatively about my topic, without me able to comment and discuss back.
22. Nothing that I can think of
23. I do wish we had more class meetings. I found that I was forgetting to work on things for this class until the day of class.
24. More days used for drafting the papers would be nice. Because of how we split the class into groups, I understand that this is not entirely possible as of right now, but for those who have other commitments in the evening and weekends, it really helps when finding time to write the paper.
25. I think with how small our groups were, we could have met outside or somewhere not in the bleak conference room more often, and that would have helped with a more casual atmosphere for when we did things like shared each other's research topics.
26. Look over complex scholarly papers to see how the language and technical talk functions to try and better understand it for our papers.
27. i wish i had read more of the prompt to really get a full understanding of how the paper was really suppose to be set up. it just seemed i missed points due to the fact I had wrong formatting of paragraphs.
28. More discussion on examples and the looking into emphatic order. The order can always be questioned but more help could have made the situation easier to comprehend.
29. In class work on the papers.
30. I almost wish I had more class time to work on the paper; either meeting more than once a week or just writing more in class because of time management and if I come up with a question and would then possibly wait a week to ask it because it's too long or will take a legitimate face to face conversation to answer the question. Furthermore, then I could check with my professor that I'm on the right track structure wise before I write a lot of words only to realize it didn't meet the professor's requirements.
31. I would have liked more class time devoted to writing our papers, having a set time to work would have helped me to procrastinate less
32. I wish that we had done more work on how to structure your paper in APA style, specifically in the reference section. Some individual help in referencing sources would be helpful, as not all sources have all of the proper information to cite the correctly.
33. I would prefer if we had more closely reviewed a template or outline for our assignments in class. A more precise explanation of how to best complete the assignment would be helpful.
34. Group discussions. I think they are beneficial for everyone to see how they can improve and help others do the same
35. Time management, makes my life esier

36. I wish we had done more one-on-one research like we did at library workshop. It was really helpful to have someone help us look for important articles in the right places.
37. Explaining more on what a scientific paper is and how it is different from a popular paper. I still don't understand either of these things at the end of the semester.
38. Discuss our ideas or thesis of articles. It will help me to know whether I am in the right direction. Also, through discussion, I can get more ideas about essays.
39. More discussion on formatting and style would have been helpful for me since I was not familiar with either for scholarly kinds of papers.
40. I wish that we would have done more anonymous online peer review. It helped me write a much better paper, and improve areas that needed work.
41. I wish we had done more drafting in the beginning as well as source looking before we had nearly written the whole paper.
42. I wish I done more writing and planning ahead of time. There were many times when I was burnt because of multiple tests or just the stress of life in general where I didn't want to write, even though I needed to. This would have made me better prepared to write and complete the essays.
43. Examples of work similar to what each student is doing. Some of the examples do not help with some fields as language/terminology used is different than what is used in discipline specific classes.
44. Attended, Self explanatory
45. devote more time to writing
46. I don't know.
47. We need to go over more papers of a similar type in the class (possibly old papers). When we went over a published article about walking and the health benefits, it gave us a lot of knowledge about what to explain to the reader, but again there were issues that I had to try to create my own essay. I can learn by creating, but I'm much more efficient when I learn through examples.
48. Discuss possibilities of what each individual person was writing about. When writing my paper I found the prompt a bit vague, and was never 100% confident that I was writing about the correct things that had to do with my topic.
49. More of being taught what to do because for the first essay I had no idea what was going on or what I was supposed to write.
50. Teaching us more about what we can or cannot do in a research paper, so that we wouldn't encounter or make those kind of mistakes during writing papers.
51. Wish that we had gone over the research proposal more in class, as it was hard to find a good topic that could be expanded upon and write about.
52. I probably should've spent a little more time breaking my essay down so that more coherent and concise thoughts and facts were presented in my papers.
53. No suggestion.

54. More in class writing. To me it seemed a lot of class time could be condensed and we could get to a lot of the essay writing done in class with ready assistance from the professor while still maintaining the integrity of the course.
55. One thing I wish that we had done more of in this class is reading articles because I enjoy reading and I find a variety of articles to be very interesting.

Appendix 6: Recommendations for Less

What is something that you wish we had done less of in this class? Why?

