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Compared to last semester, I find myself more active and engaged with my students this semester. I believe it’s because this semester I hold office hours where students can meet with me to go over their first drafts on their major assignments to receive feedback for their final drafts. I hold my office hours the same week that Professor Moses holds conferences. During conference week, Professor Moses has a sign-up sheet for students to attend one-on-one conferences with him to go over their drafts. I usually attend 1-2 of these conferences as well. For the students who couldn’t meet with Professor Moses during conference week due to schedule conflicts, they were able to schedule a meeting with me for 15 minutes each on Fridays by Tawes Hall Coffee Shop from 9:30am-12pm. However, I do respond to any inquiries students may have through email. I was surprised to see that so many students took advantage of this opportunity to meet with me to go over their papers. My first time holding conferences, I found it kind of awkward because I’m a UTA for an online course, so I had no idea of what my students looked like at all. However, after sitting there for about 5 minutes, I decided to ask them their name to make sure I was meeting with the right person. During my first time holding conferences, I met with about 5 students and the second time I held conferences, the number increased to 9 students. I even worked around my schedule by arranging to have a virtual meeting with one of my students on Google Hangouts to make sure they were able to receive the feedback they needed. When I meet with my students, most of the feedback they wanted to know was whether they have a good topic or if they were tailoring their paper to the appropriate audience. The last time I met with my students, they were in the process of drafting their proposals and they asked questions like, “Am I addressing the correct audiences?” “Is my topic good enough to be written as a recommendation report?” and “Where can I find better secondary sources to support my topic?” I don’t think my students wanted me to fix their papers, but rather guide them in the right direction so they could strengthen their paper. I haven’t had a student come to me and tell me to fix or try to write their paper for them. I usually tell my students to bring a copy of their drafts with them to our meeting so that I can go over with them the changes they need to make. Also, most of the time, the date in which students meet with me falls on the exact same day their peer review assignments are due. I think this is helpful because when they peer review their classmate’s paper, they will have a better understanding of what to offer advice on.

I believe now that I have more experience in responding to student writing, I am more comfortable in doing it and I have developed a process that I find helpful to my students. In my “responding process,” I usually print out all my students drafts that I’m meeting with prior to that day and I read through and make corrections. I check for whether they are tailoring their paper to the appropriate audience, spelling/grammar/punctuation errors, whether they are following the guidelines of the assignment, and if they are using the correct citation format and using credible sources. I use black pen for my corrections because I know red ink all over a student’s paper can seem overwhelming. When I meet with them in person, I use the draft that I edited to go over in detail why I corrected their paper the way I did. I always start by saying what they did well on their paper first and ask students if they have any questions first. I ask students if they have questions first because one of their questions could possibly be something that I left feedback on in their draft paper and we can immediately go to it and go over it. At the end of my meetings with students, I tend to let them have the paper that I put all my corrections on to use as a reference and many have found it to be very helpful.