

Tables and Figures for “Improving Writing Skills of Construction Management Undergraduates: Developing a Tool for Data Collection and Empirical Analysis of Writing in CM Courses to Create a Writing-Enriched Curriculum”

Figure 1. Answer to WEC industry affiliate survey (cite), question 7: “What kinds of writing do you do in your job?”(N=102)

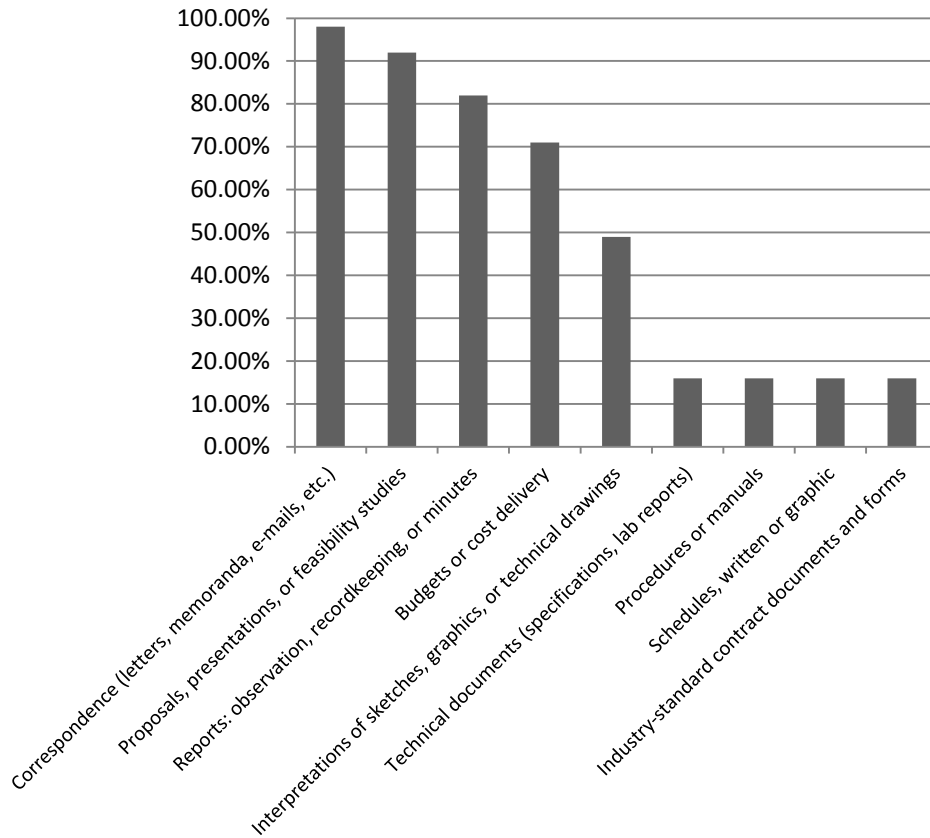
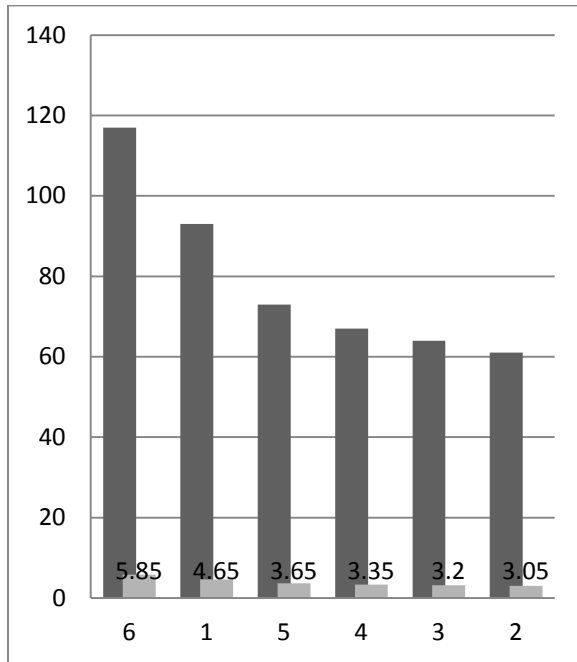


Table 1. Descriptive Statistics of CM Course Writing Assignments (N=20)

Genre of Writing	Minimum	Maximum	Sum	Mean	Std. Deviation
Manuals	0	2	3	.15	.489
Research Paper	0	2	8	.40	.681
Technical Documents	0	2	8	.40	.681
Schedules	0	4	10	.50	1.100
Essays	0	9	16	.80	2.142
Budgets	0	7	18	.90	1.683
In-class write	0	12	21	1.05	2.762
Reports	0	13	23	1.15	3.313
Graphics	0	15	27	1.35	3.360
Other (reflective writing)	0	7	32	1.60	2.415
Presentation/Proposal	0	12	32	1.60	3.267
Correspondence	0	11	43	2.15	2.390
Reading	0	10	45	2.25	3.059
	0	12	114	5.70	3.962