1. Talk about the general writing process. We've written dozens of papers over the course of our educational careers, so I doubt that any of us really needed these discussions.
2. There was nothing that I wanted to see less of. Everything seemed beneficial and relevant to my understanding of the technique.
3. quizzes, they seemed pointless besides providing points. I'm grateful for the point buffer but would have gained more from the paper having graded drafts as a completion grade.
4. For the most part I found everything we did in class helpful. There was one day where we worked on the paper in class and then wrote about what we had accomplished every 10 minutes or so. I didn't really see the point of that. So I guess doing less of that would be nice.
5. Talking about the ideal writing environment. Though it was still healthy to reflect on, as I hadn't explicitly done so before.
6. tough to say, I guess we only had one meeting a week so we got the most out of everything
7. There weren't that many wasted hours, although I did find the discussion of writing environments the least helpful. Writing in class was nice though, as it provided a distraction-free writing environment.
8. This goes in line with my previous response. I wish we could have seen less of the peripheral information and more on our main topics: that of writing our papers.
9. ?
10. I don't believe there was anything in the class structure that would necessarily need to be decreased. Overall, I feel the class was very well structured, I just wish I had been more aware of the workload and allowed myself more time.
11. I wish we would have talked less about how we feel and instead had time to discuss our progress on our papers. However, I know talking about how we feel did help some other students have confidence in their writing, so take my comment with a grain of salt.
12. I don't feel like there is anything we should have done less of. The shorter amount of time in class really took care of anything like that.

13. I wish we had a few less weekly assignments, although many of them were helpful it felt like some of them were more busy work than anything
14. I wish we had done less of focusing on one person's essay and going around since I get bored and end up spending the whole time waiting for my turn instead of listening.
15. Discussions of how our individual essays were going. It's nice to hear and talk about writing progress, but it's not altogether helpful.
16. Maybe less peer feedback? It didn't help me much, but others may have desperately needed it.
17. Something that I wish we had done less of in class is focusing on time length per section. I felt that we devoted a lot of time to discussing how long each sections should take and how long we took for each section and it really didn't affect my writing.
18. There were various activities that didn't seems highly relevant to the papers we were writing and would want any examples or exercises to help those papers.
19. I wish we had spent less time going over the pedantic aspects of the paper. One class period in which all of the expectations were laid out would have been enough.
20. I did not enjoy the class periods where we just discussed random articles and whatnot. I know they were meant to help us figure out what sources to use, what our papers should look like, etc., but they were kind of boring to me.
21. Online quizzes. Most of the time I wouldn't even read the material and just look for the answer, which was much faster. All these did for me was take up time.
22. If I were designing the class for a group of students exactly like me I would probably forgo some of the quizzes and source evaluation activities for some smaller, unrelated writing activities. Maybe 150-200 words about a given topic or writing an introduction or conclusion of a paper given the rest.
23. I feel that the course could do without the discussion of writing environment, writing style, and the order of writing the paper. Really, these choices are up to personal preference and discussing them with others, while interesting, had no effect on the results or quality of the papers.
24. I had a hard time completing all of the homeworks on time, but with how we only met once a week, I think they were important and worthwhile. Maybe make the deadline 8:00 on Monday morning instead of midnight!
25. Writing in class, but that's due to my own dislike of physical writing with the pen.
26. There is not really much that I would say i wish we had done less of.
27. Less drawing out of the presentations. Several of them realistically could have the same impact in 35 minutes instead of 50 and I found myself zoning out on several occasions.
28. the online discussions. i did not see them as beneficial in the long run.
29. The quizzes or basic assignments never really taught me anything new and they didn't count for a huge percent in the grade so they couldn't assist my grade in the class if one of my papers was really bad. So overall they were tedious busy-work that I think could be improved upon or changed so that you could get more out of them.
30. I would have liked to see less lessons on the day's topics, its not that they were not interesting, I just felt that they were slightly irrelevant some times

31. I enjoyed the class exactly the way it is and there isn't much need for improvement in this facet.
32. I honestly cannot think of anything to this effect. Since we only met once a week most weeks, I felt that our time in class was especially valuable. I felt that you budgeted the time in the most effective way possible and we used all of our time wisely.
33. Work with the library people. You could easily send a power point with all the information needed to search through articles rather than take a long time by walking everyone through it individually
34. Trying to find that one perfect source instead of multiple sources i can take bits and pieces from.
35. I wish we had fewer weekly assignments. I understand we need the points but sometimes they felt like busy work.
36. There is nothing i wish we would have done less.
37. Lectured about topic.
38. Discussion of how we will spend the semester and when things were due could be cut out as this could be found in the syllabus.
39. There's nothing I can really think of that bothered me that much. If anything, I think that the writing process lecture should be an optional workshop or something. I can see how it is helpful to some, but it didn't really help me.
40. I wish we had done less busy work. most of the quizzes were semi relevant to the topic but mostly it was busy work to do throughout the week.
41. I don;t believe there was anything that I had done so much of in class that I wanted to do less than it. I felt that I put in a good amount of effort and participated a healthy amount.
42. Slacked off, Daydreaming
43. none
44. n/a
45. I wish we didn't do as much work in class that we could be doing outside of the class. Honestly, this survey is a prime example. I understand that not everybody in every class will fill out all of their end of course surveys, but I feel like we could be doing other stuff, like going over a peer-to-peer essay from a previous class or something.
46. I honestly can really think of anything, I liked almost everything about being in this class.
47. I wish there was less discussion about anything other than writing the next essay directly because we only meet once a week and it would be good to get more time just focused on what to do and how to do it
48. Class over all is nicely scheduled, I think all the materials covered during the classes were necessary.
49. Discussion of writing techniques as I already knew a lot about the writing process already.
50. I feel that I easily could've done less analyzing because of the nature of the papers we were ask to write.
51. No suggestion.

