



Listening Tour Introduction and Question Guide

The professional organizations for teachers of college writing are attempting to build a portrait of the experiences and expectations of incoming college composition students. By including the voices of college writers who are just starting on the higher education journey, we'd like to add another dimension to the national discussion about what it means to be college- and career-ready. We appreciate your participation in building this composite by hosting discussions on your campus. Please use the list below as a discussion guide. You could choose to do this as part of a regular class session or more informally, outside of class. After the discussion, please note what you learned by recording your summary of the responses on [this survey form](#). We will incorporate your responses into a public presentation about this project that we will share with the media no later than the National Day on Writing (October 20); please host your session and forward your impressions no later than September 30, 2013.

If you would prefer to forward a video or audio capture of your students' discussion or write a summary of their discussion rather than using the survey form, please forward these items to CCCC Liaison Kristen Suchor (ksuchor@ncte.org). If submitting a video or audio capture, please complete a [subject release form\(s\)](#) and/or a [video/audio release form](#) and return to Kristen (subject release forms are needed for all video captures and any audio captures that identify individuals by name). Please contact Kristen with any questions about these forms and their use.

We realize that students bring different experiences to the classroom and may have little background with the subject of some of the questions below; feel free to eliminate or modify those that seem inappropriate for your class. We are interested in the issues associated with preparation for successful writing in college and the workplace, but don't want to signal "right" answers to these questions or imply that there are problems if students don't have background knowledge or experiences in some of these areas. Feel free to return to these questions later in the term or at any point in the future if you find them helpful. Thanks very much for participating in this initiative!

Discussion Questions

1. If we define writing broadly to include making notes and lists; posting on Facebook, Twitter, or other social media sites; and composing digitally with video or music; as well as the kind of writing traditionally done in school or the workplace, approximately how many hours a week do you spend writing?
2. In the past year, have you written anything for political/social purposes (including letters to policy leaders, op-eds, videos with a social message, online commentary)?
3. With what tools or devices have you "written" in the past week? (Examples: pen/pencil, phone, tablet, laptop/desktop, camera or video editing equipment.)
4. How do you compare the writing you do for "everyday" purposes to the writing you do for school or work? (Follow-up: What share of your writing is done for purposes other than school or work?)
5. Do you think the writing you do voluntarily, outside of school or work, helps you write better for other purposes?

6. Compared to family members who were your age a generation ago, do you think you write more, less, or about the same amount?
7. What are your expectations for college writing? What influenced/shaped these expectations?
8. How well do you think the writing courses you took in high school prepared you for college writing? What do you wish you knew more about/had practiced more?
9. What kinds of writing that you did in high school do you think helped prepare you for college? (For example, note taking, summarizing, journaling, annotating, reflective writing.)
10. To be successful in college, which “rules” of writing or grammar are important to know (e.g., parts of speech, punctuation, spelling, capitalization, rules of citation, formatting, diction/language use)?
11. Do you think that writing in social networks like Facebook, Twitter, Wikipedia, etc., will be important to your success in college? Why or why not?
12. What habits of mind or personal characteristics are essential for successful college writers? (Examples: intellectual curiosity, persistence, open-mindedness, questioning/critical thinking, reflection/meta-cognition, confidence, time management, inventiveness, pride in work.)
13. In your opinion, what formative experience has best prepared you for success in college-level writing?
14. When you think about a career or other pursuits after college, what do you think will be most important for you to be able to do as a writer?