

Chapter XXII: JUNIOR STUDENT INTERVIEW REPORT DATA

This chapter contains the detailed responses of the 103 Juniors interviewed in the spring of 1999.

Deep reading goes beyond reading only to recite facts from the material. Deep readers will identify assumptions built into the reading, think about the consequences of those assumptions, and try to understand the reasoning behind and development of the author's argument(s). Deep readers will often go back and reread difficult passages in order to critically engage the material and will often argue against it by bringing in their own relevant information or by connecting ideas to previous reading and to other issues.

1. a) What percentage of the time do you read textbook/reading assignments in this fashion? _____%

 - b) Describe your preferred deep reading environment.
Location:
Usual noise (or sound) level:
Noise (or sound) source:
Times of day or night:
Other:
 - c) In a typical week, what percentage of the time are you able to achieve your preferred deep reading environment? _____%
 - d) What prevents you from achieving it?
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2. In approximately what percent of your classes at Truman do your teachers' lectures simply repeat the material in the reading? _____%

 3. In approximately what percent of your classes at Truman are you held accountable for material from reading assignments that are not covered in class discussions? _____%

 4. How often do you re-read particularly difficult passages? (circle one)
rarely or never once in a while sometimes frequently always

 5. How much do you read in addition to course assignments? (circle one)
rarely or never once a week several times a week almost every day every day

When you do, what kinds of readings do you choose?

6. Regarding your academic book purchases this semester,

a) For how many classes this semester did you not buy the required book? _____ Why?

b) For what percent of your classes this semester that had a recommended book, did you not buy it?
_____ Why?

7. How often do you read a newspaper, news magazine, or news web site? (circle one)

rarely or never once a week several times a week almost every day every day

8. How often do you read a novel not required by a class? (circle one)

rarely only when classes one or two more than two
or never aren't in session per semester per semester

9. How often do you read a book of non-fiction not required by a class?

rarely only when classes one or two more than two
or never aren't in session per semester per semester

Diversity goes beyond a focus on differences in race, ethnicity, class, religion, ability, gender, or sexual orientation. Diversity encompasses both differences and similarities. While race and ethnic origin often receive most of the attention in discussions of diversity, accounting for the context in which issues of diversity occur provides a more complete understanding. Real diversity discussions will consider not only the differences among groups, but also the fact that people within groups also vary tremendously along all facets of human interaction.

10. Since coming to Truman, how has your level of interaction with people from diverse backgrounds changed?
(Circle one)

decreased a lot decreased a little no change increased a little increased a lot

We're interested in your experience in five levels of encountering diversity: knowledge, understanding, tolerance, comfort, and appreciation.

11. a) Since coming to Truman, how has your knowledge of people from diverse backgrounds changed?
(Circle one)

decreased a lot decreased a little no change increased a little increased a lot

b) Since coming to Truman, how has your understanding of people from diverse backgrounds changed?
(Circle one)

decreased a lot decreased a little no change increased a little increased a lot

12. a) Since coming to Truman, how has your tolerance of people from diverse backgrounds changed?
(Circle one)

decreased a lot decreased a little no change increased a little increased a lot

b) Since coming to Truman, how has your comfort level with people from diverse backgrounds changed?
(Circle one)

decreased a lot decreased a little no change increased a little increased a lot

c) Since coming to Truman, how has your appreciation of people from diverse backgrounds changed?
(Circle one)

decreased a lot decreased a little no change increased a little increased a lot

13. Do you have any close friends who come from a different background or culture than your own?

a) Please describe:

b) What brought you together?

14. Describe your experience with each of the following areas of computer literacy: (Please circle.)

a) using a computer to create a document in an appropriate format

(word processing acceptable for a class assignment,)

None Some Experienced Significant Proficient

b) retrieving and citing appropriately information from the World Wide Web

(Web Browser: Netscape, Internet Explorer, etc.)

None Some Experienced Significant Proficient

c) utilizing electronic means of communication

(E-mail, chat/discussion groups, etc.)

None Some Experienced Significant Proficient

d) retrieving information from a bibliographic database

(besides LUIS; e.g., WorldCat, Lexis-Nexis, First Search)

None Some Experienced Significant Proficient

e) organizing, manipulating, and presenting numeric data in a document

(spreadsheet (Excel, Lotus, etc.), statistical software (Mystat, SPSS, Shazam), etc.)

None Some Experienced Significant Proficient

f) saving, retrieving, copying, printing, and deleting files

None Some Experienced Significant Proficient

g) recognizing unethical use of technology including copyright and privacy issues

None Some Experienced Significant Proficient

h) use of presentation software (PowerPoint, HyperStudio, Web Browser)

None Some Experienced Significant Proficient

15. In how many courses this semester does your professor make use of the Course Info facility for managing some or all of the course's out-of-class communication needs? _____

How much do you feel this contributes to the learning experience provided in those courses?

_____ detracts _____ not at all _____ contributes _____ contributes significantly

Please explain briefly.

16. How many computers are in your house, dorm room or apartment? _____ Yours? _____ Roommate's? _____

JUNIOR INTERVIEW PROJECT SPRING 2000 ORAL QUESTIONNAIRE

Instructions:

- Utilize this packet to record the interview responses.
- Please cover all the questions in about 20 minutes.
- Remember we have guaranteed the interview subjects confidentiality.
- Each member of your interview team should take his/her own notes during the interview.
- **Write down key phrases**, particularly those which convey the subject's intent.
- After the interview, both members of the team compare their individual key phrases, record their agreed upon responses for the interview on one of the questionnaires, and designate it as the master copy.

Interview Subject: _____ 1st Major: _____ Male
Hometown: _____ 2nd Major: _____ Female
Size of Graduating Class: _____ High school: _____
Residence: On-Campus Off-Campus
Interviewers: _____ and _____

c) What should your professors do to encourage deep reading?

b) Was the experience ultimately a positive or negative one?

8. How has your foreign language experience, either at Truman or while studying abroad, enhanced your understanding of other nationalities and cultures? Please explain.

9. Is there anything else that you would like to tell us about any aspect of your Truman experience?