52. Writing center visits. Nobody enjoys being forced to go anywhere and spend time they could be using on something else.
53. One thing that I wish we would have done less in this class is big essays. I know that essays are essential in an English class, but
54. I am a little nervous about my grade because the essays are such a large percent of my grade.
55. N/A
56. nothing

Appendix 7: Small Group Blended Class Structure

Did you like the "small group" structure of this class? Why or why not? What other advice can you give me as I revise English 1160 for future semesters?

1. I enjoyed the small group aspect of the class, but I feel that the groups could be a bit larger.
2. I did like the small group structure because it made the class time seem more personal and the small class size made it easier for me to engage in the discussion.
3. Yes-ish. I liked only showing up one day a week but I didn't gain a lot from working with fellow students.
4. I did like the small group structure. It made the class seem more personalized and we were able to hold conversations easier than if it had been one large class.
5. Yes, it was refreshing compared to my other classes, and I enjoyed the laid back atmosphere.
6. I definitely liked it more than a full class
7. Sure, I did like the small group organization, and I especially liked the fact that the class was once a week (because it was less of a burden on my schedule, not because I didn't enjoy the time in class). The small class was nice, but not my most important concern and not necessarily necessary.
8. I greatly enjoy the small-sized classes. They make it much easier to get one-on-one help when needed and to offer my opinions.
9. I liked the small group aspects as smaller class sizes leads to more individualized learning solutions, however the group structure also reduced overall face to face time by effectively cutting the class from 3 hours a week to 2 hours a week.
10. I LOVED the small group feel. It was very lax, I knew most of the people in my group, and I was able to relate with similar minds and topic concepts in my field. I honestly would not change a thing as far as class structure, however I would emphasize early on the amount of work truly needed to produce quality work in this class.
11. I did really enjoy the small group structure of the class because it allowed us to stay more focused, and saved time from having to explain our topic before explaining our essay.

12. I enjoyed it. The small group structure made it easier to discuss our papers, and less time in class gave me more time to finish other classes work so I could devote more time overall to the papers in the evenings.
13. I really liked the small group structure of the class, it was nice to be in a group with people majoring in the same or similar things. I dont have any other advice for revising the class.
14. I loved the small group structure. I like meeting once a week instead of three but most of all if it was a large group I wouldn't be able to speak up or participate in class but since its small enough I'm able to speak out loud and discuss things which makes me feel like I'm getting more out of the class than I usually do.
15. The small group structure works very well I think, because with smaller groups help is more accessible and it's easier to get used to each other as classmates. In terms of other advice, I think some of the discussions that we had about the literature review should've happened a week or two earlier than they did, because with the current timing we had talks about gathering sources about 75% of our working time into the assignment; I like to work ahead, so I already had my sources, and the talks did far less for me than if they'd occurred earlier.
16. I really liked the small group structure! It was nice having only a handful of students because it allowed for what felt like a more personal class period. Additionally, only meeting once a week was a rather nice bonus.
17. I did like the small group aspect as it gave me a chance to hear about essays from people with similar majors to mine, however like I previously stated meeting only once a week caused me to sort of forget about the class in general.
18. It was helpful to get more one-on-one time and have like minded people to discuss with, but having minimal lecture didn't benefit in the beginning as I felt i didn't know where to really go with the research proposal in some instances.
19. I did enjoy the small group aspect, but I wish that each small group would have met more than once a week. I feel like that made the class feel slightly disjointed and trivial.
20. I did enjoy the small groups. It was easier to want to talk in class, and I found it better and more "intimate."
21. I really enjoyed this. Small classes are much less stressful to me than bigger ones are.
22. The groupings were a good idea. It helps keep the feedback relevant and streamlines the process of reviewing. I just wish it didn't mean so few class meetings. It would be great if there was a way to have the groups in one room.
23. The small group format is a great choice. This allows for people in the same fields to have better peer editing experiences. It also allows a more in depth analysis of papers and progress on the days when we must bring in drafts. Having less people in each group means more time spent of each paper, and more time for helpful feedback.
24. I loved it, it was such a nice break from how all of my other classes are structured. I think that meeting once a week was enough, and it was just nice to have somebody ask me how my week has been going and to commiserate with the other students :P.
25. Yes, the small group gets familiar or at least close fields of study together so the information that each person is researching can be understood by classmates instead of going over someone's head who is talking about nuclear physics to a marine biologist. Make due dates for the quizzes/activities due on the date of the meeting. Makes it easier to remember if you don't have a notification but that could easily be attributed to laziness.