Figure 3. Desired ability count across courses mapped showing sum and average



- **1: Communicate clearly:** Articulate problems, proposals, procedure or policy using concrete unambiguous language.
- **2: Use evidence:** Habitually maintain and comprehensively recall, analyze and cite documents, records, notes, data and independent research in support of critical thinking.
- **3: Solve problems and conflicts effectively:** Recite, assess, evaluate, interpret and communicate complex problems and conflicts objectively.
- **4: Understand and connect with stakeholder concerns:** Inspire confidence by demonstrating thorough knowledge, using language, tone and authentic voice appropriate to the stakeholder perspective.
- **5: Correctly apply industry standard documents:** Read, create, modify, interpret, and correctly apply drawings, industry standard contracts, documents and forms.
- **6: Clearly present technical material:** Demonstrate mastery and proper application of technical terminology, tools, jargon, and software appropriate to a stakeholder's ability to understand.

Figure 4. One writing assignment genres' impact on 6 desired writing abilities per

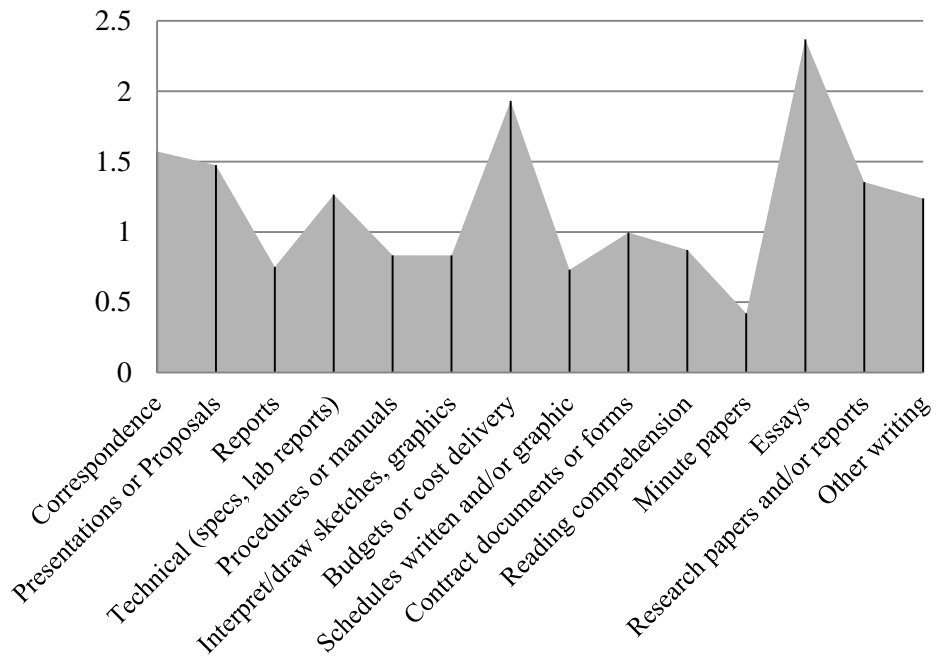


Figure 5. Writing Assignment Genres' Overall Impact on 6 Desired Writing Abilities at rate assigned within the CM curriculum

