Session Report Category Definitions

Our Session Report and Referral Form have a set of check boxes to denote certain areas of focus for our work with students. These areas of focus are broadly organized into four categories, three representing components of a simplified writing process, and one designated to capture our role in overall student development.

Understanding & Planning

The activities represented in the Understanding & Planning phase are ones that, in a perfect world, should be accomplished before an attempt is made at a draft of the document. However, because writing is a recursive activity and because some students will not spend enough time in this phase before writing or may skip these activities entirely, we may find ourselves coming back to these activities even when students perceive that they are further along in the process.

☐ **Assignment criteria & planning**
This activity includes reviewing the assignment description and grading rubrics, as well as discussing strategies for approaching the writing assignment. It also includes discussions about elements of the rhetorical situation such as purpose, audience, genre, stance, media/design decisions and other discussions about writing in an academic context.

☐ **Research / idea generation**
This activity includes discussions about finding, evaluating, and selecting appropriate sources. For less academic writing assignments is might include more free-form idea generation activities like brainstorming, freewriting, looping, listing, clustering, cubing, and, for some, maybe even outlining. This might also be a good place for discussing how to gather the appropriate information from resources to make documenting of sources according to particular style guide requirements easier. If you do this, pair this activity with the Citing sources in _____ style activity below so that we can capture which style guide was discussed.

☐ **Academic reading strategies**
We don't teach reading per se, but there are strategies that can help students develop deeper reading skills and enhance their understanding of what they read. This activity encompasses discussions about using techniques such as proper highlighting, skimming, re-reading, reflecting, and annotating of texts as but some examples.

Writing & Revising

The Writing & Revising phase deals with activities involved in producing the bulk of a piece of writing. Many of the activities within this phase are recursive, so we may be helping a student prepare to do these things or we may be helping a student refine what they've already done or help them identify key steps in this or a prior phase that they may have missed.

☐ **Organizing & drafting**
This activity begins the process of taking the information that has been gathered and making sense of it. Organizing activities might include clustering and outlining or other techniques. Discussions about drafting a document might include helping students overcome writer's block by engaging them in freewriting or other techniques you may be aware of. This activity also encompasses general feedback about the strengths and weaknesses of a draft already in progress. In this use, it will often be paired with specific activities found elsewhere on the form. This activity might encompass revision techniques.

☐ **Thesis & logical content development**
This activity is used when discussing the logical development of an argument or essay. It might be used in the development process, for explaining the concepts involved, and/or for responding to existing written work. This activity might encompass revision techniques.

☐ **Using appropriate evidence (Quoting / paraphrasing)**
This activity is used for discussions about incorporating research or evidence in a paper. It includes discussions about evidence selection and interpretation as well as the technical aspects of how to properly quote and paraphrase. In this last use, it will often be paired with the Citing sources in _____ style activity below.

☐ **Citing sources in _____ style**
This activity includes any discussions about how to create lists of references and cite sources in text according to the required style manual.

☐ **Editing for clarity, concision, & tone**
Editing is a more focused activity than general revision for organization and argument clarity. Here we are talking about sentence level edits that enhance clarity, concision, & tone. This activity is not so much about error detection and correction as it is about improving the style and appropriateness of the writing.

Polishing & Presenting

The Polishing & Presenting phase is designed to isolate the smaller issues that students often want to focus on. These are really issues involved with presenting a polished and professional piece of writing. Students will often do these activities as part of other phases, but this phase focuses on that final effort to ensure the paper meets all of the presentation requirements of the assignment. It is most often the final once over.

☐ **Mechanics, usage, grammar / proofreading strategies**
Proofreading is the most specific level of revision. It has been placed in the Polishing & Presenting section because this is really about making a manuscript fit for publication (i.e., turning it in). This is where we ensure that punctuation, spelling, and typos are addressed.

☐ **Format & layout in _____ style**
The final activity in polishing a piece for publication is helping students ensure correct formatting and layout issues such as margins, page numbers, headings, titles, and student and class identification information.

Student Success Strategies

Our work is primarily focused on helping students become better writers, but sometimes the issues that prevent them from being the best they can be are more general issues that any student might encounter as they acclimate to the university environment. Wright State offers a robust set of resources to help students. This section is designed to capture advice or referrals we might give to students that isn't specifically writing-related.

☐ **Strategies & resources for future academic success**
This activity addresses student-centered advice we might give that isn't focused specifically on writing. It might be pointing students to the proper resources on campus to help them handle issues they are having, or talking them through how to approach a faculty member with a question about an assignment, or how to better manage their time. Any discussion that has to do with how to navigate the university or successful student behaviors fits here.