26. I do like the small group structure. This allows there to be more one on one and nobody in the background not contributing to class. It makes oneself responsible for the work they need to get done.
27. Yes the small group made it way easier to put your opinion into the conversation. With less people it is easier to get comfortable and not scared to be the idiot in front of 20-30 but instead 7-10. This alone made it better and the people had similar logic processes to solving the problem.
28. I enjoyed the small group. its a lot easier to work with less people. I don't have much advice. i think the class is run in a good way.
29. I enjoyed it to a degree. It's nice because then I could potentially receive one on one attention from the professor like when you go around the room asking about each person's progress. However, a multitude of people do not seem to attend these lectures enough and therefore if it were the case of getting a class peer to peer advice like the "think tank" review then it becomes less effective because you lose the opportunity to discuss with more people.
30. Yes, I felt more comfortable in a small group, and I felt like I got more help than I would have in a larger group. Over all I was very pleased with this class, and I don't have anything that I would say needs to be changed
31. Yes, I absolutely adore the small group structure of this class. It helps me be able to speak out, I can receive more help if I need it, and the small number doesn't limit brainstorming sessions.
32. Yes, I felt a much more intimate connection with you and my fellow classmates. I believe that I received a greater share of specified attention which better contributed to my success in the class.
33. Yes, it is nice to not have to go to class 3 times a week. If there was more to help during class, I wouldn't mind it; however, the small group structure I think is more beneficial if you utilize the group
34. I enjoyed the small groups because we get more time to focus on our essay allowing us to talk about it and ask the questions we need.
35. I like the small group structure because I we don't have as many distractions as a larger class would and everyone pays attention more.
36. I do like the small structure of the class it helped me understand the work, assignments and the lessons more.
37. I like small group. It helps us to discuss with each other.
38. I found the small group style very helpful almost always it made it easier to relate my research to the research of the other students, as well as understand the research that my classmates were doing. The only problem I had was a lack of experience and the confusion that came with that, this could be improved by maybe a more guidance on the style of these essays should be.
39. Yes, I really enjoyed the small group structure. It was really awesome to see what future colleagues were researching, and how it was closely related to my field. It was really easy to become interested in their work, rather than listening to a more boring project.
40. I like the small group structure because we can get know some more people in our major vs having it a very broad spectrum plus we only met once week which is a really meager requirement. I really like this class it is easy and easy going and you're a really easygoing to teacher which helps a lot for people to open up to about their papers.
41. I really like the small group setup. It makes the class and following conversation a lot more personal. In a large class I generally wouldn't speak at all but this setting has a few people that I have known for a while

know but feel comfortable with. I don't really have any other advice for you for the class. The lesson plan and calendar assignment work out very well.

42. Yes. The small group provides a more casual conversation rather than an answer to a question the professor asked. Moved some events closer to the beginning of the semester and provide a better outline for when specific requirements are due, like references or points during writing (intro done, synthesis done)
43. The Small groups were better than I had originally thought. Because there's not as many people, conversations stayed on topic and things moved faster or slower when needed.
44. its better than a big group but it could be more diverse instead of having people in the same major on the same group
45. Yes for it allowed me to get to know my class mate more in depth.
46. I did like the small group size, but I feel like we're not getting as much class time as we should to cover all of the material that we probably need to cover. Instead, if the class was split into two and met once a week for one group, twice a week for the other, and then switched, it could be much more beneficial in the future.
47. "I very much like the small group. for the first time in a college course I felt like I was back in high school, where I could goof off a little bit with a bunch of people that I knew relatively well while still learning and doing what the class required. Please don't stop with this format, I've recommended friends to take your class because of it (along with you, of course :)
48. The meeting once a week thing is also really great for taking off the stress of classes. Really I can't complain about anything, this was a super fun class with a great professor!"
49. I kind of like it and kind of don't. I like small groups in general because it's a more personalized experience, especially in a place where we are often in large classes, but having only 50 minutes a week in class didn't seem like enough.
50. Yes. In small groups, everyone can talk about something and not to worried about taking too much time.
51. Yes as it created a close knit class and was easier to bounce ideas off one another.
52. I like the small group feel because everyone within the major kind of has the same mindset and/or personality when it comes to our academic work.
53. I am indifferent about the small group structure, but I can see the class being more difficult to handle in a larger group when it comes to getting ideas and feedback on our writing processes.
54. I do, especially as a lot of us were able to just enjoy ourselves and chat before the beginning of class as we had common interests.
55. I liked the "small group" structure of this class because I work better in a small classroom setting and it is easier to stay involved and be held accountable for the class. Overall, I really enjoyed this English class and I think that I have gained many skills that I can use in my future as an S&T student.