Welcome to the first Learning Inventory, Jash! Let's gather some information about who you are as a learner and what you hope to gain from WR 121. Your responses will help me get to know you as a student, so that we can get the most out of our time together. Thanks in advance for your time and candor as you complete this inventory.

While we encourage you to complete the survey in one sitting, you can stop and come back to it later. Just make sure to click "next" at the bottom of the page before exiting.

First things first: what is your name?

Jash Rai

What pronouns (she/her, he/his, they/theirs) would you like for me to use with you in this class?

he/his

Do you read, write, or speak in any languages beyond English? If so, please share here.

Hindi

What writing classes have you taken in the past? (For example, high school advanced composition, literature courses, journalism, creative writing, etc.)

Philosophy classes, Technical writing/Business writing

Please share little bit about your intended course of study/major, your goals for your time at OSU, and how WR 121 might fit into them.

Math/CS, working with others is necessary in every field, thus strong rhetoric is always important.

How would you characterize the connection between reading and improving one's writing?

Highly correlated

When was the last time you wrote something you were really proud of, in school or out? What elements of the piece made you feel most accomplished, and why?

I am proud of an anthropological final I wrote about the current issues with K-12 education and how technology can provides bridges over those gaps. I felt my argument was well organized and adequately substantiated.

What is an impactful memory you have about learning? How do you know when you have truly learned something?

Understanding a mathematical concept on a deeper level than I previously had is always an impactful memory. It feels as though I am truly learning or improving when my "mental map" of interweaving concepts gets updated and increases in clarity/detail.

Which of the following best matches your familiarity with the word "rhetoric?"

- ◯ Rhetoric? I've never heard that term before
- ◯ I've heard the phrase before, but I'm not sure how I would define it
- ◉ **I'm pretty comfortable with it and I even enjoy it at times**
- ◯ I consider myself a master rhetorician

How important do you consider writing to be for success in:

Not at all important   Extremely important

0   10   20   30   40   50   60   70   80   90   100

College

Career

Personal Relationships

Mental Health and Wellness

Which of the following best matches your perception of your writing ability?

- ◉ **I think I write better than most of my peers**
- ○ I think I write about the same as my peers
- ○ I think most of my peers write better than I do
- ○ I think almost all of my peers write better than I do

How confident are you in your ability to:

	Almost no confidence	Low confidence	Reasonably confident	High confidence	Total confidence
Analyze texts for their persuasive strategies	○	○	○	◉	○
Write persuasively to a range of audiences	○	○	○	◉	○
Recognize the conventions and purposes of different genres	○	○	○	○	◉
Write analytical, academic arguments (in Standard Edited English)	○	○	○	○	◉
Effectively integrate the ideas of others into your writing	○	○	○	◉	○
Locate resources through the OSU Library	○	○	○	◉	○
Temporarily suspend judgment in order to read more carefully and thoroughly	○	○	○	○	◉
Properly quote and cite other sources	○	○	○	○	◉
Recognize strengths and weaknesses in your own writing process	○	○	◉	○	○
Hand knit a sweater	◉	○	○	○	○

	Almost no confidence	Low confidence	Reasonably confident	High confidence	Total confidence
Improve your writing over the course of this term	○	○	○	○	◉

How would you rank the importance of the following practices in improving your writing?

Not important
0   10   20   30   40   50   60   70   80   90   100

Extremely important

Reading

Practicing revision at the sentence level

Giving and receiving feedback in peer review

Experimenting with writing in varying genres

Completing multiple rounds of revision

Getting feedback from your instructor

Learning about grammar and sentence structure

Visiting the Writing Studio

Fill in the blank: the most helpful writing feedback is _ _ _ _ _ _. The least helpful writing feedback is _ _ _ _ _ _ _.

The most helpful writing feedback is specific and actionable to the writer's goal. The least helpful feedback is rules-based or computational judgement.

Identify a specific goal for improving your writing this term. What do you think you need to do to achieve that goal?

My goal this term is to improve my prose so I may communicate ideas in a more elegant, cohesive, and sophisticated yet simple manner. I believe this will require a focus on refining my sentence structure and improving my transitions between ideas.

In general, how confident do you feel about your ability to succeed in WR 121?

- ○ Not at all confident
- ○ Low confidence
- ○ Relative confidence
- ○ High confidence
- ◉ **Total confidence**

Do you foresee any obstacles to your success in WR 121? Anything I can do to facilitate your participation in the class?

N/A

What is one question you'd like to ask of your classmates to get to know them better? Think outside of the box here!

What is a topic you feel as though you could write a 5 page persuasive or expository essay about right now, with no additional research required?

After clicking the "**next**" button below, your answers will be recorded and then a report of your responses will appear.

NOTE: You will need to **save** your response by clicking the "Download PDF" button that appears next to "Below is a Summary of Your Responses" OR by selecting the print option in your browser, from which you can either print or save as a .pdf. **You will need to include your response in the final project of the term**, the Writer's Portfolio, so please take the time to save it now!

Thank you for completing the first Learning Inventory! Congrats on taking a critical step toward becoming a stronger writer. Best wishes for an enlivening, enlightening term in WR 121.