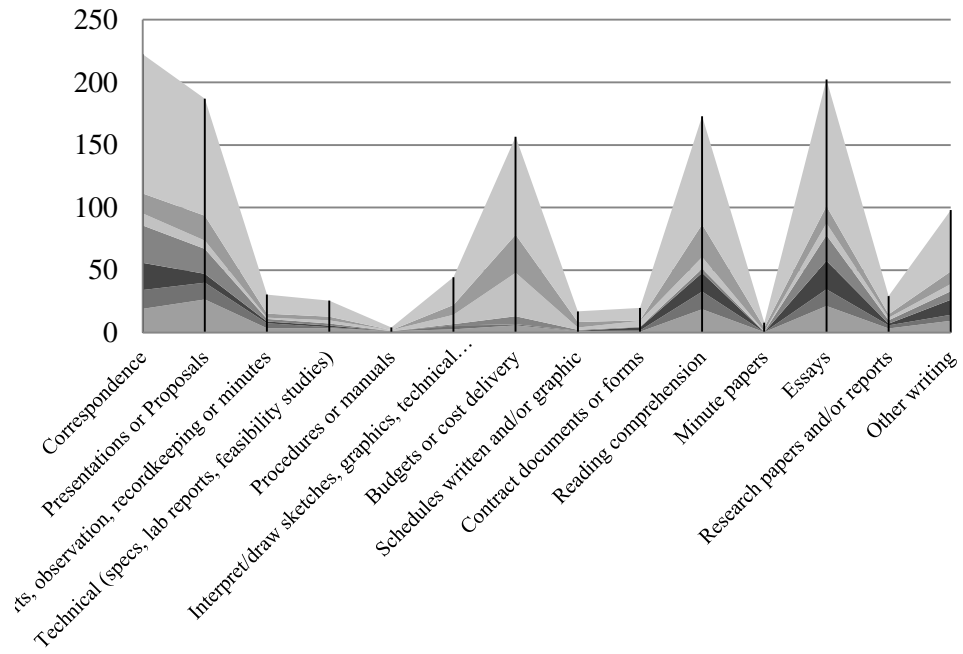


Figure 6. Writing assignment genres' impact on: 3. Solve problems and conflicts

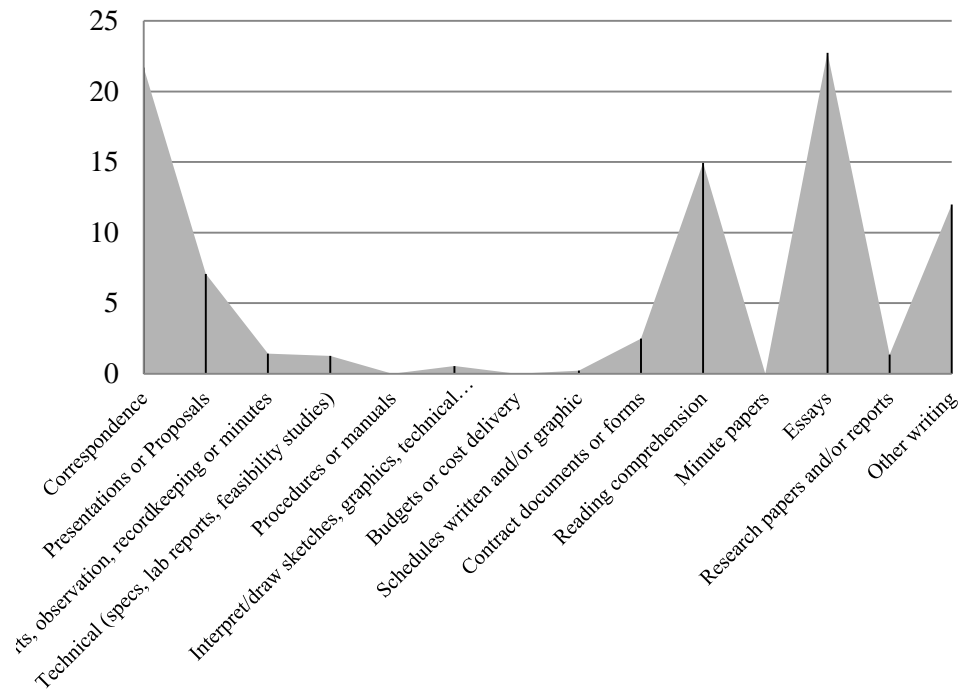


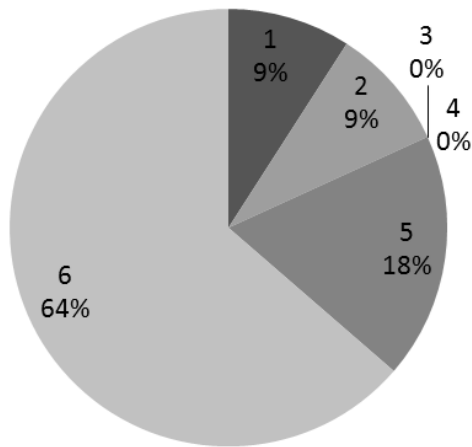
Figure 7. Representation of individually mapped CM course: Planning and Scheduling

CMGT 4021 - Planning and Scheduling

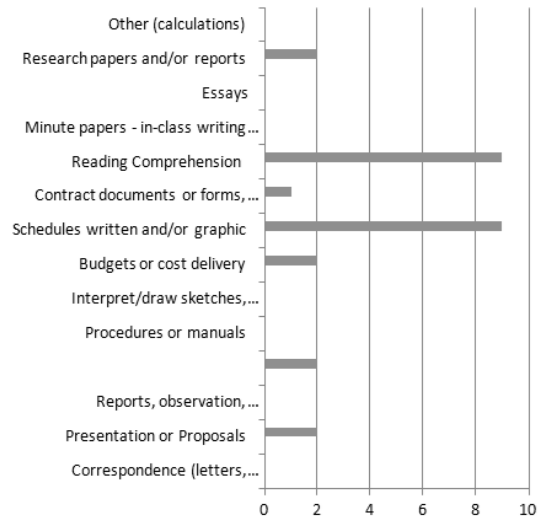
This course appears to most support writing outcomes

5: Correctly apply industry standard documents and 6: Clearly present technical material

Relation of Assignments to Desired Outcomes



Writing Assignment Type Count



1: Communicate Clearly 2: Use Evidence 3: Communicate about problems and conflicts 4: Understand and address stakeholder's concerns
 5: Correctly apply industry standard documents 6: Interpret technical material

