

Danielle's Transcript

- WA: Have you been the WC before?
- W: No.
- WA: okay
- WA: So what are we working on today working on today?
- W: Blah...learning to analyze things. I want to make it more complete... trying to get the whole idea...
- WA: Okay, well let me tell you what we do...blah ...so that if you want to change anything... and then I take notes that do blah...they aren't critiques...more reader response and questions...so don't worry...(both laugh)
- WA: How many pages it is?
- W: 6
- WA: It's 6. okay, well, we have a half hour, so if we get short on time, I might ask you to summarize a few paragraphs so we can talk about ideas...
- W: The major part I had trouble with is in the beginning
- WA: Okay, so we can look at that...
- W: (reads paper)
- WA: Okay good. This is a topic that I find to be really interesting...
- W: Cool (laughs)
- WA: So, now that you've read it out loud what are you thinking?
- W: (pause)...I can see blah, but its hard to make it clear on paper
- WA: Where I did you struggle the most?
- W: We have all these texts and making connections...I kinda listed....my teacher told me to narrow it down
- WA: So how did you narrow it down?
- W: I kinda talked about...blah
- WA: So how does that connect to blah?
- W: blah....blah....blah....
- WA: That make sense. What part do you like the best?
- W: The end and my teacher say that there I am making connections...but she said it needs to brought in earlier, and I don't know how...
- WA: How much time do you have to work on this?
- W: Until Tuesday
- WA: Okay lets imagine something...because sometimes when I write I start laying things out and then figure out how they are related in the end...so if we go tot he end where you feel like thing are doing that ...what if we took the ideas from the end and moved them to the front, how would you feel about that?
- W: That would probably be good because blah...blah....(explains why would be better for reader)
- WA: So pretend you are a reader and the paper starts here, where you feel like it starts working, where would you want it go from here?
- W: Uhm (silence) I think that it wouldn't work because blah...I think I should answer questions, so should the questions I ask be answered?
- WA: That is a good question. (laughter)

WA: It depends what you are trying to do. What are the main ideas that you come to in the end?

W: Well...blah...

WA: (restates writer's response)

W: Yeah, but more blah...

WA: Okay that's good...do you want to write that down... (laughter)

WA: You said something about...blah...

W: Yeah (silence 40 seconds)

WA: Okay so we pulled that out, so your saying blah...

W: Yeah

WA: And you said the teacher wanted to narrow down...

W: That was like...blah

WA: So your talking about blah....maybe we talk about blah w/o looking at the paper for a second...so we've got...(summarizes the paragraphs) So how does blah connect to blah..

W: I was thinking blah

WA: why did you say blah, cause I think you are on to something there...

W: Cause blah...blah...blah

WA: So who else does blah? (laughter)

WA: Ah the connection....☺

W: Do you think any of the other ones fit in there?

W: blah

WA: Okay good. So who fits under blah? we've got blank talking about it...but what relate to this?

W: I think all of them do in a way cause...blah...

WA: Okay good.

W: Because blah...

WA: So you think all of these fit in some way?

W: Yeah cause blah...

WA: Okay, I am going to leave blank for you to fill in later. Are you getting the picture by what we are doing here...?

W: Yeah

WA: So what if you organize these chunks by....

W: Idea rather than texts?

WA: Yes. Do you feel like you can do that?

W: Yeah

WA: Okay so a game plan here for when you leave...we talked about doing blah, and blah, and then we'll leave bla and bla for you to do....

W: Okay

WA: And am going to send these notes for you....they are all yours

W: Okay great

WA: Do you have any other questions for me?

W: Actually, about dashes

[discusses dashes...look at spots in paper]

WA: Okay so did this help?

W: Yeah it helped a lot actually.

WA: Well thanks for coming in (Student's name) you can come back during any stage in the writing process...

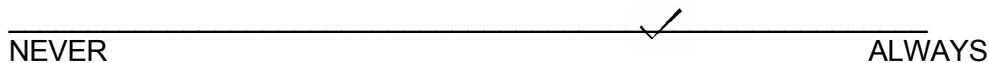
W: Okay thanks...have a good day...

CLOSING ASSESSMENT

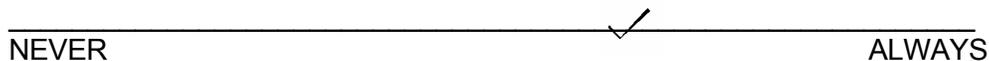
Quarter: *Fall 2002* Name: *Danielle Gray*

Please put a check mark at an appropriate place along the scale (see key on back)

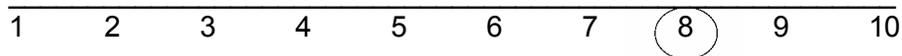
1. Reflectively uses our pedagogy for guiding writing:



2. Contributes to Center goals; attends sessions and completes paperwork promptly:



3. Considering everything, rate yourself as a Writing Assistant:



WA's COMMENTS:

Strengths

- ★ *Becoming comfortable with silence*
- ★ *Aware of learning styles*
- ★ *Clarifies/ Perception Checks*
- ★ *Negotiates Agenda*
- ★ *Aware of time constraints*
- ★ *Creates space for writer to guess/ answer questions*
- ★ *Summarizes and sets goals with writer at the end of conference*

COORDINATOR'S COMMENTS:

Strengths

- ★ *Acknowledges/ Elicits writer's concerns*
- ★ *Packages reader response with open ended questions*
- ★ *Demonstrates ability to contract with writers*
- ★ *Uses reader-response*
- ★ *Moves global to local*
- ★ *Leaves writer to write*
- ★ *Provides options*

Goal

- *Give writers specific strategies*
- *Build from writer's strengths*
- *Be more prompt with time sheets*
- *Continue setting time boundaries*

Goal

- *Try role playing as a way to help writers conceptualize new ideas*
- *Modeling how to use more WC handouts, resources*

SIGN *Danielle Gray* DATE _____

SIGN *R. F. Buck* DATE _____

